

LOUISIANA STATE UNIVERSITY
SCHOOL OF LIBRARY & INFORMATION SCIENCE

Rural Librarianship
LIS 7808 Spring 2019

Instructor: Jennifer Thiele, PhD

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Meeting Time: Asynchronous via Moodle

Office Hours: By appointment

Course Description: The study of rural public libraries, their history and significance in communities.

Objectives: Upon satisfactory completion of this course, the student will be able to:

- Develop a familiarity with rural library history in the United States
- Be able to describe and discuss major components of policy and legislation that impacts Internet infrastructure development in rural areas
- Be able to synthesize and explain what impact this policy and legislation has on the rural library
- Be able to identify collections, preservation and archival needs of rural libraries
- Become familiar with the current technology trends and issues of libraries in rural settings
- Discuss the unique communities that rural public libraries serve
- Identify programming and outreach activities specific to the rural public library
- Determine time management and divisions of duties in rural public libraries with solo librarian
- Identify the unique facility issues that rural libraries face
- Discuss the unique challenges of shared spaces between school and public libraries in rural areas

Communication: Students must use the Moodle site created for this class to view class slides and communicate class related questions or suggestions to the instructor and classmates.

Method: Lecture/Discussion/Reading/Reflection

Successful completion of the course will require approximately three hours of work for each credit hour. Students in this three-credit course should expect to spend nine hours a week on class work and preparation.

Required Textbooks: There are two required textbooks for this course:

Clapp, M. and Smallwood, C. (2012). *How to Thrive as a Solo Librarian*. Scarecrow Press. (Ebook, all readings online)

Real, B (2018). *Rural and Small Public Libraries: Challenges and Opportunities*. Emerald Publishing. Must purchase.

The readings will be available through Moodle, library databases, or on the open web.

Course Schedule and Required Readings

REQUIRED READINGS:

American Library Association, Policy and Procedure Guidelines. Retrieved from: <http://www.ala.org/advocacy/intfreedom/guidelinesdevelopment>

Anderson, M. (September 10, 2018). About a Quarter of Rural Americans Say Access to High Speed Internet is a Major Problem.

Bertot, J.C., Jaeger, P.T., Langa, L.A. & McClure, C.R. (2006). Public access computing and Internet access in public libraries. *First Monday*, 11(9).

Bertot, J.C., Jaeger, P.T., & McClure, C.R. (2008). Citizen-Centered E-Government Services: Benefits, Costs, and Research Needs. *The Proceedings of the 9th Annual International Digital Government Research Conference* 137-142. Montreal, Canada.

Bertot, J.C. McClure, C.R. & Jaeger, P.T. (2008). The impacts of free public Internet access on public library patrons and communities. *Library Quarterly*, 78(3), 285-301.

Bertot, J.C., McClure, C.R., Wright, C.B., Jensen, E., & Thomas, S. (2009). *Public Libraries and the Internet 2009: Study Results and Findings*. Florida State University, Florida: Information Institute

Bishop, et. Al, The Role of Rural Public Libraries in Small Business Development. *Public Library Quarterly*. 35, 1, 37-48, Jan. 2016.

Degruyter, L. (1980). The History and Development of Rural Public Libraries. Accessed from: https://www.ideals.illinois.edu/bitstream/handle/2142/7108/librarytrendsv28i4d_opt.pdf?sequence=1

Hilburn, J. Keeping Up With the Urbanites: The Importance of Popular Culture in Rural Libraries. *Information Today* [serial online]. July 2018;35(6):1-25

Kelley, M. The Quiet Plug Crisis. *Library Journal*. 136, 2, 24-25, Feb. 2011.

Margo, G. Critical Optimism: Reimagining Rural Communities through Libraries. *In the Library with the Lead Pipe* (2018). 2018. ISSN: 1944-6195.

Merrifield, M. (1995). The Funding of Rural Libraries. Retrieved from:
https://www.ideals.illinois.edu/bitstream/handle/2142/8012/librarytrendsv44i1e_opt.pdf?sequence=1

Parker, JB; et al. Small Libraries, Big Support. *Journal of Library Administration*. 53, 7-8, 451-461, Nov. 2013

Week 1: Syllabus review and Introduction/Overview of Rural Library Challenges

Readings:

Real, Chapter 1 (Overview)

Clapp and Smallwood, Chapter 1 (Time Management, Solo Librarians)

Activities:

Complete the scavenger hunt/syllabus quiz

Introduce yourself in the Discussion Forum

Week 2: Rural Library History

Readings: Degruyter (1980)

Activities: Lecture 1, Discussion Forum

Part 1 of 5 (5%) Presentation: Submit topic for approval

Week 3: Rural Library Funding

Readings: Merrifield (1995) Clapp and Smallwood, Chapter 16

Activities: Discussion Forum

Week 4: Rural Communities—Economics, Education and Access

Readings: Hilburn (2018), Real, Chapter 4, Bishop (2016)

Activities: Lecture 2, Part 2 of 5 (5%) Detailed review topic outline due, participate in Discussion forum

Week 5: Digital Divide in Rural Communities Part 1

Readings: Real, Chapter 2 and 3

Activities: Lecture 3, Participate in Discussion Forum

Week 6: Digital Divide in Rural Communities Part 2

Readings: Anderson (2018), Bertot, Jaeger, Langa, L.A. & McClure (2006) Bertot, Jaeger, & McClure, (2008) Bertot, McClure, & Jaeger, (2008) Bertot, McClure, Wright, Jensen, & Thomas (2009).

Activities: Participate in Discussion Forum

Week 7: Rural Libraries and the Challenge of Outreach and Programming

Readings: Margo, 2018 Clapp and Smallwood, Chapter 3 and Chapter 5, Parker, 2013

Activities: Lecture 4, Discussion Forum, Internet as Human Right reflection paper due

Week 8: Rural Library Facilities

Readings: Kelley, 2011

Activities: Lecture 5, Discussion Forum, Part 3 of 5 (10%): Presentation: Annotated Bibliography. Please include an initial list of ten sources for your final presentation.

Week 9: Administrative Tasks in a rural public library (State reporting, security, supervision)

Readings: Clapp and Smallwood, Part VI

Activities: Participate in the Discussion forum

Week 10: Marketing the rural library

Readings: Clapp and Smallwood, Part 3

Activities: Lecture 6, Discussion Forum, Rural Communities Reflection Due

Week 11: Policies and procedures in the rural libraries

Readings: ALA Documents on Policy/Procedure

Activities: Participate in Discussion Forum

Week 12: Rural Archives and Collections

Readings: Real, Chapter 7 and 8, Clapp and Smallwood, Part VII

Activities: Lecture 7, Discussion Forum, Digital Divide paper

Week 13: Library Systems/Continuing and Professional Development for a rural librarian

Readings: Clapp and Smallwood, Chapter 13

Activities: Lecture 8, Discussion Forum

Week 14: Presentations

Activities: Submit Final Presentation. View classmates' presentations and provide feedback

Week 15: Review

Activities: Fill out course review paperwork and submit final discussion posts. Submit final project reflection essay

Grading Scale

99-100%	A+
93-98.99%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+

73-76.99%	C
70-72.99%	C-
67-69.99%	D+
63-66.99%	D
60-62.99%	D-
0-59.99%	F

Grade Details

Syllabus Scavenger Hunt 5%

Please complete the syllabus quiz/scavenger hunt. This will be assessed for a total of 5%.

Reflection Essays (3) 30%

We have learned about several concepts that pertain to public libraries. In this series of reflection papers, you will discuss how each concept pertains to rural public libraries, citing readings and lecture materials. Your first reflection will be an opinion piece on the concept of Internet as a human right. As class goes on, you will be provided with more lecture and written content, so your initial impressions may change for your final digital divide paper. The second reflection paper will address community informatics specific to rural libraries. More details on these papers will be addressed in class. 3-5 pages, 12 pt font, Times New Roman.

Presentation 40% (5 parts):

Please select a topic on Information Access as it pertains to the rural public library. You will be researching this topic in great detail, so please make sure to select something that you will be interested in. There is a list of potential topics in the Content area of Moodle. This assignment is broken up into several sub-topics which are listed below.

5% Topic approval: Please submit your proposal to the Dropbox. This proposal should not exceed a few paragraphs in length.

5% Detailed Outline: As you develop your ideas, it will be important to organize your topics into relevant areas. This outline should not exceed two pages, but should give a good idea of the topics you will be exploring. A sample outline is included in the Contents page of the Moodle Platform.

10% Annotated Bibliography: Please submit a list of 20-25 sources that you will be using for your presentation. These can be added or modified for your final presentation.

15% Final Presentation: Posted to Dropbox and in forum: This will be your final presentation and should be also posted to the discussion forum for feedback and discussion.

5% 2-3 Page Reflection Essay: Please reflect on your topic, and any feedback received from other students.

Participation 25% (graded weekly):

See criteria below

ASSIGNMENTS

Written assignments are due on the specified date and time to the Dropbox. **No late work will be accepted.** Complete details and a rubric are posted in the Dropboxes for each assignment

All submissions must in .doc, .docx, .ppt, .pptx, .rtf or .pdf. For each file please format the title as follows, Last Name_First Name_Assignment Title

You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Rules of academic conduct require that you not use the work of others without clearly indicating it as such. Academic misconduct will result in being reported to the LSU Student Advocacy & Accountability office. All students are required to know and abide by the University's Policy for Academic Integrity and the LSU Code of Student Conduct. A copy of these documents may be found at:
<http://www.lsu.edu/judicialaffairs>

Participation

Participation in class discussion is expected of all students. Such discussions will analyze, criticize and synthesize the readings, lectures and relevant experiences. Participation is an important part of the learning experience. You must view the weekly lecture and read the assigned readings prior to participating in the online discussion. You are also required to read all discussion postings on Moodle.

Requirements and Instructions for Participation

These are discussion questions, not quizzes or exam questions. They are meant to help you understand what you have read by asking you to think more deeply about a few important points. They are also an opportunity for me to correct any misunderstandings. I expect you to put thought into your answers and demonstrate you have read the assigned material. However, I do

not expect you to be “right” or provide lengthy essays. Each of your original posts should be around 300 words, but no more than 750 words.

You are required to make one original post for each week. These original posts will address one of the discussion questions and should be posted separately to allow for individual streams of replies. Your original post is worth 3-5 points based on the discussion rubric posted on Moodle. An original post must be made by 11:55 pm on Sunday to receive full credit. Responses to others’ posts are worth 1-3 points, using the same rubric, just scaling down. The maximum for any week is 10 points.

You can earn the maximum points with a few excellent posts, with several average posts, many mediocre posts, or some combination thereof. Posts which say nothing more than some variation of “I agree” earn no points. A post must add something original to the discussion in order to earn at least 1 point.

Due Date

Each week’s discussion forum will be open when the week begins. The forum will remain open, but only posts that are made by 11:55 pm of the Wednesday after the week ends will be graded. For example, week 2’s forum will appear the morning of Thursday January 17, and all post made prior to 11:55 pm on Wednesday January 23 will be graded.

Participation Grades

10/10 Offers excellent, consistent, voluntary participation grounded in thorough analysis, evaluation, and synthesis of assigned reading and integration of additional materials; contributes to collective understanding both in class and on discussion boards; discovers, interprets and incorporates material that is not assigned and reviews additional recommended materials. Shows initiative by posing and answering questions.

8/10 Demonstrates good preparation; knows readings well and has considered their implications; offers interpretations and analysis of readings and materials beyond repeating facts; makes thoughtful associations between/among readings. Contributions both in-class and on discussion board go beyond the obvious, indicating interest in and understanding of terms and concepts. Demonstrates knowledge and understanding of readings beyond repeating basic facts by consistently and voluntarily contributing to discussion; responds to others’ comments; asks constructive questions; offers and supports suggestions.

6/10 Does not voluntarily contribute to discussion, but contributes to a moderate degree when called on. Makes posts that cover only the bare minimum required. Knows basic facts of readings, but does not show evidence of interpretation. Rarely asks questions or answers peers’ queries.

4/10 Present, not disruptive. Infrequent involvement in discussion. Answers only part of the weekly questions. Does not regularly respond to others

2/10 Comments do not rely on assigned reading, no evidence of reading or completing required assignments.

0/10 Absent, or present/disruptive. Disruptive is defined as engaging in standards of conduct inappropriate to a community of scholars.

Information for Students with Disabilities

LSU policy requires a student who claims disability status to make a formal request for accommodation through the Office of Disability Services, 115 Johnston Hall, phone 225-578-5919. This office provides the necessary evaluation and recommendations to ensure full participation in the course. For more information, go to <http://www.lsu.edu/disability>.