

UTK SIS: Syllabus For INSC 554

COURSE INFORMATION

INSC 554 Public Libraries, Spring 2023

University of Tennessee, Knoxville

Class Meetings: Wednesday, 6:30 to 9:10 pm on ZOOM;

ZOOM Course ID- <https://tennessee.zoom.us/j/93911792319>

Faculty Contact Information

- Kaurri C. Williams (K.C.)
- Kaurri@gmail.com
- 1709 Brown Road, Knoxville, TN 37920
- 865-599-9260
- Office Hours: By Appointment



SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

Welcome Statement

Welcome to INSC 554 Public Libraries. I look forward to guiding you and your classmates on a journey through the history, organization, management, governance, and evaluation of public libraries. I am also excited to hear about your experiences and perspectives as the course progresses.

From the time the value of preserving and organizing the record of human existence was realized, the essential purpose of public libraries has remained relatively constant. The form and uses of this record, however, are subject to the contradictory nature of human needs and desires, as well as to the changing socio-cultural, socio-political, economic, and technological developments. Such conditions have required extreme adaptability from those who manage public libraries. In addition, public libraries have to continue focusing on the changing needs/wants of their patrons/users/clients/customers (as variously defined) and on developing ongoing user-centered service assessment and evaluation. This is to ensure that the public library as an institution is able to meet the changing needs and expectations of their local constituencies. User-centered assessment and evaluation of public library services is extremely important since often the community's tax-base and tax investment help to support public libraries around the country.

COURSE INFORMATION

Catalog Description

Development, roles, political environment, governance, organization, fiscal management, services, marketing, and performance evaluations of public libraries.

Registration Restriction(s): Master of Science – Information Sciences major. Minimum student level – graduate.

Additional Information

In the context of depleting resources and limited funding, and in the face of changing expectations of public libraries and a need to further user-centered assessment of public library services, how can public librarians extend their collections, services, programs, and other activities in digitized and non-digitized environments?

In this course, we will explore answers to the above question through readings/viewings, class discussion, and primary and secondary research. We will analyze case-studies and real-life public library environments to study the development, roles, political environment, governance, organization, fiscal management, services, marketing, and performance evaluations of public libraries in the context of user-centered assessment and evaluation of its services in a changing socio-technical environment. We will explore both the human resource management dimensions and the technological dimensions to how public libraries may respond to contemporary conditions. We will briefly look at the history of public libraries and how their resources and services have responded to user-centered assessment in the context of traditional concerns of user needs and information access.

Student Learning Outcomes

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of public libraries as an essential service. There is the increasing possibility that graduates will be expected to assume responsibility for conducting both formal and informal user-centered assessment and evaluation of library services (across library settings) to gather data and solicit feedback from their patrons early in their careers. For that reason, ALA accredited programs offer courses like this one. One cannot learn to understand patrons' needs/wants and manage public libraries, however, by taking a single course. Some argue that management cannot be taught at all. A career in public library management demands a commitment to continuing education. The purpose of this course is to introduce students to ideas and concepts about the operation of a public library including: 1) the role of the public library within its service community; 2) the governance, structure, and legal aspects as they relate to the management of the public library; and 3) methods and resources available for both gathering and using data in support of user-centered services in public libraries. Each subject addressed deserves an entire course.

Upon completion of this course, the student should be able to:

- Understand public libraries in their local context and in relation to user-centered services;
- Explore current management issues in public libraries and discuss public libraries as information agencies;

- Describe the role and authority of the public library in implementing and managing physical, digital, and virtual collections;
- Experience and critique various library settings and identify public library management issues in user assessment and evaluation;
- Describe methods of gauging public library effectiveness in different environments via case-study analysis;
- Describe and interpret user-centered services, collection development, policies and planning, digital and virtual applications, and library governance in small libraries;
- Understand the importance of research and writing in telling the story of the public library.

Course Design

This course will provide students with an opportunity to work through a series of assignments designed to give a global construct of the scope of “work” as applied to public libraries. These assignments are complex in nature and require students to conduct theoretical, correlational, qualitative and quantitative research to successfully complete. Assignments should be completed in the order they are listed as each assignment builds on the previous one.

The six assignments are:

1. Case Study Library Assessment - 20 Points
2. User Input Data Gathering & Analysis Activity - 20 Points
3. Collection Development Activity - 15 Points
4. Library Program Promotion Plan - 10 Points
5. Library Building Maintenance Inventory - 5 Points
6. Library Budget Case Study - 15 points
7. Library Board Report - 15 Points

Students will select a case study library and use its corresponding service community for data gathering and analysis. All research for assignments are limited to online resources including the library’s website, online catalog, news releases, social media accounts, annual report, library board minutes, Internet searches, etc. No direct contact with library staff or library customers is permitted as an accommodation to ensure student safety and as a way to assess the case study library’s online presence. The course instructor will provide case studies and supplemental information as needed to complete assignments 3, 4, 5, and 6. A further description of assignments and anticipated outcomes/outputs can be found under the **Assignments, Due Dates and Outcomes** section of this document. Additionally, class lectures will feature a variety of guest speakers who will share their experiences with public libraries from a variety of perspectives.

If you have any questions, feel free to reach out to me via text or email.

Required Texts

Matthews, J. R. (2017). *The Evaluation and Measurement of Library Services, 2nd edition*. Westport, CT: Libraries Unlimited. ISBN: 9781440855368 (paperback), 9781440855375 (ebook)

Cassell, K.A. (2021). *Public Libraries and Their Communities: An Introduction*. Lanham, MD: Rowman & Littlefield. ISBN: 9781538112700 (paperback), 9781538112694 (epub)

All other assigned readings and viewing will be provided in Canvas.

Recommended Texts

Please use the APA Style Guide Version 7

The OWL Purdue Online Writing Lab provides information on the APA as well as examples of the structure and writing for this style.

(https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

COMMUNICATION

Email

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

Instructor Availability

I am always available by text (865-599-9260) and encourage you to reach out at any time if you need my assistance. Please send me a text when you correspond with me via email so that I will be able to respond in a timely manner.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv to ensure you're made aware of course-related information. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>
For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

Course Resources

This course is set up by weekly modules in Canvas. Additional readings, resources and any required templates are included in Canvas through these modules.

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations

Students are expected to attend all classes, complete and submit assignments in sequential order, and to complete all the readings/viewings assigned weekly. This course is work intensive and it is important to keep up with the weekly readings/viewings as they relate directly to the class lecture as well as the completion of course assignments..

Instructor Expectations

As your guide for this course, I am available to answer any questions about the course content and assignments and will respond in a timely manner to your texts and emails. I am interested in your input on the course content and welcome your sharing of personal experiences and perspectives as the semester progresses.

Attendance and Participation

It is assumed that each student will be present and speak in class—the equivalent of a “B” grade for “participation.” Missing classes or failing to participate will lower your grade; frequent participation will raise your grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from missed class period
- Listen to class recording
- Obtain notes, handout, etc. from CANVAS
- Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies

- Special curricular or job requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Religious holidays
- Participation in official university activities such as music performances, athletic competition or debate
- Obligations for court imposed legal obligations (i.e. jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

Inclement Weather

“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at <http://utk.edu>. SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disabilities that may Impede Learning

Any student who feels s/he may need accommodation based on the impact of a disability should contact [Student Disability Services](#) in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Civility

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal

opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

Students should be familiar and maintain their *Academic Integrity* described in <https://hilltopics.utk.edu/academics/>, p. 15 as: *"Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work."*

Students should abide by the **Honor Statement**

(<https://hilltopics.utk.edu/student-code-of-conduct/> Section X. Honor Statement)

"As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

Plagiarism

Statement about plagiarism and penalties, e.g.,

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);

3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism>.)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

Assignments and Grading

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

Preparation of Written Work

Please follow APA documentation style when preparing assignments for this course. All sources must be cited, quotations must be formatted and attributed correctly. No doing so constitutes plagiarism.

Grades for assignment submission that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g. an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).

All assignments must be word-processed and include your name, date, and class number (574).

Due Dates and Late Assignments

Assignments should be submitted to the "assignments" area of CANVAS and are due (officially) at 11:59 p.m. EST on the due date listed on the syllabus. Submissions will be downloaded early the next morning.

You must send me an email informing me that your assignment will be late. Not doing so will result in a one-point deduction for each day that I do not hear from you.

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the

discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

Assigning Grades

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale below for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/possible points over the course of the semester.

Evaluation

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-9 2.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-8 9.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-8 7.99	(3 quality points per semester hour) satisfactory performance.
B-	80-8 2.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-7 9.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-7 7.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-6 9.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.9 9≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.

S/ NC	(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/ NP	(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W	(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

Assignments: Descriptions, Due Dates, and Program Outcomes for SLC

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment One	MSIS Program Outcome
Case Study Library Assessment	Outcome 4

<p>Select your case study public library and, using the three research guides provided in Canvas, conduct a library assessment, review and analyze 12 months of library board meeting agendas and minutes, and conduct a community assessment. Using the data gathered in three worksheets, prepare and submit an in depth analysis of your case study library and its corresponding service community.</p> <p>Please submit all three guides as an addendum to your narrative analysis (research document).</p> <p>Your narrative analysis should be submitted in APA Format. I will provide the section headings and other assignment instructions in Canvas.</p>	<p>Outcome 6 Outcome 8 Outcome 9</p>
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This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment One	Value	Due Date
Case Study Library Assessment Worksheet	3 Points	
Library Board Meeting Minutes Review Worksheet	3 points	
Community Assessment Worksheet	3 Points	
Narrative Analysis (Research Paper)	11 Points	
TOTAL	20 Points	19 February

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment Two	MSIS Program Outcome
User Input Data Gathering & Analysis Activity	Outcome 3 Outcome 9
<p>This activity has four parts:</p> <p>Part One requires you to review six months (most current) of agendas and minutes for your library’s primary funding body (city or county government). You will need to categorize the agenda items using the research guide provided in canvas, conduct an online search to identify any community feedback on agenda items, and report on how the library might identify and/or connect programs, services, resources, and partnerships to</p>	

<p>support both the funding body and provide information to the community about what the funding body is doing.</p> <p>Part Two requires you to develop and (submit to classmates) a five question survey focusing on an aspect of library use that determines how and why someone uses that general service or resource (no program questions) - be creative, use a Likert Scale for four of the questions and include one open ended question.</p> <p>Part Three requires you to conduct an unstructured research activity to gather the same information as your survey, but informally through conversation (no checklists, notes etc. - use only casual conversation) by talking to ten (10) people. Prepare a write up of findings from memory that you can use to complete your analysis.</p> <p>Part Four requires you to complete a narrative analysis, in APA format, of your experiences and findings. Submit your part one worksheet, your five research questions, and your findings from part three as an addendum to your research document.</p> <p>I will provide the section headings and other assignment instructions in Canvas.</p>	
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This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment Two	Value	Due Date
Funding Body Agenda/Minutes Review Worksheet	3 Points	
Five Question Survey	3 Points	
Unstructured Research Activity	3 Points	
Narrative Analysis (Research Paper)	11 Points	
TOTAL	20 Points	13 March

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment Three	MSIS Program Outcome
Collection Development Activity	Outcome 1 Outcome 3

Select a sample library program from the choices provided in Canvas. Use the research guide provided in Canvas to identify services, resources and other programs that support the implementation of this sample program in your case study library and where the case study library could expand offerings in support of this sample library program.	
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This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment Three	Value	Due Date
Collection Development Activity	15 Points	
TOTAL	15 Points	27 March

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment Four	MSIS Program Outcome
Library Program Promotion Plan	Outcome 6
Use the template provided in Canvas to complete a promotional plan for your sample library program from Assignment Three.	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment Four	Value	Due Date
Promotional Plan Template	10 Points	
TOTAL	10 Points	10 April

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment Five	MSIS Program Outcome
Library Building Maintenance Inventory	Outcome 3 Outcome 6
Use the research guide provided in Canvas to conduct a physical (observation only) inventory of your case study library. (If your	

case study library is not accessible, then choose a library that you can access to conduct the inventory.	
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This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment Five	Value	Due Date
Library Building Maintenance Inventory Worksheet	5 Points	
TOTAL	5 Points	17 April

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment Six	MSIS Program Outcome
Library Budget Activity	Outcome 3 Outcome 4 Outcome 5
Use the budget case study provided in canvas, develop a basic budget by allocating funds to line items per instructions given in case study. Then solve the budget reduction issue as outlined in the case study. Complete a narrative analysis (research document) supporting your funding decisions, identify areas of impact to library programs, services, etc. and identify possible solutions. I will provide the section headings and other assignment instructions in Canvas.	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment Six	Value	Due Date
Adjusted Budget Spreadsheet	5 Points	
Narrative Analysis (Research Paper)	10 Points	
TOTAL	15 Points	1 May

This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

Assignment Seven	MSIS Program Outcome
Library Board Report Activity	Outcome 2 Outcome 4 Outcome 7 Outcome 9
You will prepare a narrative library board report using data and analysis in assignments 1, 2, 3, 4, 5 & 6. I will provide samples and will give you headings as well as supplemental data for use in your narrative. Complete assignment instructions will be provided in Canvas.	

This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table.

Assignment Seven	Value	Due Date
Library Board Report	15 Points	
TOTAL	15 Points	10 May

DISCLAIMER

The instructor reserves the right to alter/edit class structure and resources as needed during the semester.

COURSE OUTLINE

Date	Weekly Course Content	Readings/Viewings/ Assignments
Week One 25 January	History of Public Libraries	Cassell, Kay Ann - Chapters One & Twelve Matthews, Joseph R. - Introduction, Chapters One, Two, and Twenty-Two <i>*Other readings/viewings as assigned</i>
Week Two 1 February	The Public Library and the Service Community	Cassell, Kay Ann - Chapters Two and Seven

Week Three 8 February	The Public Library and the Service Community	Matthews, Joseph R. - Chapters Three, Four, Five, Eleven, and Twenty-Five <i>*Other readings/viewings as assigned</i>
Week Four 15 February	Information Services in the Public Library	Cassell, Kay Ann - Chapters Eight, Nine, & Ten Matthews, Joseph R. - Chapters Seven, Twelve, Thirteen, Fourteen, and Fifteen <i>*Other readings/viewings as assigned</i>
Assignment One - Due 19 February, 11:59 pm		
Week Five 22 February	Information Services in the Public Library (Cont.)	Cassell, Kay Ann - Chapters Eight, Nine, & Ten Matthews, Joseph R. - Chapters Seven, Twelve, Thirteen, Fourteen, and Fifteen <i>*Other readings/viewings as assigned</i>
Week Six 1 March	The Public Library and Community Education	Matthews, Joseph R. - Chapters Sixteen, Seventeen and Twenty-Three <i>*Other readings/viewings as assigned</i>
Week Seven 8 March	Marketing Information Services	Cassell, Kay Ann - Chapter Eleven Matthews, Joseph R. - Chapters Eighteen, Nineteen, and Twenty-One <i>*Other readings/viewings as assigned</i>
Assignment Two - Due 13 March, 11:59 pm		
Week Eight 15 March	Spring Break - No Class Meeting	
Week Nine 22 March	Public Library Organization	Cassell, Kay Ann - Chapter Four Matthews, Joseph R. - Chapter Six <i>*Other readings/viewings as assigned</i>

Assignment Three - Due 27 March, 11:59 pm		
Week Ten 29 March	Public Library Spaces	Cassell, Kay Ann - Chapter Five Matthews, Joseph R. - Chapter Twenty <i>*Other readings/viewings as assigned</i>
Week Eleven 5 April	Public Library Governance	Cassell, Kay Ann - Chapter Three <i>*Other readings/viewings as assigned</i>
Assignment Four - Due 10 April, 11:59 pm		
Week Twelve 12 April	Public Library Fiscal Management	Cassell, Kay Ann - Chapter Six Matthews, Joseph R. - Chapter Twenty-Four <i>*Other readings/viewings as assigned</i>
Assignment Five - Due 17 April, 11:59 pm		
Week Thirteen 19 April	Determining and Communicating the Value of the Library	Matthews, Joseph R. - Chapter Twenty-Six <i>*Other readings/viewings as assigned</i>
Week Fourteen 26 April	Determining and Communicating the Value of the Library	
Assignment Six - Due 1 May, 11:59 pm		
Week Fifteen 3 May	Semester Wrap-up	
Assignment Seven - Due 10 May, 11:59 pm		
Week Sixteen 10 May <i>No Class Meeting</i>	All Coursework Due by 11:59 pm on 10 May 2023	

