LA101X 2015 Syllabus

# Instructor

**Wendy Newman: Senior Fellow and Lecturer, Faculty of Information, University of Toronto**

Wendy Newman has contributed in administrative, advocacy, consulting, and educational roles to libraries and the communities they serve, and to library associations in North America and beyond.

As a public library director, she has led ground-breaking partnerships that build community capacity and advance economic and social strengths. A passionate advocate for libraries and librarianship in the public policy arena, she served on the National Broadband Task Force, the Blue Ribbon Panel on Smart Communities, and the Board of Directors of MediaSmarts. Her consulting practice has focused on strategic issues in librarianship. She is former president of the Canadian Library Association and a long-time member of the American Library Association.

Among many awards for her work as a leader/advocate, Wendy has received the Ken Haycock Award for Promoting Librarianship from both the American and Canadian Library Associations, as well as recognition for achievement at the provincial/state and national levels. She received the Queen Elizabeth II Golden Jubilee Medal for community service.

A graduate of the University of Toronto, Wendy has developed and taught graduate-level courses in advocacy and influence for two ALA-accredited programs. She is also the co-author of a forthcoming book on advocacy.

# Course Description

How can we strengthen libraries and librarians in the advancement of knowledge, creativity, and literacy in the 21st century? Though libraries have been loved for over 3,600 years, their relevance in the digital age is being questioned, and their economic and social impacts are poorly understood. What is really essential about libraries and librarians, today and tomorrow? How can library members and all who support the mission of 21st-century librarianship raise the profile and support of these timeless values and services, and ensure universal access to the universe of ideas in all our communities? This course is based on what works. We’ll take an inspired, strategic, evidence-based approach to advocacy for the future of strong communities – cities, villages, universities and colleges, research and development centres, businesses, and not-for-profits.

We will cover:

* Values and transformative impacts of libraries and librarianship.
* Research on current perceptions of libraries and librarians.
* Role of relationships in advocacy.
* Principles of influence and their impact on advocacy.
* Strategic thinking and planning in advocacy.
* Effective communication: messages, messengers, and timing.

## Learning Outcomes

* Acquire insights on your own motivations, reflect on the principles of librarianship, and identify what’s at stake. We discuss these most in Week 1 (Values and Communities).
* Know key research relevant to advocacy for libraries. This includes evidence on perceptions of libraries, values and assumptions of decision makers, and the dynamics of influence. Weeks 2 (Perceptions and Advocacy) and Week 3 (Influence and Relationships) present the research that can inform your advocacy. You may encounter some surprises.
* Consider and apply ways to exert influence and engage others. This is a key piece that we examine in Week 3.
* Adopt a strategic perspective in planning for your advocacy. This is our topic in Week 4 (Strategy and Communication).
* Communicate more effectively, and develop and strengthen strategic relationships – addressed in Week 4.
* Plan and apply the basic steps to move an advocacy objective forward. We cover Planning and Implementation in Week 5 and pull it all together in Week 6.

## Topics and Schedule

This outline shows the components of the course. There may be some minor changes in this syllabus when the course begins.

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| **Week** | **Topics** | **Activities** |
| **0** | **Welcome and Introduction*** Learning objectives
* Requirements for the certificate
* Format of the course
* Policies
* Orientation
 | Posting: Introduce yourself. |
| **1** | **Values and Community*** Transformative impact of libraries and librarians.
* Values of librarianship.
* Basic concepts and definitions of advocacy.

Guests include: Joe Janes, Nancy Kranich, David Lankes, John Szabo, Sarah Thomas. | Two postingsSelf-test quizGraded quiz |
| **2** | **Perceptions and Advocacy*** Main findings from the research on perceptions of libraries and librarians.
* Differences between insider and outsider perceptions.
* Significant gaps in the user knowledge of library services and funding.
* The economic and social impact of libraries on their communities.

Guests include: Stephen Abram, Ken Haycock, Mary Ann Mavrinac, Mark Robertson, Sarah Thomas | One postingSelf-test quizGraded quiz |
| **3** | **Influence and Relationships*** What it means to be “at the table”
* Nature and significance of relationships in advocacy
* Robert Cialdini’s six universal principles of influence
* The importance of being well-connected and proactive in the community.
* Gladwell’s “law of the few”: the role of Connectors, Mavens, and Salesmen in advancing ideas and movements.

Guests include: Barbara Band, Ken Haycock, Joanne Gard Marshall, Cheryl Stenström, Linda Cook, Huw Williams | Self-test quizRequired Posting: self-assessed, graded posting |
| **4** | **Strategy and Communication*** Characteristics of a strategic perspective in advocacy
* Barriers and deterrents to advocacy
* Importance of identifying key messages and framing the narrative
* Principles of media relations, including interviews and controversies

Guests include: Nancy Kranich, Mary Ann Mavrinac, Huw Williams | Self-test quizGraded quizOne posting |
| **5** | **Planning and Implementation*** Prerequisites to planning
* Planning steps: objectives, targets, strategies, communication, evaluation
* Roles in advocacy

Guests include: Mary Ann Mavrinac, Victoria Owen, Huw Williams,  | Self-test quizzesGraded quizOne posting |
| **6** | **Special Topics*** Media relations
* Social media in advocacy
* Delegations in advocacy

Guests include: Cathy De Rosa, Ken Haycock, Joe Janes, Mary Ann Mavrinac, Peter Pearson, Barbara Stripling, Huw Williams  | Self-test quizzesGraded, peer-assessed assignment |

## ****Activities and Certificate Requirements****

Activities are a mix of:

* Lecture videos and guest interviews.
* Short quizzes to help you recall and review.
* Discussion topics in each week to provide an opportunity to reflect on, and apply, what you have learned. These are short postings – not more than 200 words. We encourage you to “upvote” the postings that you find most helpful in adding to your understanding.
* A final assignment : A reflection on what you have learned and what you plan.

Students who complete the following and earn a passing grade of 60% on graded elements will earn the certificate.

* Post a message to the discussion in week 3 and self-assess. [15%]
* Post at least three other substantive messages to  topics that are tagged as “For Certificate”. You'll  be asked to indicate that you would like your message to count  towards the certificate.  [5% each = 15 % ]
* Complete the four graded designated quizzes. All quizzes can be taken twice – even the graded ones. [5% each = 20 %]
* Complete the assignment at the end of the course. Assignment will be graded through a structured and supervised **peer assessment** process that has proven to be straightforward, reliable and effective in large MOOC classes.  Details will be provided later in the course.  [50%]

Course staff will be reading postings and responding to the discussion, and will be reviewing self-assessments at random to ensure that assessments are within course guidelines.

### Timing

* A week is revealed each Monday morning.
* Graded elements are due TWO weeks after the end of the week in which they were assigned.  Submission after that time will not count towards the certificate.

### FAQs

Q. Is there a required textbook?

A. No.  There will be readings that are openly available on the Internet.

Q. Do I need work experience in a library?

A. No, though it’s helpful.  It’s more important to understand the needs and aspirations of communities served by libraries.

Q. I’m not a librarian but I care about libraries. Will this course still be valuable?

Yes!  Community members are among the most influential advocates.

Q. How is assessment done in this course?

A. Certificates are issued to those who do the short quizzes, participate in at least three online discussions , and complete the end-of-course reflection on advocacy.

Q.  What kind of credential can I earn?

A. This course awards an Honor Code Certificate to participants who meet all  course requirements. It does not offer a Verified Certificate of Achievement.

Q. Is there a cost?

A. No – there is no cost to receiving the Honor Code Certificate.

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