



We acknowledge that we are on the traditional, ancestral and unceded territory of the hə́nqəmínə́m speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

### LIBR 576 Public Libraries – Course Syllabus (3)

<b>Program:</b>	MLIS/MASLIS
<b>Year:</b>	2021
<b>Course Schedule:</b>	Thursdays, 2pm-5pm
<b>Location:</b>	Ponderosa Commons North (PCN) 1003
<b>Instructor:</b>	Dr. Tess Prendergast
<b>Office location:</b>	iSchool Room 494
<b>Office phone:</b>	604-822-5007
<b>Office hours:</b>	Thursdays, 11am-12pm, other times by appointment
<b>E-mail address:</b>	tess.prendergast@ubc.ca
<b>Learning Management Site:</b>	<a href="https://canvas.ubc.ca/courses/79613">https://canvas.ubc.ca/courses/79613</a>

**Course Goal:** In accordance with the UBC Mission Statement, the overall goal of this course is to enable students to contribute to the economic, social, and cultural progress of the community by preparing them for positions of responsibility in public libraries. More specifically, students will be able to describe general missions and values of public libraries, the environmental changes affecting those missions, and how those changes affect the current and future management of public libraries.

**FNCC specialization:** The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

#### Learning Outcomes:

#### Upon completion of this course students will be able to:

1. Describe some of the key factors in the history of municipal and regional public libraries (1.4., 3.2)
2. Name some traditional commitments/values of the public library and compare and contrast those to the commitments/values of today's public library (1.1, 1.3, 1.4, 5.1)
3. Explain the composition and governance responsibilities of both municipal and regional library boards (1.4, 3.2)
4. Describe the role of public library legislation and its implementation across Canada (1.1., 1.4, 3.2,)
5. Describe the various roles assumed by Friends of the Library (1.1, 1.4)
6. List the various types of in-house statistics that should be used for management purposes and demonstrate how those statistics can be compared to those gathered at provincial and national levels. (1.1., 2.1)



7. Discuss why media skills are important for public library managers, describe those skills, and demonstrate their application through dramatization (1.1, 1.4, 4.2)
8. Identify the key economic, labour union, and supervisory elements regarding use of volunteers (1.1, 1.4)
9. Describe the leadership qualities possessed by effective public library managers (1.4, 5.1)

**Course Topics:**

- Purpose and history of Canadian public libraries
- Public library legislation: history and current situation in Canada and internationally
- Library Boards: different types in municipal and regional systems
- Managing Volunteers and Friends Groups
- Unions in Public Libraries: Managing with and without unions
- Staffing levels and responsibilities: role of library technicians & clerks
- Leadership styles: Different situations, different styles
- Managing problem customers
- Writing policies, goals, and objectives
- Developing media smarts: Press releases, media interviews
- Public library statistics
- On the horizon: Future issues in public library management

**Prerequisites:** MLIS and MASLIS: completion of MLIS core

**Format of the course:** Lectures, guest speakers, in-class discussions & presentations, in-class and asynchronous activities.

Estimated number of weekly hours students should dedicate to this class (preparation activities + class activities): 10-12 hours.

**Required and Recommended Reading:** Except for the course textbook, all other course readings will be posted in the Library Online Course Reserves Tab within the Canvas course.

**Required Course Text: (available at the UBC Bookstore and the UBC Library)**

de la Peña McCook, K., & Bossaller, J. S. (2018). *Introduction to public librarianship* (Third ed.). Chicago: ALA Neal-Schuman.

**Course Assignments:**

Assignment Name	Due Date	Weight	Graduate Competencies
Public Library Analysis and Profile	Oct 17, 2021	20%	1.4, 2.1
Group assignment: Presentation on a broad public library theme	Nov 18, Nov 25, or Dec 2, 2021	30%	1.4,2.1,3.1,4.2, 5.1
Final paper: Student selected topic	Dec 12, 2021	40%	1.1, 1.4, 2.1, 3.2, 4.1,5.2,5.3
Participation	Dec 2, 2021	10%	1.4, 2.1, 3.1, 4.1, 5.1, 5.2



**Course Schedule:**

Topic	Date
Week 1 Course introduction	Sept 9, 2021
Week 2 Public opinion, popular, news, & social media about public libraries	Sept 16, 2021
Week 3: Equity, access, and the public library as "the people's university"	Sept 23, 2021
<i>NO CLASS SEPT 30 UBC CLOSED FOR NATIONAL DAY OF MOURNING</i>	Sept 30, 2021
Week 4/5: Demonstrating the public library's value to society & Aspects of leadership in public libraries	Oct 7, 2021
Week 6: Public library workers: Staffing structures, unions, friends groups & volunteers	Oct 14, 2021
Week 7: Public library buildings: Planning & creating spaces; Marketing	Oct 21, 2021
Week 8: Lifelong learning in public libraries: Leadership in adult & youth services	Oct 28, 2021
Week 9: Collaborations & consortia; Technology in public libraries	Nov 4, 2021
<i>NO CLASS NOVEMBER 11 UBC CLOSED FOR REMEMBRANCE DAY</i>	Nov 11, 2021
Week 10: Professional organizations & development for public library leaders: Student presentations	Nov 18, 2021
Week 11: Global perspectives on public libraries: Student presentations	Nov 25, 2021
Week 12: Student presentations, course wrap-up	Dec 2, 2021

**Attendance:** Attendance and punctuality is important in this class, assuming you are feeling well. Please do not come to class if you are feeling sick or isolating due to an exposure to COVID-19. Just send me an email, no problem. I have various options for making up missed classes and activities that I will discuss with you when you are feeling better.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](https://iSchool.ubc.ca). use a qualitative grading approach that begins with the baseline expectation of about a B+ grade and then I add marks for accomplishments that exceed that expectation. Please ask for clarification of any assignment instructions that are not clear. You will be granted extensions by letting me know your circumstances as soon as you are able, otherwise I urge everything to be submitted on time so that I can get your work marked and back to you as soon as possible. As per the iSchool's policy available here <https://lais.air.arts.ubc.ca/students/courses/> your written work may receive a lower mark if it has lots of typographical, grammatical and semantic errors. I occasionally invite students to revise and resubmit their work but I do expect you to edit carefully for grammar and spelling at all times. I am always happy to support students' academic writing development so please make use of office hours to ask for help if you are struggling with the academic writing demands of this class. Please also make full



use of the supports UBC offers to improve your writing, for example at the Learning Commons available here <https://learningcommons.ubc.ca/improve-your-writing/writing-consultations/>.

**Citation style:** Please use the Publication Manual of the American Psychological Association (APA) 6th or 7th edition. All assignments should be formatted and cited according to APA standards. The UBC Library provides resources and reference materials for students to use to help ensure your work meets this formatting and citation standard here <https://guides.library.ubc.ca/apacitationstyle>

### **Required Materials:**

de la Peña McCook, K., & Bossaller, J. S. (2018). *Introduction to public librarianship* (Third ed.). Chicago: ALA Neal-Schuman.

This book is available in the UBC bookstore and as an e-book in the UBC library.

**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, **speak with me immediately** to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

If you still are unsure about how to properly use sources in your work, please ask me for clarification.

Please remember that you *may not* revise or in any way reuse work you have received credit for in another class. I am aware that other classes, particularly core classes, may have similar assignment options. Please avoid this by selecting different topics than those you have already worked



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on. Submitting work that has already *received credit* in another iSchool class is a form of self-plagiarism.

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.