Spring 2018
INSC 574 Resources and Services for Adults
The School of Information Sciences
The University of Tennessee
Class Meetings: Wednesday, Time on ZOOM: 6:30 – 9:10 pm
Zoom Course ID/Link: https://tennessee.zoom.us/j/143190136
IPhone: +16699006833,143190136# or +14086380968,143190136#
UTK Syllabus, Provost's Office: http://tenntlc.uk.edu/the-syllabus/

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1.   **COURSE DESCRIPTION**

The course will introduce participants to the scope of adult library services, resources and programs with a particular focus on public libraries. This course will cover key components of adult services including program development, services development, stakeholder partnerships, reader's advisory, supporting media literacy and critical thinking, knowledge generation and creation, physical and online library spaces for adults, developing non-traditional library services, setting priorities, identifying funding sources, and assessing the impact of adult programs and services.

Context includes:
Defining adult services in public libraries
Adult library use
Types of library programs
Types of library services

Identifying existing community programs/services
Assessing community needs/wants (determining audience)
Setting priorities
Developing partnerships with other community/government entities
Developing library programs for adults
Developing library services for adults
Providing readers advisory
Providing reference/information services
Supporting media literacy and critical thinking
Developing and providing instructional services for adults (andragogy)
Marketing adult programs and services

2.   STUDENT OUTCOMES

Upon completion of this course, participants should be able to:

- Identify and discuss trends and issues in adult services
- Identify, evaluate and discuss adult services, programs, spaces and learning
- Identify and discuss particular adult services and relate them to formats and categories
- Interview and respond appropriately to a request for guidance?
- Develop an adult program proposal
- Develop an adult service proposal
- Assess adult program and service offerings
- Develop a curriculum outline for a literacy program
- Develop a literacy lesson and provide instruction

In addition, students will learn how to present all their assignments on individual web pages that will be compiled as a collective web resource on adult programs and services representing student work for the class.

http://heramac.cci.utk.edu/INSC574Sp18/

3.   COURSE DESIGN:

This course adopts an active learning approach. Students are required to complete all required readings, attend all class lectures, complete graded activities and assignments, and participate in all class activities, including teacher-led and student-led discussions, and small-group and individual activities. Required readings will be assigned as needed during the progression of this course.

Prerequisites
None

4.   REQUIRED TEXTS:

There are no required texts for this course. However, readings will be assigned throughout the course. All assigned reading materials will be provided in CANVAS.

5.   RECOMMENDED TEXTS:

There are no recommended texts for this course.

6.   COMMUNICATION:

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 do not wish to check both accounts. For technical issues, contact the OIT Helpdesk via phone (865) 974-9900 or online at http://help.utk.edu/

7.   COMPUTING 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 assignments using CANVAS. The Office of Information Technology (OIT) provides training classes in using varied technologies for students at no charge (advanced registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv. 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.

8.   CLASS ATTENDANCE POLICY

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

9.   INCLEMENT WEATHER

"The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather condition. 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. *(Hilltopics, p. 55) (http://hilltopics.utk.edu/files/Hilltopics% 202015-16.pdf)."* SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

10.   DISABILITIES THAT CONSTRAIN LEARNING

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

11.   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/.

12.   CCI DIVERSITY STATEMENT

The College of Communication and Information recognized 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 recognized 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.

13.   ACADEMIC INTEGRITY

Students should be familiar and maintain their Academic Integrity described in http://hilltopics.utk.edu/files/HIlltopics%202015-16, 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 honest 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 described in the same Hilltopics, p.73:
"An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive an inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

14.   PLAIGRISM

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.)

15.   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.

16.   PREPARATION OF WRITTEN WORK

- Please follow APA or CMS 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).

17.   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. Therefore, if your assignment is not ready by the deadline…

- 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.
- When assignment is ready, you must submit it to me via email, as an attachment
- One point will be deducted for each 24-hour period the assignment is not turned in.

18.   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 insure sufficient time to complete required work.

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

19.   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.

20.   EVALUATION

Semester grades will be assigned according to the following scale:

A	$93 \leq$	4 quality points per semester hour – superior performance
A-	$90 - 92.75$	3.7 quality points per semester hour – intermediate grade performance

B+	88 – 89.75	3.5 quality points per semester hour – better than satisfactory performance
B	83 – 87.75	3 quality points per semester hour – satisfactory performance
B-	80 – 82.75	2.7 quality points per semester hour – intermediate grade performance
C+	78 – 79.75	2.5 quality points per semester hour – less than satisfactory performance
C	70 – 77.75	2 quality points per semester hour – performance well below the standard expected of graduate students
D	60 – 69.75	1 quality point per semester hour – clearly unsatisfactory performance and cannot be used to satisfy degree requirements
F	59.75 $\geq$	No quality points per semester hour – clearly 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, decided 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 *Graduate Catalog*. 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.

21. 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.

22. ASSIGNMENTS: DESCRIPTION

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

A.   Comparative Analysis of Adult Library Programs   Points: Maximum of 20

Compare adult program offerings for two of the listed public libraries from 1 January to 30 December 2016. Use only information available on the library's website. Identify the following: Library's mission, number of adult programs offered, total hours of adult program offerings, program partners, and categories of adult programs based on class lecture.

Research basic adult demographics (ages, races, unemployment, categories of employment, etc.) for the county where library is located. Identify major employers, social justice and support organizations, etc. and discuss where relevant to adult programs (offered or needed). Based on your research and analysis, are these libraries addressing their mission and their community needs/wants through the 2017 adult program offerings? Why or why not? If you were tasked with developing one new adult program for each of these libraries, identify what type of program you would develop (for each library) and explain why. Support your decision with your research.

B. Adult Library Program Proposal   Points: Maximum of 20
   Choose one of the new adult programs identified in Assignment A. Use the program proposal template provided in CANVAS to develop a complete Adult Library Program Proposal.

C. Curriculum Plan   Points: Maximum of 20
   Choose one of the four literacies (Reading, Writing, Finance, Technology) and develop a curriculum plan (series of classes/sessions) for adults.

   Identify the broad course content, the time frame for providing each class, a breakdown of the course content into individual sessions, the sequence of classes, how instruction will be provided, staff, resources, space and technology needed to provide the classes, broad outcomes for the curriculum.

   Plan should include assessing prior knowledge and assessing outcomes.

D. Lesson Outline   Points: Maximum of 10
   Choose one of the individual sessions from your curriculum plan and design a facilitator's agenda for the session. Use the facilitator's agenda template provided in CANVAS.

   A facilitator's agenda provides the following information: Intent/central question for class, instructional activities, references to handouts/resources/web links/videos/etc. used during class, talking points, and evaluation/feedback.

E. Marketing Proposal for Curriculum Plan   Points: Maximum of 20
   Develop a marketing proposal for your curriculum plan using the template provided in CANVAS.

   Develop a program marketing plan for your curriculum that includes the following:
   1. Program Goals and Objectives (marketing objectives)

2. Program Positioning (key benefits/value, key differentiators)
3. Target Audience and User Profiles (Primary, secondary, other target audiences)
4. Marketing and Communications Programs/Initiatives:
   - Program packaging, Naming and Identity
   - P.R. and Media Relations
   - In-Branch Materials/Merchandising
   - Marketing Communications Vehicles
   - Events
   - Online Communications
   - Partnerships/Affiliations
   - Internal Marketing Communications Plan

G. Reader's Advisory Presentation   Points: Maximum of 10
Develop a 15-minute presentation (PowerPoint, Prezi, etc.) on assigned fiction genre that includes:

1. A definition/description of assigned genre
2. Identify/discuss five prominent authors that write in assigned genre
3. Identify/discuss three to five online reader's advisory resources for assigned genre
4. Conduct 3 (2-minutes each) book talks on books from assigned genre

F. Reference Questions Activity (In Class Activity)   Points: Maximum of 5
This assignment will take place during one of the Media Literacy classes (24 Jan and 31 January). Instructions will be provided during class. Points are earned through participation.

23.   COURSE OUTLINE

Date	Lecture Content	Readings	Assignments Timeline
10 Jan	Adult Services (history, definition, 21st century context,)	As assigned	Case Study Libraries for comparison assigned; Fiction Genre for Reader's Advisory Presentation
17 Jan	Reader's Advisory: Fiction "Coffee and talk about books we like"	As assigned	
24 Jan	Strategies for information research, the Reference Interview; Nonfiction Reader's Advisory	As assigned	Reference Questions Activity – In Class
31 Jan	Media Literacy –fake news, Analyzing data critically	As assigned	Reference Questions Activity – In Class
7 Feb	Knowledge generation and creation (writing, videoing, making; sharing, posting, publishing)	As assigned	

14 Feb	Library Spaces for Adults Non-Traditional Services (food, taxes, homeless, rental spaces, equipment rental, etc.)	As assigned	Reader's Advisory Presentations should be in development
21 Feb	Library Reader's Advisory Presentations Programs for Adults (categories, determining audience)	As assigned	Reader's Advisory Presentations - In class activity
28 Feb	Different Types of Adult Programs, Determining Program Audience, Community Partners	As assigned	
7 Mar	Defining the Community, Setting Program Priorities, Identifying Funding Sources	As assigned	
14 Mar	Spring Break		
21 Mar	Developing Adult Services: What services are provided? What services are needed?	As assigned	Comparative Analysis of Adult Library Programs due
28 Mar	Instructional Programs for Adults, curriculum design, course structure, resources that support adult instruction, lesson plan development	As assigned	Program idea for Adult Library Program Proposal turned in during class
4 Apr	Assessing Impact (qualitative and quantitative assessments)	As assigned	
11 Apr	Marketing Services and Programs	As assigned	Curriculum Plan/ Facilitator Agenda due
18 Apr	Physical vs. Anytime/Anywhere programs and services	As assigned	Marketing Proposal for Curriculum Plan due
25 Apr	TBD	As assigned	Adult Library Program Proposal due

24.   DISCLAIMER

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.