

Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 274 Library Design

Bulletin Description

This course addresses the library design and space planning process, the critical nature of the architectural program, the benefits of user participation, and assessing functionality.

Credit: 3 semester hours

Course Description

Develop the skills you need to participate actively and with influence in space planning and architectural design for libraries. You will learn to assess which design and construction personnel are needed for a project; understand building systems; and become aware of ancillary services needed to insure responsible design. You will gain a greater consciousness of the built environment in general and of the typology of libraries more specifically. You will develop an understanding of the collaborative nature of building projects and of the design professions.

This course will address the following questions:

- Why is an architectural design program important?
- How are library staff members involved in the planning and design process?
- What kind of information must the library director have in order to make informed decisions?
- What is the process of developing a management plan?
- Who will be consulted when the designers have questions?
- How will internal communication be handled, and who will make decisions?
- How do you select furnishings, finishes, and lighting fixtures?

Prerequisite(s): None

Co-requisite(s): None

Course Objectives:

Upon completion of this course, students will be able to:

- Understand the architectural language of public buildings in general and of libraries in specific
- Recognize the essential components of library architecture throughout history and their

influence on current design trends

- Identify architectural periods and the libraries designed during them
- Create a needs assessment and develop an architectural program
- Learn to contribute positively to a design team
- Read schematic design drawing and construction documents
- Assess the relative merits of various materials, both interior and exterior
- Perform the initial planning of a library interior
- Comprehend the impact of technology on library space
- Evaluate the options for furnishings and finishes
- Discern the differences between task and ambient lighting
- Understand the synthesis of building systems

Program Goals and Outcomes:

- 4A) Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professionalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.
- 5C) Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.
- 8A) Understanding the principles of planning and budgeting in libraries and other information agencies, as well as developing effective personnel practices and human resources.
- 8B) Understanding the concepts behind, issues relating to, and methods for the following: assessment and evaluation of library services and their outcomes, developing partnerships, collaborations, networks, and other structures, and principled, transformational leadership.

Units of Instruction

Unit 1 Introduction

- The essential nature of architectural programming
- Architectural vocabulary: the grammar of antiquity; the Gothic achievement
- Assignment 1: architectural language
- Practice set 1: the grammar of antiquity
- Discussion 1: A Commons or an Athenaeum?; Before There was a Place Called Library
- Reading: Sutton, chs. 1 & 4, pp. 10-23, 74-125; Caniano, Academic Library Design: A Commons or an Athenaeum?

Unit 2 Phases of planning

- Budget
- Assessing interior space: materials, lighting, color, acoustics
- Architectural vocabulary: the Renaissance
Assignment 2: assessing interior space
- Practice set 2: the Renaissance
- Discussion 2: analysis of a public space
- Reading: Sutton, ch. 5, pp. 126-167; ch. 6, pp. 168-223

Unit 3 Construction documents

- General guidelines for designing small libraries
- Why Is that Column in the Middle of the Room? Designing Functional, Flexible, and Forgiving Spaces for Library Instruction
- Architectural vocabulary: Mannerism; the return of classicism
- Assignment 3 due: biographical essay or interview
- Practice set 3 due: Mannerism, period revivals, & the return of classicism
- Discussion 3 due: Borges; building types study; renovations
- Mid-term project: presentation on architect or designer
- Reading due: Borges, *The Library of Babel*; Sutton, ch. 7, pp. 224-267

Unit 4 Client aptitude

- Architectural vocabulary: modernism & its aftermath
- “Dos and Don’ts from Lesson Learned” (Elizabeth Douthitt Byrne)
- Assignment 4 due: architectural profile of assigned library
- Practice set 4 due: modernism
- Discussion 4 due: trends in library design
- Reading due: Sutton, chs. 9-10, pp. 304-371

Unit 5 Functionality

- What's wrong with this picture? exercise
- Assignment 5 due: library architectural program
- Discussion 5 due: What's wrong with this picture?
- Final project due: library addition analysis

Learning Activities

This course is designed to help students develop consciousness of the built environment; assess the merits of a library design in relation to the architectural program, selection of finishes and

furnishings, and adjacency of spaces; and understand the architectural design process from schematic design to budget and specifications. Students will learn how to assess public spaces in general and library spaces in specific. They will also learn how to compose an architectural program and critique a proposed project budget.

There will be online discussions of selections from library and architectural literature; a group project examining the architectural oeuvre of a library designer; practice sets cultivating observational skills; assignments requiring assessment of exterior and interior public spaces and composition of an architectural program; and a final architectural analysis of a library addition.

Assessment

1. Course-Level Assessment

- a) The online discussions, group project, practice sets, and assignments mentioned in the Learning Activities section will be designed to reinforce one or more of the course objectives listed above.
- b) The architectural analysis will be designed to apply to all course objectives, although some objectives may have a greater emphasis depending on the feedback from the earlier assignments. A sample rubric used for the assessment of the final project is appended to this syllabus.

2. Program-Level Assessment. The MS LIS program is re-accredited every seven years by the American Library Association (ALA). The program was last re-accredited in Fall 2018. As part of this accreditation process, all constituents (students, faculty, alumni, and employers) participate in ongoing assessments providing continuous feedback, which is applied towards improving the MS LIS program. The following two assessments apply.

- a) Faculty-Selected Assessment. Over a four-year period each course in the MS LIS program is assessed to determine how well students are learning the program goals related to the course's content. For each course, faculty will select one or more artifacts (e.g. assignment, exam, or semester project) as a representative measure of learning the course's related program goals. At the end of the course, the faculty member writes a report describing the class' performance, reviewing the artifact's role as a measure, and any course revisions prescribed as a result. Sample artifacts with their respective reviews are provided for the ALA-CoA External Review Panel (ERP) visit.

In LIS 234 Library Design the architectural analysis assignment will be designed to cover the program goals listed in the aforementioned section of the syllabus. This

artifact will be used to assess the course. The instructor may elect to include additional artifacts in the assessment.

- b) Student-Selected Assessment. Throughout their program of study, students select artifacts (assignments, discussion posts, projects, etc.) from their coursework to include in their e-portfolios. The ePortfolio is the end-of-program assessment for the MS LIS. Students include artifacts and write explanatory reflections as evidence of satisfying each of the eight program goals of the MS LIS. The eight program goals are based on the eight core competencies of the American Library Association (ALA). Each reflection explains how the artifact/s relate to the respective program goal and describes the artifact/s impact on their learning.

In LIS 234 Library Design the architectural analysis assignment will be designed to cover the program goals and outcomes listed in the aforementioned section of the syllabus. Students may include this project in their e-portfolio as evidence of satisfying the program goals in LIS 234's syllabus. The rubric used for e-portfolio assessment is posted for the students

(http://campusguides.stjohns.edu/ld.php?content_id=14727403).

Grading Scheme

The course grade will be determined from the following activities. The percent in parentheses is that of the overall course grade.

- a) Online discussions & participation (20%)
- b) Assignments 1-5 (20%)
- d) Practice sets 1-4 (20%)
- d) Mid-term presentation (20%)
- e) Final project (20%)

Bibliography

Bradigan, P. S., & Rodman, R. L. (2008). Single service point: It's all in the design. *Medical Reference Services Quarterly*, 27(4), 367-378.

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Cohen, D. (2019, May 26). The books of college libraries are turning into wallpaper. *The Atlantic*. Retrieved from <https://www.theatlantic.com/ideas/archive/2019/05/college-students-arent-checking-out-books/590305/>

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JISC (Joint Information Systems Committee). (2006). *Designing spaces for effective learning: A guide to 21st century learning space design*. Bristol, UK: JISC.

Koen, D., & Lesneski, T. E. (Eds.). (2019). *Library design for the 21st century: Collaborative strategies to ensure success*. Berlin, Germany: de Gruyter/Saur.

Lin, P.-C., et al. (2010). Before there was a place called library: Library space as an invisible factor affecting students' learning. *Libri*, 60(4), 339-351.

Park, C. S. (2005). *Creating a design paradigm for small public libraries*. Houston, TX: Harris County Public Library.

Sannwald, W. W. (2009). *Checklist of library design considerations*. Chicago, IL: ALA Editions of the American Library Association.

Schlipf, F., & Moorman, J. A. (2018). *The practical handbook of library architecture: Creating building spaces that work*. Chicago, IL: ALA Editions.

Searcy, C. W. (2018). *Project management in libraries: On time, on budget, on target*. Chicago, IL: ALA Editions.

Sutton, I. (1999). *Western architecture: A survey from ancient Greece to the present*. New York, NY: Thames & Hudson.

Warnement, M. (2003). Size matters: The debate over reference desk height. *portal: Libraries and the Academy*, 3(1), 79-87.

Instructional Time Requirements: 150 hours for 3 credits

Asynchronous or synchronous lecture: 5 hours

Assigned weekly reading: 20 hours

Weekly practice sets: 20 hours

Weekly assignments (individual and group): 20 hours

Active participation in online discussions: 40 hours

Group presentation (online): 20 hours

Research for project (term paper): 25 hours

TOTAL: 150 hours

Architectural Analysis Rubric

Library Design Architectural Analysis	Excellent The paper is exceptionally well written, illustrated and organized.	Good The paper is well written, illustrated and organized	Satisfactory The paper fulfills the requirements and has a few weaknesses.	Lacking The paper has significant weaknesses.	Failing The paper fails to fulfill one or more the basic requirements.
Format	Title page. Correct margin size. Student has clearly visited the library building in person. Thesis is in the introduction.	Title page. Correct margin size. Student has clearly visited the library building in person. Thesis is in the introduction.	Title page. Correct margin size. Student has clearly visited the library in person. Thesis is in the introduction.	May lack a title page. May have incorrect margin size. Student has visited the library in person but may lack thorough documentation of the visit. Thesis is absent from the introduction.	Lack of title page. Incorrect margin size. Little to no evidence of the student having visited the library in person. Thesis isn't in the introduction or is absent.
Verbal Content	Introduction moves smoothly and coherently to the thesis, which clearly states the paper's central point. Ample evidence of architectural vocabulary. Thesis is thoroughly and expertly argued with examples. All applicable environmental and architectural aspects of the building design have been thoughtfully and thoroughly addressed.	Introduction moves smoothly and coherently to the thesis, which is the result of a thoughtful analysis of the building. Thesis is well supported with examples. Good evidence of architectural vocabulary. All applicable environmental and architectural aspects of the work have been thoughtfully and thoroughly addressed.	Thesis statement is clearly stated in the introduction and is supported with examples throughout the paper. Thesis may lack evidence of a thoughtful analysis of the building. Evidence of architectural vocabulary. All applicable environmental and architectural aspects of the work are addressed adequately but may be lacking in details.	Thesis statement may be too broad, too narrow, or unclear and may not be supported with examples throughout the paper. Little evidence of architectural vocabulary. Some applicable environmental and architectural aspects of the work are addressed adequately but may be lacking in details.	Does not have a thesis. Shows little to no evidence of architectural vocabulary. Few applicable environmental and architectural aspects of the work are addressed adequately and may be lacking in details.

Verbal Clarity and Style	<p>Very few if any grammatical issues.</p> <p>Logical flow of information.</p> <p>No evidence of monotonous, superfluous, mechanical, or repetitive language.</p> <p>Very little/none of the language is informal.</p> <p>Each well-developed paragraph has a central topic that relates to the thesis.</p>	<p>Few grammatical issues.</p> <p>Logical flow of information.</p> <p>Very little of the language is monotonous, mechanical, or repetitive.</p> <p>Very little of the language is informal.</p> <p>Each well-developed paragraph has a central topic that relates to the thesis.</p>	<p>Some grammatical issues.</p> <p>Logical flow of information.</p> <p>Some of the language may be monotonous, superfluous, mechanical, or repetitive.</p> <p>Little of the language is informal.</p> <p>Each paragraph has a central topic that relates to the thesis.</p>	<p>Unprofessional appearance.</p> <p>Many grammatical issues.</p> <p>May lack a logical flow of information.</p> <p>Language may be monotonous, superfluous, mechanical, or repetitive.</p> <p>Language may be informal.</p> <p>Paragraphs may lack a central topic.</p>	<p>Unprofessional appearance.</p> <p>Significant grammatical issues.</p> <p>Lacking a logical flow of information.</p> <p>Language is often monotonous, mechanical, superfluous, or repetitive.</p> <p>Language is too informal.</p> <p>Paragraphs lack a central idea or topic.</p>
Theoretical content	<p>Demonstrates full understanding of the assigned essay by Stuart Cohen on adding on.</p> <p>Accurately applies the thesis of the essay to the building topic.</p>	<p>Demonstrates basic understanding of the assigned essay by Stuart Cohen on adding on.</p> <p>Accurately applies the thesis of the essay to the building topic.</p>	<p>Demonstrates partial understanding of the assigned essay by Stuart Cohen on adding on.</p> <p>Applies the thesis of the essay to the building topic.</p>	<p>Demonstrates misunderstanding of the assigned essay by Stuart Cohen on adding on.</p> <p>In accurately applies the thesis of the essay to the building topic.</p>	<p>Omits evidence of the assigned essay by Stuart Cohen on adding on. Does not apply the thesis of the essay to the building topic.</p>
Graphic Content	<p>Includes clear floor plans</p> <p>Includes section.</p> <p>Diagrammatic material is correctly oriented.</p> <p>Photographs describe spaces amply.</p>	<p>Includes clear floor plans</p> <p>Includes section.</p> <p>Diagrammatic material is correctly oriented.</p> <p>Photographs describe spaces amply.</p>	<p>Includes clear floor plans</p> <p>Includes section.</p> <p>Diagrammatic material is correctly oriented.</p> <p>Photographs describe spaces amply.</p>	<p>Includes clear floor plans</p> <p>Includes section.</p> <p>Diagrammatic material is correctly oriented.</p> <p>Photographs describe spaces amply.</p>	<p>Includes clear floor plans</p> <p>Includes section.</p> <p>Diagrammatic material is correctly oriented.</p> <p>Photographs describe spaces amply.</p>
Organization	<p>Introduction and/or conclusion summarizes the main points of the paper and restates the thesis statement.</p> <p>Paragraphs use smooth, coherent transition sentences.</p> <p>Excellent organization.</p>	<p>Introduction and/or conclusion summarizes the main points of the paper and restates the thesis statement.</p> <p>Paragraphs use smooth, coherent transition sentences.</p> <p>Good organization.</p>	<p>Introduction and/or conclusion summarizes the main points of the paper and restates the thesis statement.</p> <p>Paragraphs use transition sentences.</p> <p>Evidence of organization.</p>	<p>Introduction and/or conclusion may not summarize main points.</p> <p>Paragraphs may not use transition sentences.</p> <p>Little evidence of organization.</p>	<p>Does not have an introduction and/or conclusion.</p> <p>Paragraphs do not use transition sentences.</p> <p>No evidence of organization.</p>

Proofreading	Very few to no typographical errors.	Few typographical errors.	Some typographical errors.	Frequent typographical errors.	Significant typographical errors.
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