LIS 587: Facilities Planning for Libraries and Information Centres

Course Outline

Summer 2015

Instructor: Lauren Stara, MLS Email: stara@ualberta.ca Office hours: Mondays and Wednesdays, 4:30 pm to 6 pm MDT, or by appointment

Calendar Description:

The examination of the building needs of various types of libraries and information centres, the involvement of information professionals and architects in the planning process, and various contemporary building styles.

Course Objectives:

- To provide students with an understanding of the history of library architecture.
- To provide students with an understanding of, and ability to articulate, the elements and issues involved in planning a successful library building.
- To provide students with an understanding of new trends in library design.
- To provide students with an understanding of how library design impacts the user and library staff experience.
- To introduce students to the research and scholarship in the area of library design.

Measurable Student Learning Outcomes:

After critical readings in the area of library design and a library observation, students will demonstrate an understanding of how to evaluate the physical spaces of an existing library through small group discussions and a written assignment.

After critical examination of a library space, students will demonstrate their understanding of how to conduct a library needs assessment through small group discussions and a written assignment.

After a library observation and critical readings in the library design field, students will demonstrate an understanding of physical spaces in libraries, the needs of library workers and users, and the aesthetics of library design, through small group discussions and by creating a written building plan from which an architect's schematic design and construction documents may be prepared.

After critical readings and guest lectures, students will identify trends and issues in library design through written assignments, small group discussions and a presentation.

Content:
This course is designed to acquaint students with the history of library architecture, the cooperative process involving librarians and building professionals in planning and equipping the building, and the design of library and information centre facilities. Various types of library buildings are studied, with an emphasis on similarities and differences in design. Planning a library environment that is functional and flexible as well as aesthetically appealing is emphasized.

**Methods:**

The course will consist of a combination of critical readings, lectures, discussions, and practical assignments and presentations.

**Course Relationships:**

Pre-requisite: LIS 501

**Required Texts:**

None

**Assignments and Weighting:**

Participation and Discussions: 20%

- Discussions (introduction and 7 initial posts) 40%
  - Participation in discussions 60%

Assignment 1 Evaluating an Existing Library - 15%

Assignment 2 Needs Assessment - 20%

Assignment 3 Library Building Program - 35%

Assignment 4 Presentation - 10%

Details of the assignments including assessment criteria will be posted on eClass.

All assignments should be submitted to eClass by the date and time indicated on the course schedule. Late assignments will be subject to a penalty of 10% per day (including weekends) to a maximum of 3 days. If an extension is required, please email the instructor in advance to make those arrangements.

Grades reflect professional judgments of student achievement made by instructors. These judgments are based on a combination of absolute achievement and relative performance in class. The instructor should mark in terms of raw scores, rank the assignments in order of merit, and with due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade.

**School of Library and Information Studies Grading Statement:**

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due attention to the verbal descriptions of the various grades, assign an appropriate final letter grade.

**Academic Integrity:**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#), and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

Students should also be mindful of the SLIS Copyright Policy.

**Inclusive Language and Equity:**

The Faculty of Education is committed to providing an environment of respect for all people within the university community and to educating faculty, staff, and students in developing teaching and learning contexts that are welcoming to all. The Faculty recommends that students and staff use inclusive language to create a classroom atmosphere in which students’ experiences and views are treated with equal respect and value in relation to their gender, racial background, sexual orientation and ethnic background. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are advised to discuss their needs with Specialized Support and Disability Services.

**Recording of Lectures:**

Recording of lectures is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

Policy about course outlines can be found in [Section 23.4(2)](#) of the University Calendar.