**ISLT 9435 – ADULT SERVICES IN LIBRARIES  
University of Missouri-Columbia  
School of Information Science & Learning Technologies  
Fall 2020**

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| ***COVID-19 note:*** If you are experiencing any COVID-related symptoms, or are otherwise feeling unwell, do not attend in-person classes and contact your health care provider and/or student health immediately. COVID symptoms include: fever greater than 100.4 or chills; cough, shortness of breath or difficulty breathing; fatigue; unexplained muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea. **This is an online class, and we will not be meeting in person. If you are too ill to complete class work, please let me know so that we can work out a way that you can fulfill course requirements without compromising your health.** |

**CLASS DESCRIPTION**Library services to adults, including special populations. Emphasizes information needs of adults; adult services organization, management.

**INSTRUCTOR INFORMATION**  
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**COURSE OVERVIEW**  
This course is designed to prepare you to provide services to adults, including environmental scanning to understand what the needs of your populations are, awareness of the types of people in your community, including non-library users, designing programs and outreach to attract patrons to your library. The course will emphasize design epistemology, asking you to focus on creation and preparation of artifacts to enhance your career goals.

**OBJECTIVES  
LIS Student Learning Outcomes (**[**http://sislt.missouri.edu/lis/#outcomes**](http://sislt.missouri.edu/lis/#outcomes)**)**This course meets LIS Student Learning Outcome 4, *Graduates will be able to assess community needs, formulate plans to respond to users of information agencies, and instruct users in using informational resources.*

**Class Learning Objectives and Assignments**

* Class Learning Objective 1: Students will understand the role of design epistemology in library services.
* Class Learning Objective 2: Students will understand how different populations of adults relate to the library.
* Class Learning Objective 3: Students will understand how to create outreach programs designed to serve people outside their library building.
* Class Learning Objective 4: Students will understand how to create adult programming plans and the role of adult programming as complementary to other adult services.

**TECHNICAL RESOURCES**

**Online Course Access**You may access the course via <https://courses.missouri.edu/>.  Under course login, select Canvas and enter your PawPrint and password.  If you have difficulty logging in to the course or you do not see the course listed, please contact the *Mizzou IT Help Desk* at 573-882-5000.

**Library Resources**Access to the library will be critical to your academic success. You may also access the University of Missouri Library Distance Education Support Service page at: <http://libraryguides.missouri.edu/distance>.

**Technical Help Available**If you are having any technical difficulties (e.g., logging in, accessing the discussion board) please email [helpdesk@missouri.edu](mailto:helpdesk@missouri.edu) or contact the *DoIT Help Desk* at 573/882-5000 (for out-of-area Mizzou Online students, toll-free at 866-241-5619).

**Online Class Netiquette**Your instructor and fellow students wish to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an *idea* but you are not to attack an *individual*.

Our differences, some of which are outlined in the University's [nondiscrimination statement](https://missouri.edu/statements/eeo-aa.php), will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a respectful and mutually supportive course ambience.

**Zoom**This class may use *Zoom* for office hours appointments. *Zoom* is a real-time, digital learning environment independent of a physical classroom. Students and instructors can participate in distance learning and collaboration regardless of their physical location using their own computer.

* To fully participate in a *Zoom* session, we recommend using a headset with microphone for improved audio quality. A webcam is necessary for you to appear on video. Many laptops already have built-in webcams so make sure you check before purchasing a webcam. Even if your laptop does have a built-in microphone you may still wish to purchase a headset.
* If needed, you can join a *Zoom* session by phone. Instructions to join by phone will be provided for each class.

**REQUIRED READINGS AND MATERIALS**There is no required textbook for this class. Additional materials will be available online via MU Libraries and/or provided in the syllabus.

**GRADING SCALE**

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| A | 94-100 |
| B | 80-93 |
| C | 70-79 |
| F | Fewer than 70 points |
| The Grade of D is not awarded to graduate students. | |

***Late Work Policy*:**  Unexcused work that is more than one week late will automatically be lowered by 10%. Assignments more than two weeks late will not be accepted unless ***prior*** arrangements have been made. If you have circumstances that affect your ability to complete assignments, please contact me **at least 3 days in advance** of the due date.

**ASSIGNMENTS**The major assignments for this class are practice-based and community-focused. Two assignments are group assignments, which have the goal of increasing your soft skills and teamwork while enabling you to complete a larger project than you could on your own. All of these assignments require you to synthesize a considerable amount of information and present it in a coherent, structured fashion.

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| **Assignment Title** | **Point Value** | **Due** |
| Discussion Boards, Weekly | 6 @ 2 points each | Various dates through the semester, two “freebies” |
| Discussion Board, Multi-Week | 1 @ 6 points each | Weeks Seven-Ten |
| Office Hours Appointment | 2 @ 3 each | Twice during the semester |
| Adult Program Plan Group Project | 20 | Week Seven |
| Adult Program Plan Peer Review | 10 | Week Eight |
| Diversity Information Needs Analysis | 20 | Week Ten |
| Community Outreach Plan | 20 | Week Thirteen |
| Community Outreach Plan Peer Review | 10 | Week Fourteen |

**EXPECTATIONS**

* **What to Expect from a Technology-Enhanced Course** - This course is designed to be largely asynchronous. It is essential that you access the course site Monday through Friday for course announcements, interact with your groups, submit assignments, take online quizzes, etc.
* **What the Instructor and Your Peers Expect from You** - By enrolling in this course, you have agreed to contribute to all discussions and group assignments by participating regularly (2-3 times per week, Tuesday through Sunday). This will require a team effort, with respect and help for each other, as we build a community of learners. We also expect that you will have a foundational understanding of Internet terms and functions. All general class correspondence should be submitted to the relevant Discussion Board forum; only personal or confidential matters should be directed to the instructor in e-mail.
* **What You May Expect from the Instructor** - Monitor and facilitate class discussions (Monday through Friday), respond to private questions within 24 to 48 hours, provide timely feedback on written assignments and projects, and help build a learning community.

**WEEKLY SCHEDULE  
Your weekly routine:** The weekly course cycle is from **Tuesday** to **Sunday**. Consider Monday your reading day and my grading day. All students are expected to participate in all course activities in the same weekly cycle. You should expect to login to the course site no fewer than 2-3 times. Assume that class will start at NOON on Tuesdays and last till MIDNIGHT on Sundays. Except as indicated in the schedule below, all assignments are due on Sundays at 11:59 p.m. Central Time.

Each week of the course will have a corresponding instructional unit which includes your assigned reading, instructor commentary, and activities. You should complete your readings and review of the course commentary before posting answers/reflections to the discussion questions. In addition to posting your own original posting addressing the discussion question by the specified date, you must comment/reflect upon the postings of your peers by the close of the grading period.

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| WEEK & TOPIC | OBJECTIVE & READINGS | ACTIVITIES & ASSIGNMENTS DUE |
| **Week 1:** August 24-30 | **Design Epistemology in Adult Services**  Objective: Learn about design epistemology and its potential applications within librarianship. Design epistemology will be the foundation for many of our other assignments.  Readings:   * Clarke, R. I. (2018). [Toward a design epistemology for librarianship](http://proxy.mul.missouri.edu/login?url=https://www.journals.uchicago.edu/doi/pdfplus/10.1086/694872). *Library Quarterly, 88*(1), 41-59. * Web Junction Connecticut (2012). Reference and adult services librarian job descriptions. Retrieved from <http://www.webjunction.org/documents/webjunction/Reference_amp_Adult_Services_Librarian_Job_Descriptions.html>*.* | Discussion: Design Epistemology |
| **Week 2:** August 31-September 6 | **Community Analysis**  Objective: Develop insight into the community you plan to serve, their makeup, and their demographics.  Readings:   * Adkins, D., Moulaison Sandy, H., & Bonney, E. M. (2019). [Creating personas on which to build services for Latinx users: A proof of concept](https://doi-org.proxy.mul.missouri.edu/10.1080/01616846.2018.1528573). *Public Library Quarterly, 38*(1), 50-71. * Asher, A., et al. (2017). [Mapping student days: Collaborative ethnography and the student experience](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=128193241&site=ehost-live&scope=site). *Collaborative Librarianship, 9*(4), 293-317. * Sarling, J. H., & Van Tassel, D. S. (1999). [Community analysis: Research that matters to a north-central Denver community](http://ew3dm6nd8c.search.serialssolutions.com.proxy.mul.missouri.edu/?genre=article&atitle=Community%20analysis:%20research%20that%20matters%20to%20a%20north-central%20Denver%20community.&title=Library%20&%20Information%20Science%20Research%20(07408188)&issn=07408188&volume=21&issue=1&date=19990101&aulast=Sarling,%20Jo%20Haight&spage=7&pages=7-29&sid=EBSCO:Library%20Literature%20%26%20Information%20Science%20Full%20Text%20%28H.W.%20Wilson%29:502809603). *Library & Information Science Research, 21*(1), 7-29. * Williment, K., & Jones-Grant, T. (2012). [Asset mapping at Halifax Public Libraries: A tool for beginning to discover the library’s role with the immigrant community in Halifax.](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=77479131&site=ehost-live&scope=site) *Partnership: The Canadian Journal of Library & Information Practice & Research, 7*(1). | Discussion: Community Analysis |
| **Week 3:** September 7-13 | **Outcomes-Based Evaluation**  Objective: Review evaluation strategies and the need and rationale for evaluation of library adult services.  Readings:   * Public Library Association. Project Outcome. <https://www.projectoutcome.org/> * Association of College & Research Libraries. Project Outcome. <https://acrl.projectoutcome.org/> * Library Edge (n.d.) Available at <http://www.libraryedge.org/>. | Discussion: Outcomes-Based Evaluation |
| **Week 4:** September 14-20 | **Promoting Library Services for Adults**  Objective: Understand how to promote library services to the adult audience and increase library attendance.  Readings:   * Anderson, C. (2017). [Moving from a promotion strategy to an engagement strategy](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=127155348&site=ehost-live&scope=site). *Reference & User Services Quarterly, 57*(2), 89-92. * Fonseca, C. (2019). [The insta-story: A new frontier for marketing and engagement at the Sonoma State University Library](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=139336737&site=ehost-live&scope=site). *Reference & User Services Quarterly, 58*(4), 291-226. * Singh, R., & Trinchetta, G. G. (2020). [Community connections: Advocating for libraries through effective brand advocacy](https://doi-org.proxy.mul.missouri.edu/10.1080/01616846.2019.1613626). *Public Library Quarterly, 39*(4), 295-309. | Discussion: Service Promotion |
| **Week 5:** September 21-27 | **Programming for Adults**  Objective: Understand the role of library programming for adults and how that programming fits with established ALA and library core values.  Readings:   * Ford, A. (2019). [From the library with love: Information professionals help older adults parse the features and culture of online dating apps](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=139533139&site=ehost-live&scope=site). *American Libraries, 50*(11/12), 16-17. * Markman, C. (2019). [VR hackfest](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=140946741&site=ehost-live&scope=site). *Information Technology & Libraries, 38*(4), 6-13. * Vitella, F. (2019). [Embrace library leisure to support self-care](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=140390991&site=ehost-live&scope=site)v. *Public Libraries, 58*(6), 15-17. * Woodworth, A. (2014). [Programs that boil, bake, and sizzle](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=95690253&site=ehost-live&scope=site). *Library Journal, 139*(8), 40. * Wright, D. (2010). [Thrilling tales: How to do an adult storytime at your library, and why](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=502990186&site=ehost-live&scope=site). *Public Libraries, 49*(3), 29-45. |  |
| **Week 6:** September 28-October 4 | **Information Needs of Adults**  Objective: Develop insight into why adults might seek information, and what elements distinguish their information seeking from that of children and teens.  Readings:   * Canning, C., & Buchanan, S. (2019). [The information behaviours of maximum security prisoners](http://resolver.ebscohost.com.proxy.mul.missouri.edu/openurl?atitle=The+information+behaviours+of+maximum+security+prisoners.&title=Journal+of+Documentation&issn=00220418&volume=75&issue=2&date=20190301&aulast=Canning%2C+Cheryl&spage=417). *Journal of Documentation, 75*(2), 417-434. * Drake, A. A., & Bielefield, A. (2017). [Equitable access: Information seeking behavior, information needs, and necessary library accommodations for transgender patrons](https://doi-org.proxy.mul.missouri.edu/10.1016/j.lisr.2017.06.002). *Library & Information Science Research, 39*(3), 160-168. * Getz, I., & Weissman, G. (2010). [An information needs profile of Israeli older adults, regarding the law and services](http://proxy.mul.missouri.edu/login?url=http://journals.sagepub.com/doi/pdf/10.1177/0961000610361422). *Journal of Librarianship & Information Science, 42*(2), 136-146. |  |
| **Week 7:** October 5-11 | **Special Populations: Older Adults**  Objective: Learn about older adults, their needs, and how those needs could be met by libraries.  Readings:   * Charbonneau, D. H., & Rathnam, P. (2020). [Memory cafes and dementia-friendly libraries: Management considerations for developing inclusive library programs](https://doi-org.proxy.mul.missouri.edu/10.1080/01930826.2020.1727282). *Journal of Library Administration, 60*(3), 308-315. * Ford, A., & Hughes, C. (2017). [Coming home, building community: Aiding elders on a Native American reservation](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=123446417&site=ehost-live&scope=site). *American Libraries, 48*(6), 26-27. * Hughes, C. (2017). [Rural libraries’ services for older adults: A nationwide survey.](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=121519798&site=ehost-live&scope=site) *Public Library Quarterly, 36*(1), 43-60. * Reference & User Services Association. (2008). [Guidelines for library and information services to older adults.](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=502962532&site=ehost-live&scope=site) *Reference & User Services Quarterly, 48*(2), 209-212. | Discussion (Weeks 7-10): Serving Special Populations  Adult Program Plan |
| **Week 8:** October 12-18 | **Special Populations: Adults with Disabilities**  Objective: Learn about adults with disabilities, their needs, and how those needs could be met by libraries.  Readings:   * Association of Specialized and Cooperative Library Agencies (2001). Library services for people with disabilities policy. Available at <http://www.ala.org/ascla/resources/libraryservices>. * Getts, E., & Stewart, K. (2018). [Accessibility of distance library services for deaf and hard of hearing users](http://resolver.ebscohost.com.proxy.mul.missouri.edu/openurl?atitle=Accessibility+of+distance+library+services+for+deaf+and+hard+of+hearing+users.&title=Reference+Services+Review&issn=00907324&volume=46&issue=3&date=20180701&aulast=Getts%2C+Erica&spage=439). *Reference Services Review, 46*(3), 438-448. * Lazar, J., & Briggs, I. (2015). [Improving services for patrons with print disabilities in public libraries](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=101529262&site=ehost-live&scope=site). *Library Quarterly, 85*(2), 172-184. * Marcotte, A. (2019). [Everyone on the same page: Adults with disabilities find engagement, community in book clubs](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=136833039&site=ehost-live&scope=site). *American Libraries, 50*(6), 18-19. * McGowan, S., Martinez, H., & Marcilla, M. (2018). [AnyAbility: Creating a library service model for adults with disabilities](http://resolver.ebscohost.com.proxy.mul.missouri.edu/openurl?atitle=AnyAbility%3a+creating+a+library+service+model+for+adults+with+disabilities.&title=Reference+Services+Review&issn=00907324&volume=46&issue=3&date=20180701&aulast=McGowan%2c+Suzanne&spage=350&site=ftf-live). *Reference Services Review, 46*(3), 350-363.   General Resource:   * Association of Specialized and Cooperative Library Agencies (2017) Library Accessibility Toolkits: What you need to know. Available at <https://www.ascladirect.org/resources/>. | Adult Program Plan Peer Review  First Office Hours Appointment |
| **Week 9:** October 19-25 | **Special Populations: Racially and Ethnically Diverse Adults**  Objective: Learn about racially and ethnically diverse adults, their needs, and how those needs could be met by libraries.  Readings:   * Association of College & Research Libraries (2012). Diversity standards: Cultural competency for academic librarians. Available at <http://www.ala.org/acrl/standards/diversity>. * Espinal, I., Sutherland, T., & Roh, C. (2018). [A holistic approach for inclusive librarianship: Decentering Whiteness in our profession](https://doi-org.proxy.mul.missouri.edu/10.1353/lib.2018.0030). *Library Trends, 67*(1), 147-162. * Nappo, C. M. (2007). [Library services for indigenous populations in the United States and Australia: A cross-cultural comparison](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=502899262&site=ehost-live&scope=site). *Rural Libraries, 27*(1), 31-48. * Shoge, R. C. (2003). [The library as place in the lives of African-Americans](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/pdf/shoge.PDF). *Proceedings of the Association of College & Research Libraries conference*. Charlotte, North Carolina. |  |
| **Week 10:** October 26-November 1 | **Special Populations: The LGBTQ+ Population**  Objectives: Learn about diverse LGBTQ populations and how libraries can meet the needs of these individuals as well as deal with public criticism.  Readings:   * Campbell Naidoo, J. (2018). [A Rainbow of Creativity: Exploring Drag Queen Storytimes and Gender Creative Programming in Public Libraries](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edb&AN=133541823&site=eds-live&scope=site). *Children & Libraries: The Journal of the Association for Library Service to Children*, *16*(4), 12. * Movement Advancement Project. (2019). Where We Call Home: LGBT People in Rural America. *Movement Advancement Project*. <https://www.lgbtmap.org/rural-lgbt> * Rachel S. Wexelbaum. (2018). [Do libraries save LGBT students?](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=edsemr&AN=edsemr.10.1108.LM.02.2017.0014&site=eds-live&scope=site) *Library Management*, *39*(1/2), 31–58 * Stevens, A., & Frick, K. (2018). [Defending Intellectual Freedom: LGBTQ+ Materials in Public and School Libraries](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=135603261&site=eds-live&scope=site). *Young Adult Library Services*, *17*(1), 35–39. | Diversity Information Needs Assessment |
| **Week 11:** November 2-8 | **Outreach to Adults**  Objective: Understand the role of outreach to serve adults and how outreach fits with established ALA and library core values.  Readings:   * Sikes, S. (2019). [Rural public library outreach services and elder users: A case study of the Washington County (VA) Public Library](https://www-tandfonline-com.proxy.mul.missouri.edu/doi/full/10.1080/01616846.2019.1659070). *Public Library Quarterly, 39*(4), 368-388. * Wainright, A., & Mitola, R. (2019). [Creating an outreach story: Assessment results, strategic planning, and reflection.](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2019/CreatinganOutreachStory.pdf) *Proceedings of the Association of College & Research Libraries conference*. Cleveland, Ohio. * Yarrow, A., & McAllister, S. (2018). [Trends in mobile and outreach services](http://proxy.mul.missouri.edu/login?url=https://www.tandfonline.com/doi/abs/10.1080/01616846.2018.1436365). *Public Library Quarterly, 37*(2), 195-208. |  |
| **Week 12:** November 9-15 | **Health and Wellness in Adult Services**  Objective: Understand libraries’ roles in influencing patrons’ and community health and wellness, including in times of crisis.  Readings:   * Lenstra, N. (2018). [Let’s move: Fitness programming in public libraries](https://www-tandfonline-com.proxy.mul.missouri.edu/doi/full/10.1080/01616846.2017.1316150). *Public Library Quarterly, 37*(1), 61-80. * Lenstra, N. (2018). [Yoga at the public library: An exploratory survey of Canadian and American libraries.](http://proxy.mul.missouri.edu/login?url=https://www.tandfonline.com/doi/abs/10.1080/01930826.2017.1360121) *Journal of Library Administration, 57*(7), 758-775. * Lenstra, N. (2019). [Food justice in the public library: Information, resources, and meals](https://jps.library.utoronto.ca/index.php/ijidi/article/view/33010). *International Journal of Information, Diversity, and Inclusion, 3*(4). * Peet, L. (2019). [Mental wellness](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=136630856&site=ehost-live&scope=site). *American Libraries, 144*(5), 48-53. * Tranfield, M. W., Worsham. D., & Mody, N. (2020). [When you only have a week: Rapid-response, grassroots public services for access, wellness, and student success](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=144532658&site=ehost-live&scope=site). *College & Research Libraries News, 81*(7), 326-336. | Discussion: Health and Wellness |
| **Week 13:** November 16-22 | **The Library as Place**  Objective: Understand perceptions of library spaces and what those spaces mean to the people who use them.  Readings:   * Audnuson, R., Aabo, S., Blomgren, R., Evjen, S., Jochumsun, H., et al. (2019). [Public libraries as an infrastructure for a sustainable public sphere](https://search-proquest-com.proxy.mul.missouri.edu/docview/2244096392?accountid=14576). *Journal of Documentation, 75*(4), 773-790. * Broughton, K. M. (2019). [Belonging, intentionality, and study space for minoritized and privileged students](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2019/BelongingIntentionalityStudySpace.pdf). *Proceedings of the Association of College & Research Libraries conference*. Cleveland, Ohio. * Østerdal, I. K., Ersdal, U., Kilvik, A., Buset, K. J., & Lamey, L. I. (2018). [Knowing me, knowing you: Making user perspectives an integrated part of design thinking](https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=2220&context=iatul). *Proceedings of the Annual International Association of Scientific and Technical University Libraries Conference*, Oslo, Norway. | Adult Outreach Plan |
| **Week 14:** November 30-December 6 | **The Library as Creative Space**  Objective: Understand the role of libraries in knowledge and resource creation.  Readings:   * Bossaller, J., Martin, D. & Smith, S. (2018). [Digitizing local zines in public libraries](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=133631039&site=ehost-live&scope=site). *Public Libraries, 57*(6), 23.28. * Elliott, M. (2020). [Reader [r]evolution: Recognizing our true purpose](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=142961673&site=ehost-live&scope=site). *Public Libraries, 59*(2), 50-53. * Moulaison-Sandy, H. (2016). [The role of public libraries in self-publishing: Investigating author and librarian perspectives](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=119500558&site=ehost-live&scope=site). *Journal of Library Administration, 56*(8), 893-912. * Nichols, J., Melo, M., & Dewland, J. (2017). [Unifying space and services for makers, entrepreneurs, and digital scholars](http://proxy.mul.missouri.edu/login?url=https://muse.jhu.edu/article/653210). *Portal: Libraries and the Academy, 17*(2), 363-374. | Adult Outreach Plan Peer Review |
| **Week 15:**  December 7-10 | **Reader Advisory Services**  Objective: Review the role of reader advisory services as one of the key and traditional services that libraries can provide to adults.  Readings:   * Adkins, D., Bossaller, J. S., & Moulaison Sandy, H. (2018). [Exploring reader-generated language to describe multicultural literature](https://jps.library.utoronto.ca/index.php/ijidi/article/view/32591). *International Journal of Information, Diversity, & Inclusion, 3*(2). * Birdi, B. (2014). Genre fiction readers: A quantitative exploration of provided construct ratings. *Journal of Documentation, 70*(6), 1054-1075. * Schwartz, M., & Thornton-Verma, H. (2014). [The state of reader’s advisory](http://proxy.mul.missouri.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,cookie,url,uid&db=llf&AN=93925593&site=ehost-live&scope=site). *Library Journal, 139*(2), 130. | Discussion: Designing for Reading  Second Office Hours Appointment |

**University of Missouri Nondiscrimination Policy (**[**https://missouri.edu/eeo-aa**](https://missouri.edu/eeo-aa)**)**

The University of Missouri does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, sexual orientation, gender identity, gender expression, age, disability, or status as a protected veteran. Discrimination on the basis of pregnancy, childbirth, or related medical conditions is also prohibited. The University’s nondiscrimination policy applies to all phases of its employment process, its admission and financial aid programs, and to all other aspects of its educational programs and activities. Further, this policy applies to sexual violence and sexual harassment (forms of sex discrimination) occurring both within and outside of the University context if the conduct negatively affects the individual’s educational or work experience or the overall campus environment. Retaliation directed to any person who pursues a discrimination complaint or grievance, participates in a discrimination investigation, or otherwise opposes unlawful discrimination is prohibited.

In addition, MU does not discriminate on the basis of sex in our education programs or activities, pursuant to Title IX and 34 CFR Part 106.

If you experience discrimination, you are encouraged (but not required) to report the incident to the MU Office for Civil Rights & Title IX. For information on how to report discrimination or harassment, including sexual harassment and sexual misconduct, as well as expressions of perceived bias and violations of the right to free expression, visit [Making a Report](https://civilrights.missouri.edu/reporting-and-policies/).

Students may also contact the Relationship & Sexual Violence Prevention (RSVP) Center, a confidential resource, for advocacy and other support related to rape or power-based personal violence at rsvp@missouri.edu or 573-882-6638, or go to rsvp.missouri.edu.

Both the Office for Civil Rights & Title IX and the RSVP Center can provide assistance to students who need help with academics, housing, or other issues.

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| ***If you feel you are experiencing discrimination in this or any other course, you can talk to me or any other SISLT faculty member about this situation. If you are not comfortable talking to one of the faculty, you can speak with SISLT director Rose Marra (573-884-2877) or contact the Office for Civil Rights & Title IX.*** |

**Statement for Mental Health**

The University of Missouri is committed to supporting student well-being through an integrated network of care, with a wide range of services to help students succeed. The MU Counseling Center offers professional mental health care, and can help you find the best approach to treatment based on your needs. Call to make an appointment at 573-882-6601. Any student in crisis may call or go to the MU Counseling Center between 8:00 – 5:00 M-F. After hours phone support is available at 573-882-6601.

Visit our website at https://wellbeing.missouri.edu to take an online mental health screening, find out about workshops and resources that can help you thrive, or learn how to support a friend. Download Sanvello, a phone app that teaches skills and strategies to help you maintain good mental health. Log in with your Mizzou e-mail to unlock all the tools available through Sanvello at no cost to you.

**Statement for Academic Dishonesty**

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

Sample Statement for ADA

**Students with Disabilities:**

If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please establish an accommodation plan with the MU Disability Center, S5 Memorial Union, 573-882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on “Disability Resources” on the MU homepage.

**Statement for Intellectual Pluralism**

The University community welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office of Students Rights and Responsibilities; the MU Equity Office, or equity@missouri.edu.

All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

**Statement for Executive Order #38, Academic Inquiry, Course Discussion and Privacy**

University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in section 200.015 of the Collected Rules and Regulations. In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation under section 240.040 of the Collected Rules. All other students who record and/or distribute audio or video recordings of class activity are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to individuals who are not students in the course without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of