

# Foundations of Library Service

Lincoln Trail Libraries System

November-December 2009

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**Course:** Foundations of Library Service

**Instructors:** Jan Ison, Lincoln Trail Libraries System, Executive Director

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**Course dates:** November 24, December 1, 4, 8, 11, and 15<sup>th</sup>, 8:00am – 10:00am CST.

**Course Description:** This course covers competencies that are fundamental to understanding the mission and roles of libraries. These competencies cover the ethics, values, and governance of libraries, and the basic knowledge needed for all positions in a library.

## Course Objectives:

- The mission and roles of a library in its community and the mission of libraries in general.
- The ethics and values of the profession, including an understanding of the Library Bill of Rights, the ALA Code of Ethics, Freedom of Information, Confidentiality of Library Records and privacy issues.
- The roles of Library Support Staff and other staff in libraries.
- The responsibilities of and the relationships among library departments or functional areas.
- Basic principles of:
  - reference and information services;
  - circulation, including interlibrary loan and collection maintenance;
  - current cataloging and classification systems;
  - acquisitions and collection development.

- How libraries are governed and funded and the place of libraries within organizations or government structures.
- The value of cooperating with other libraries to enhance services.
- The value of participating in professional development opportunities, including certification, continuing education, staff development and professional associations.
- Practice quality customer service.
- Communicate and promote the library's values and services to staff, volunteers, users and the community.
- Recognize and respond to diversity in user needs and preferences for resources and services.

### **Textbook:**

George, Eberhart M, ed. *The Whole Library Handbook 4: Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Chicago: ALA, 2006. Print.

### **Technology Requirements:**

Lincoln Trail Libraries System will be using a variety of technology tools in order to support this class. Since the course is entirely online, the LTLS team wants to incorporate a variety of experiences for the student. This will provide an added benefit as students will gain an understanding of some of the options for education through a variety of training forums. The tools to be used are as follows:

**Computers:** Students will need to have access to a computer with broadband internet, speakers or headset, and a microphone as well as good computer skills. Some of the software will require sign ups and downloads.

**Moodle:** Moodle is an Open Source Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). Each student will be given a Moodle login. This will be how information will be exchanged. Moodle will host the syllabus, calendar, and forums. Students will be able to upload assignments directly to Moodle and see their grades. Students will be required to post on forums hosted in Moodle. The online readings and assignments will be easily accessed there, as well as all instructors' contact information.

**iLINC:** iLINC is a web conferencing and meeting tool that LTLS currently uses and we will continue to use that for the Foundations class. For synchronous class time, students will be given a link to an LTLS iLINC session. During these sessions, our instructors will use a presentation style teaching, but all students must have headset/speakers and a microphone for discussion, so that questions can be asked. Sessions will be recorded and archived in order for students to review any content during the course. iLINC works with both Windows and Macintosh operating systems.

**Other Software:** Instant Message, Skype and Tiny Chat may also be utilized in the class structure. All of these are “freely” available but may require download of software to the student’s computer. LTLS will have orientation to the technology utilized during the first class.

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#### November 24: Orientation to Foundations of Library Service

##### **Class Overview:**

The objective for this session is for all students to understand the goals, activities, and expectations of the entire course and also provide a brief overview of what will be covered in succeeding classes. Instructors will introduce themselves and provide background information. Students will also learn about each other's background and interests.

In addition, students will have an opportunity to view and have a virtual tour of all of the tools that will be used during this online course. Because LTLS will be using a variety of technology tools to support this class, these tools will be demonstrated and discussed during this first session:

- Moodle – an open source, course management system where information on the class, assignments, readings, will be exchanged.
- iLINC – a web conferencing and meeting tool that LTLS will use for the class presentations.
- Other Software – instant message, Skype, and tiny chat may be some of the software utilized.

**Instruction Method:** Online Instructor lead presentation; Student presentation; Discussion

##### **Class Agenda**

- Introduction of instructors
- 5 minute introductions by students
- Brief review of the class
- Virtual tour of technologies

**Instructors:** Jan Ison, Donna Schaal, Joe Sciacca, Michelle Ralston

**Pre-Assignment:** Be prepared to give a 5-minute introduction about yourself, what you currently do, why you are taking this class and a story that tells the class a little about you.

### **Required Readings**

Read 2 – 3 short articles from the textbook, (not the assigned articles) which interest you.

George, Eberhart M, ed. *The Whole Library Handbook 4: Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Chicago: ALA, 2006. Print.

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#### December 1: Mission, Governance and Funding of Libraries

##### Class Overview:

This session will focus on:

- Understanding the mission and how today's libraries use a 'mission statement' to define their role in the community, and
- Governance and funding of libraries, which will create an understanding of the place of libraries within larger organizations.

**Instruction Method:** Online Instructor lead presentation; Discussion

##### Class Agenda:

- Roles and significance of libraries
- Mission Statement
- Governance Model for US academic and public libraries
- Funding sources for US academic and public libraries
- Advisory Boards and Governing Bodies

**Instructors:** Jan Ison, Joe Sciacca, Pat Boze

**Pre-Assignment:** Visit a public library and an academic library and come prepared to discuss what you observed about the roles the library supports in their community.

**Follow-up Assignment:** Complete both of the following activities.

Find 2 or 3 mission statements and post those to the class discussion list. Each student should look at all the posted statements and make a statement about something you like and something that needs improvement based on the class discussion of what is a “good mission statement.”

How is your library governed and funded? Write a paragraph about each element and what you think is good about the governance and what could be improved and what is good about the funding and what could be improved.

### Required Readings

"Academic Library." *Wikipedia*. Wikimedia Foundation, Inc., 25 Sept. 2009. Web. 28 Oct. 2009.  
<[http://en.wikipedia.org/wiki/Academic\\_library](http://en.wikipedia.org/wiki/Academic_library)>.

Davis, Davis M. "What We Know about Librarians." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Chicago: ALA, 2006. 2-9. Print.

Division for Libraries, Technology, and Community Learning. "The Trustee Job Description." *Wisconsin Department of Public Instruction*. Wisconsin Department of Public Instruction, 2 Jan. 2002. Web. 29 Oct. 2009.  
<<http://dpi.wi.gov/pld/te1.html>>.

Ranganathan, S R. " The Whole Library Handbook 4: Current Data, Professional Advice, and Curiosa about Libraries and Library Services." *The Five Laws of Library Science*. Ed. Eberhart M George. Chicago: ALA, 2006. 65. Rpt. of *The Five Laws of Library Science*. Madras, India: Madras Library Association, 1931. N. pag. Print.

Eberhart, George M. "What Is a Library?" *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Chicago: ALA, 2006. Print.

Hisle, W Lee. "Top Issues Facing Academic Libraries." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Chicago: ALA, 2006. 69-70. Print.

Kaufman, Paula T. "Role and Mission of Academic Libraries." IDEALS. U of Illinois, Urbana-Champaign, 2005, Web. 28 Oct. 2009.  
<<http://hdl.handle.net/2142/123> Files in this item>.

Krasner-Khait, Barbara. "Survivor: The History of the Library." *History Magazine* Oct.-Nov. 2001: n. pag. Web. 28 Oct. 2009.  
<<http://www.history-magazine.com/libraries.html>>.

Miller, Ellen G. "Advocacy ABCs for Trustees." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Chicago: ALA, 2006. 117-121. Print.

"Public Library." *Wikipedia*. Wikimedia Foundation, Inc., 24 Oct. 2009. Web. 28 Oct. 2009. [http://en.wikipedia.org/wiki/Public\\_library](http://en.wikipedia.org/wiki/Public_library)

## Optional Readings

Bushman, John. "Staying Public: The Real Crisis in Librarianship." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Chicago: ALA, 2006. 24-27. Print.

"Early Library History." *Wikipedia* . Wikimedia Foundation Inc., 27 Oct. 2009. Web. 29 Oct. 2009.  
<[http://en.wikipedia.org/wiki/Library#Early\\_history](http://en.wikipedia.org/wiki/Library#Early_history)>.

"Five Laws of Library Science." *Wikipedia*. Wikimedia Foundation, Inc., 9 Oct. 2009. Web. 29 Oct. 2009.  
<[http://en.wikipedia.org/wiki/Five\\_laws\\_of\\_library\\_science](http://en.wikipedia.org/wiki/Five_laws_of_library_science)>.

Needham, George. "Long Range Planning." *WebJunction Illinois*. WebJunction, 22 Dec. 2007. Web. 29 Oct. 2009. <<http://il.webjunction.org/projectmanagement/articles/content/453382>>.

Nix, Larry T. "Wisconsin's Log Cabin Libraries." *Library History Buff Blog*, 1 Aug. 2009. Web. 29 Oct. 2009. <<http://libraryhistorybuff.blogspot.com/2009/08/wisconsins-log-cabin-libraries.html>>.

Straight Dope Science Advisory Board. "How Did Public Libraries Get Started?" Letter. *The Straight Dope*. Creative Loafing Media, Inc., 17 Jan. 2006. Web. 28 Oct. 2009. <<http://www.straightdope.com/columns/read/2236/how-did-public-libraries-get-started>>.

"Top Ten Assumptions for the Future of Academic Libraries and Librarians." *Check It Out!*. Lyrisis, 14 Jan. 2008. Web. 29 Oct. 2009. <<http://www.libraryblog.net/2008/01/top-ten-assumptions-for-the-future-of-academic-libraries-and-librarians/>>.

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## December 4: Ethics, Values, and Library Cooperation

### Class Overview:

This class session will provide the ethical and value framework for U.S. libraries and explore the value of cooperating with other libraries as a way to enhance services.

**Instruction Method:** Online Instructor lead presentation; Discussion.

### Class Agenda:

#### Ethics & Values

- Ethical responsibilities of being a staff member
- Where to find information about ethics laws and policies
- Applying ethics in daily work

#### Cooperation

- History of cooperative library service
- Benefits of cooperation
- Discussion of cooperative efforts in libraries

**Instructors:** Jan Ison, Joe Sciacca, Pat Boze

**Pre-Assignment:**

Read the required readings and come to class prepared to discuss ethical issues that you have observed in your library or read about in the news.

**Follow-up Assignment:** Complete both of the following activities.

Post and participate in the discussion forum on how to improve the cooperative activities of the case study that is described. Each person should post several times and add ideas and thoughts about the information described.

Imagine an ethical situation in which you don't personally agree with the library's position. Write a 1-2 page paper describing how you would handle the conflict.

**Required Readings**

Buschman, John. "Staying Public : The Real Crisis in Librarianship." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 24-27. Print.

ALA Council. "ALA Code of Ethics." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 498-499. Print.

ALA Council. "Core Values Statement." *American Library Association*. American Library Association, 29 June 2004. Web. 29 Oct. 2009. <<http://www.ala.org/ala/aboutala/offices/oif/statementspols/corevaluesstatement/corevalues.cfm>>.

ALA Council. "Libraries: An American Value." *American Library Association*. American Library Association, 3 February 2003. Web. 29 Oct. 2009.  
<<http://www.ala.org/ala/aboutala/offices/oif/statementspols/americanvalue/librariesamerican.cfm>>.

ALA Office for Intellectual Freedom. "The Freedom to Read." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 469-470. Print.

ALA Office for Intellectual Freedom. "The Library Bill of Rights." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 468-469. Print.

ALA Office for Intellectual Freedom. "Privacy: An Interpretation of the Library Bill of Rights." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 481-482. Print.

"Interlibrary Relations." Encyclopedia Britannica. 2009. Encyclopedia Britannica Online. 29 Oct. 2009  
<<http://www.britannica.com/EBchecked/topic/339421/library/62063/Interlibrary-relations>>

Ison, Jan. "Rural Public Libraries in Multitype Library Cooperatives." *Library Trends* 44.1 (1995): 129-151. *IDEALS*. Web. 29 Oct. 2009.  
<<https://www.ideals.illinois.edu/handle/2142/8004>>.

LaRue, James. "Why People Challenge Library Materials." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 475-479. Print.

Mason, Moya K. "Ethics of Librarianship: Libraries, Intellectual Freedom, and Censorship in the Age of Technology." *MKM Research*. Moya K. Mason, 2009. Web. 29 Oct. 2009. <<http://www.moyak.com/papers/ethics-librarianship.html>>.

Mudd, Sara, and Andy Havens. "Cooperative Solutions Arise from Great Challenges." *Next Space*. OCLC, June 2009. Web. 29 Oct. 2009. <<http://www.oclc.org/nextspace/012/1.htm>>.

### Optional Readings

"Freedom of Information Act (United States)." *Wikipedia*. Wikimedia Foundation Inc., 13 Oct. 2009. Web. 29 Oct. 2009. <[http://en.wikipedia.org/wiki/Freedom\\_of\\_Information\\_Act\\_%28United\\_States%29](http://en.wikipedia.org/wiki/Freedom_of_Information_Act_%28United_States%29)>.

Hoffman, Kathy. "Professional Ethics and Librarianship." *Texas Library Journal* (Fall 2005): 7-11. *Texas Library Association*. Web. 29 Oct. 2009. <<http://www.txla.org/pubs/tlj81/Ethics.pdf>>.

"Library Bill of Rights." *Wikipedia*. Wikimedia Foundation Inc., 20 Apr. 2009. Web. 29 Oct. 2009. <[http://en.wikipedia.org/wiki/Library\\_Bill\\_of\\_Rights](http://en.wikipedia.org/wiki/Library_Bill_of_Rights)>.

### Resources:

FOIA Reference Guide

[http://www.usdoj.gov/oip/04\\_3.html](http://www.usdoj.gov/oip/04_3.html)

First Amendment Issues

<http://www.freedominlibraries.org/Resources.aspx>

Bill of Rights

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm>

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/default.cfm>

ALA Freedom to Read Statement

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm>

ALA Code of Ethics

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm>

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## December 8: Basic Principles of Core Library Services

### Class Overview:

This class will be an instructor-led discussion on reference services and information management, including a broad overview of how information is collected, organized, and processed once owned by libraries.

**Instruction Method:** Online Instructor lead presentation; Discussion

### Class Agenda:

#### Reference Services

- Basic principles of reference and information services

#### Organization of Library Collections

- Basic principles of acquisitions and collection development
- Basic principles of circulation, including interlibrary loan and collection maintenance
- Basic principles of current cataloging and classification systems

**Instructors:** Donna Schaal, Pat Boze

**Pre-Assignment:** View the following videos:

<http://www.youtube.com/watch?v=Niac-sIGd8g>

<http://www.youtube.com/watch?v=FEI5dYUEJ84>

### Follow-up Assignments:

Compare and contrast the library's collection organization vs. a local bookstore and post your comments to the forum.

Describe your libraries method for acquiring materials in 1-2 pages.

## Required Readings

Arizona State Library. "Intellectual Freedom and Censorship." *Collection Development Training*. Arizona State Library, 2008. Web. 29 Oct. 2009. <<http://www.lib.az.us/cdt/intell.aspx>>.

Breeding, Marshall. "Trends in Integrated Library Software." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 430-434. Print.

Fritz, Deborah. "Cataloging 101 : Getting Started." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 291-296. Print.

Wallace, Danny & Van Fleet, Connie. "The 55 Percent Rule." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 329-331. Print.

West, Jessamyn. "On the Fly Reference." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 338-340. Print.

## Optional Readings

Boss, Richard, 'The Library Administrator's Automation Handbook', Chapter 6: System Functionality, p. 73-81.

Fox, Beth Wheeler, 'Behind the Scenes at the Dynamic Community Library', Chapter 1: Acquisitions, p. 1-15; Chapter 2: Cataloging and Classification, p. 16-44; Chapter 3: Maintenance Routines, p. 45-70.

Katz, Bill. "Long Live Old Reference Services and New Technologies." *Library Trends* 50.2 (2001): 263-285. *IDEALS*. Web. 29 Oct. 2009. <<http://hdl.handle.net/2142/8401>>.

Maxwell, Robert. "Machine-Readable Cataloging." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 296-298. Print.

Spaulding, Tim, The Future of Library Cataloging (YouTube),  
<http://www.youtube.com/watch?v=4genpc-DZs4>

Taylor, Arlene G., 'Much about Metadata', *The Whole Library Handbook*, p. 303-314

"What Is a MARC Record and Why Is It Important?" *Understanding MARC*.  
Library of Congress, 27 Oct. 2009. Web. 29 Oct. 2009.  
<<http://www.loc.gov/marc/umb/um01to06.html>>.

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## December 11: Community Diversity and Customer Service

### Class Overview:

This session will cover community diversity and customer service and how the two are intertwined with each other. Students will learn how to practice quality customer service, communicate and promote the library's values and services to staff, volunteer users, and the community, and recognize and respond to diversity in user needs.

To understand great customer service, you must understand the community you serve.

**Instruction Method:** Online Instructor lead presentation; Discussion

### Class Agenda:

#### Community Diversity

- Discussion of the "What is Inclusion" videos.
- Discussion/participation of the handout, "Our Many Cultures"
- View video 'Creating More Inclusive Libraries – Session II-A and discuss the content and reaction.
- Discussion of the handout, "Who Aren't We Reaching".
- View video 'Creating More Inclusive Libraries – Session II-B and discuss the content and reaction.
- Discussion of the handout, "Exclusive and Inclusive Behaviors".

#### Customer Service

- Customer service models
- Telephone email, IM etc. etiquette
- Dealing with complaints
- Keeping a positive attitude

## Communicating the Library Story

- Marketing methods
- Defining the audience
- Outreach tools
- Creating and understanding stories (Participatory Librarianship)
- Library Advocacy

**Instructors:** Donna Schaal, Joe Sciacca

### **Pre-Assignment:**

View all 4 videos at: <http://www.librarydiversity.info/SessionOne.html>

Section I-A

Section I-B

Section I-C

Section I-D

### **Follow-up Assignments:**

View the remaining 2 videos (Session II-C and Session II-D)

How does your library address diversity? Use the handouts, “Audit Your Space”, “Your Expanding Collection, Displays & Classes”, and “Outreach”, as a basis for your questions, write a paper on how your library addresses the diversity of your community.

Visit a library close to you and evaluate the library on their customer service. Observe the following customer service aspects of your visit and write a report of your visit:

-Were you greeted when you entered the main library?

-Were you able to find things in the library (look at the signage for reference, bathrooms, circulation, etc.)?

-Were you able to ask a reference question? Was the answer useful?

-Did you find the library an appealing place to be?

-Did the staff seem approachable and friendly (smiles, etc.)?

-Did you notice any barriers (physical or otherwise) to finding needed information, or locating materials, or approaching staff for assistance?

### **Required Readings**

Berry, John. "White Privilege in Library Land." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 76-78. Print.

Spencer, R. E. L. "Models for Minority Recruitment." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 79-80. Print.

Wagner, Pat. "Communication Skills for Front Line Staff." *North Central Library District*. Pattern Research Inc, 24 Mar. 2006. Web. 29 Oct. 2009. <[http://www.nclcd2.org/FrontLine\\_handout1.pdf](http://www.nclcd2.org/FrontLine_handout1.pdf)>.

### Optional Readings

Crawford, Walt. "The Storied Library." *WebJunction* , 14 June 2007. Web. 29 Oct. 2009. <<http://www.webjunction.org/marketing/articles/content/445853>>.

Crawford, Walt. "The Storied Library: Filling in the Story." *WebJunction* , 24 July 2007. Web. 29 Oct. 2009. <<http://www.webjunction.org/marketing/articles/content/446028>>.

Doyle, Robert, and Robert Knight. "Advocacy." *Illinois Library Association*. 2004. Web. 29 Oct. 2009. P 51-58 <[http://www.ila.org/trustees/trustee\\_facts.pdf](http://www.ila.org/trustees/trustee_facts.pdf)>.

Doyle, Robert, and Robert Knight. "Public Relations." *Illinois Library Association*. 2004. Web. 29 Oct. 2009. P 59-61 <[http://www.ila.org/trustees/trustee\\_facts.pdf](http://www.ila.org/trustees/trustee_facts.pdf)>.

### Resources:

Participatory Librarianship Starter Kit

<http://ptbed.org/intro.php>

Telling the Library Story Toolkit

<http://www.statelibraryofiaowa.org/ld/tell-library-story>

WebJunction: Public Relations

<http://www.webjunction.org/public-relations>

WebJunction: Marketing

<http://www.webjunction.org/marketing>

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## December 15: Staffing, Organizational Management, and Professional Development

### Class Overview:

This session will cover an overview of library staff functional areas and the role of support staff. There will be content covering the role of professional associations and professional development and how this is an important component of each staff's development actions. Library support staff will understand the value of participating in these professional development opportunities

**Instruction Method:** Online Instructor lead presentation; Discussion

### Class Agenda:

- The role of library support staff and other staff in libraries
- The responsibilities and relationships between library departments and/or functional areas
- The value of participating in professional development opportunities, including certification, continuing education, and professional organizations.

**Instructors:** Jan Ison, Joe Sciacca

<p><b>Pre-Assignment:</b> Develop an organizational chart for your library, or a similar institution, identifying functional areas and staffing, as well as chain of command.</p>
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**Follow-up Assignment:** Complete the following activities.

Visit the web sites of one national library association and one state or regional library association and locate information about the various constituent organizations, such as interest groups, divisions, round tables or other sub-groups within the association. For each of the 2 associations (one national and one state or regional) you selected, identify at least one sub-unit (division, round-table, interest group, etc.) that is of interest to you. On the course discussion forum, write a short post to let other class participants know which association and which sub-group you selected, and provide links to the web pages.

Identify and join or subscribe to at least one library job-related listserv or blog. You may choose to join or receive the list or blog in any way you prefer -- email or via RSS subscription. Then write a post on the course discussion forum telling the other class participants which list or blog you selected and why. Your post should include a description of the scope and purpose of the list or blog and information how to subscribe. Select one post from your selected list or blog that raises a substantial issue of interest to you. On the course discussion forum, write a brief summary of the post you selected, the issue(s) it raises, and your reaction to it. (approximately 300 words). On the course discussion forum, read the entries posted by all your classmates in response to #3 above, and write a brief reply to each.

### Required Readings

AFL-CIO Department for Professional Employees. "Library Workers, Facts and Figures." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 9-13. Print.

Davis, Denise. "How Many People Work in Libraries?" *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 72-73. Print.

De Candido, GraceAnne. "Ten Graces for New Librarians." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 96-98. Print.

"Guide to Library Placement Sources." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 82-86. Print.

Kutzik, Jennifer S. "Are You the Librarian?" *American Libraries* (Mar. 2005): 32-34. Web. 29 Oct. 2009.  
<<http://lib.colostate.edu/lts/jk/AreYouLib.pdf>>.

Markgren, S. & Allen, T. "How Do I Get There?" *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 86-89. Print.

Rippel, Chris. "Things That Make Libraries Look Stupid." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 331-333. Print.

"Scholarships, Grants, and Awards." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 153-182. Print.

Spear, Martha. "Top Ten Reasons to Be a Librarian." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 91-93. Print.

"Tips for Part-Time Librarians." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 98-100. Print.

## Optional Readings

ACRL Committee on the Status of Academic Librarians. "How to Screen and Appoint Academic Librarians." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 80-82. Print.

Ardursky, Saul. "Confessions of an Interview Junkie." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 89-91. Print.

Davis, Denise. "Librarian Salaries." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 94-96. Print.

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Lynch, Tordella, & Godfrey. "Retirement and Recruitment." *The Whole Library Handbook 4 : Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Ed. George M Eberhart. 4th ed. Chicago: American Library Association, 2006. 73-75. Print.

## Resources

Library Listservs-N-More: Subscribing, etiquette, how to create your own, <http://www.librarysupportstaff.com/4subscribe.html>

ALA - List of support staff positions in libraries, <http://www.ala.org/ala/educationcareers/careers/paths/listsupportstaff.cfm>

ALA - Library Support Staff Interests Round Table (LSSIRT), <http://www.ala.org/ala/mgrps/rts/lssirt/index.cfm>

Library SupportStaff.com: Resources for those working in today's libraries, <http://librarysupportstaff.com/>

Library Job Postings on the Internet, <http://www.libraryjobpostings.org/>

LISJobs.com, <http://www.lisjobs.com/>

ALA Joblist, <http://joblist.ala.org/>

ILA Jobline, <http://ila.org/jobline/jobs.shtml>

The top 50 librarian blogs, <http://www.getdegrees.com/articles/career-resources/the-top-fifty-librarian-%20blogs/>

LISNews - 10 blogs to read in 2008 ,

<http://www.lisnews.org/node/28830>

LISNews - 10 librarian blogs to read in 2009,

[http://www.lisnews.org/10\\_librarian\\_blogs\\_read\\_2009](http://www.lisnews.org/10_librarian_blogs_read_2009)

# Foundations of Library Service

Lincoln Trail Libraries System

November-December 2009

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## **Assessment Method:**

Each assignment is worth 10% of your grade, with the exception of the two short assignments for the last session. These are worth 5% a piece.

Pre-Assignments and Class participation is worth 20%.

70% and higher = pass

70% and lower = fail

95% and higher = pass with distinction

All assignments are due by December 18, 2009.