Form CO **COURSE OUTLINE**

Introduction to Library Organization

LS 102

I. DESCRIPTION:

Students will acquire an overview of library services, including an introduction to basic terminology and tasks of librarianship, and an understanding of the different needs of users. The understanding gained during the course will prepare students for more advanced study within the Library and Information Services program.

II. SEMESTER CREDITS: 2

III. CONTACT HOURS PER WEEK: _____ Lecture Lab Total

IV. PREREQUISITE: None

Upon completion of this course, the student will be able to, with 65% accuracy:

V. STUDENT LEARNING OUTCOMES

VI. COURSE CONTENT:

- 1. Discuss and explain a view of the library as central A. History to civilization in general and in creating lifelong learners. Consider Palau's place within the information society.
 - - 1. Book printing
 - 2. Libraries
 - 3. Role in enriching lives
 - 4. Information Society
- 2. Discuss and explain plagiarism, and understand the B. Academic standards essential elements of citation systems.
 - - 1. Plagiarism
 - 2. Citation systems
 - a. MLA style
 - i. In-text citations
 - ii. Works cited
 - b. Other styles (APA, Chicago, etc.)
- 4. Compare and contrast the characteristics of users in different types of libraries.
- D. Characteristics of:
 - 1. School users
 - 2. Public users
 - 3. Academic users
 - 4. Special users
- 5. Outline the internal procedures within libraries, with a focus on services to users.
- E. Internal Operations:
 - 1. Technical services
 - 2. Circulation
 - 3. Interlibrary loans
 - 4. Reference services
 - 5. Library instruction
 - 6. Library activity programming
 - 7. Impact of automation
 - 8. Library policies and procedures
- 6. Demonstrate how to locate and shelve books.
- F. Library Classification
 - 1. Dewey Decimal system
 - 2. Card catalog
 - 3. Shelving books

- 7. List and discuss international standards for libraries. Select key elements from within these standards that would be most appropriate to use within local libraries and compare these with existing library policies.
- 8. Discuss and explain censorship and freedom of speech and examine issues relating to libraries, local laws and community values.

G. Standards and Guidelines:

- 1. American Library Association
- 2. IFLA
- 3. Local libraries

H. Issues:

- 1. Censorship
- 2. Freedom of speech
- 3. Copyright law
- 4. Community values

VII. MATERIALS AND EQUIPMENT:

- A. Printed/online course materials
- B. Standard classroom materials
- C. Digital projector

VIII. TEXTS

Instructor-created course material

IX. METHOD OF INSTRUCTION:

- A. Lecture
- B. In-class discussion
- C. Supplemental activities and exercises
- D. Site visits

X. METHOD OF EVALUATION:

A. Grading Scheme

Class participation	10%
Assignments	35%
Quizzes	15%
Midterm	20%
Final	20%

B. Transmutation of % to letter grade

90 - 100%	A
80 - 89%	В
70 – 79%	C
65 - 69%	D
0 - 64%	F

PALAU COMMUNITY COLLEGE LS102 Intro to Library Organization COURSE LEARNING OUTCOMES

During the course experience, the *course learning outcomes* (CLOs) will be assessed through the use of signature assignments. A rating scale will be used to determine the students' proficiency level of each CLO using specifically aligned assignments. The numerical ratings of 4, 3, 2 and 1 are not intended to represent the traditional school grading system of A, B, C, D and F. The descriptions associated with each of the numbers focus on the level of student performance for each of the course learning outcomes listed below.

Rating Scale:

4 Outstanding

2 Developing

3 Proficient

1 Emerging

CLO 1: Students will be able to communicate using library specific terminology and concepts accurately.

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	Use of library specific terms is accurate with the student using library terms rather than general words to describe
4	to describe or compare libraries
3	Use of library specific terms is generally accurate though the student does not consistently use library terminology to describe or compare libraries
2	Use of library terms is inaccurate or out of context, with the student not using library terminology where it would be appropriate
1	Student does not use library terminology even in the most basic situations

CLO 2: Students will be able to employ critical thinking skills to solve problems or address specific issues in the library based on knowledge of library organization and professional library ethics and standards of librarianship.

4	Employs critical thinking skills without assistance to solve problems or address specific issues in the library based on a knowledge of library organization and professional library ethics and standards of librarianship
3	Employs critical thinking skills to solve problems or address specific issues in the library based on a knowledge of library organization and professional library ethics and standards of librarianship with minimal assistance
2	Employs critical thinking skills to solve problems or address specific issues in the library based on a knowledge of library organization and professional library ethics and standards of librarianship with significant assistance
1	Unable to employ critical thinking skills to solve problems or address specific issues in the library based on a knowledge of library organization and professional library ethics and standards of librarianship even with assistance.

CLO 3: Students will be able to use basic aspects of library and information center organization, such as classification systems and online cataloging programs to organize, identify and locate resources.

4	Uses basic aspects of library and information center organization without assistance to organize, identify and locate
	resources
3	Uses basic aspects of library and information center organization to organize, identify and locate resources with minimal assistance
2	Uses basic aspects of library and information center organization to organize, identify and locate resources with significant assistance
	Unable to to use basic aspects of library and information center organization to organize, identify and locate
1	resources even with assistance.

CLO 4: Students will be able to discuss different types of libraries and information centers and their users.

4	Use of library specific terms is accurate with the student using library terms rather than general words to describe to describe or compare libraries and their users.
3	Use of library specific terms is generally accurate though the student does not consistently use library terminology to describe or compare libraries and their users.
2	Use of library terms is inaccurate or out of context, with the student not using library terminology where it would be appropriate when describing or comparing libraries and their users.
1	Student does not use library terminology even in the most basic situations and cannot show knowledge of different libraries and their users.