Course Syllabus

LI833XI

Resources and Services for Diverse Populations

Fall Semester 2014

Faculty: Tracie Kreighbaum
E-mail: tkreighb@emporia.edu
Primary Phone: (503) 752-4414
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet, begins 8/18

Important Dates for Fall 2014

8/18 First Day of Class  8/29 Last Day to Add/Drop  9/1 Labor Day (ESU closed)
10/24 Last Day to Withdraw 11/11 Veteran’s Day (ESU closed) 11/26-30 Thanksgiving (ESU closed)
12/5 Last Day of Classes  12/13 Commencement 12/16 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

Overview of information transfer and the design and implementation of library/information services for all segments of society. Special emphasis is placed on ethics and equity of access to information. **Recommend: LI 810 & LI 811.** (Approved 12/11/2012)

Course Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify and describe the characteristics, information needs, and information use of individual or groups of people from diverse and underserved populations.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Explain how information organizations can demonstrate sensitivity and responsiveness to the diversity of information seekers and their corresponding information needs.</td>
<td>1</td>
<td>1, 3</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Describe barriers to information seeking, access, and use that may exist for people from diverse and underserved populations including physical and misinformation barriers</td>
<td>5</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Plan the design, provision, and evaluation of services, which will help reduce or eliminate barriers to information seeking, access, and use for people from diverse and underserved populations.</td>
<td>1, 2, 5, 8</td>
<td>1, 2, 3</td>
<td>1, 2, 5, 8</td>
</tr>
<tr>
<td>5</td>
<td>Discuss critically the implementation of ethical values in the provision of library and information services for people from diverse and underserved populations</td>
<td>1, 2, 5, 8</td>
<td>1, 2, 3</td>
<td>1, 2, 5, 8</td>
</tr>
</tbody>
</table>

Approved 12/11/12

Course Overview

This is a class about information transfer through the design and implementation of equitable services for diverse communities. In addition to our learning about different groups of citizens, this course also emphasizes self-reflection and evaluation of our assumptions and biases that can interfere with delivering trusted information. Our readings and discussions may contain sensitive material depending on how you identify with it. During online discussions, I expect each participant to demonstrate respect toward one another, and an openness to learn from each other.
Instructor Contact Information

I am available weekdays 9:30 a.m. to 1 p.m. CST to answer questions through e-mail or by phone. If these times are not convenient, another meeting time can be scheduled. If you would like to talk via Skype, my Skype user name is tkreighb. I would prefer that we always schedule Skype calls ahead of time.

Required Readings

There is no required textbook for this class. All required readings will be accessible through Canvas in the Modules section, or in Course Reserves through the WAW Library.

Week 1  Aug. 18-24 (Introductions)

Bird, J. (n.d.). *How to read critically*. Department of English, Winthrop University, Rock Hill, SC.

Week 2: Defining Diversity  Aug. 25-31 (Discussion 1)


Week 3: Immigrant populations  Sept. 1- 7 (Topic Exploration “idea” due 9/7)


**Week 4: Hispanic/Latino Populations** Sept. 8-14 (Discussion 2)


**Week 5: GLBTQ Populations** Sept. 15-21 (Discussion 3)


Look at ALA’s outreach resources for GLBTQ communities, and ALA policy number 53.1.15; 53.12; and 60.3. All can be accessed at http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/servicesgay


Week 6: Poor Populations  Sept. 22-28 (Topic Exploration annotated bibliography 9/28)


Look at ALA’s Policy no. 61 http://www.ala.org/aboutala/governance/policymanual/ updatedpolicymanual/section2/61svctopoor

Week 7: Homeless Populations  Sept. 29- Oct. 5 (Discussion 4 this week)


Week 8: No new readings  Oct. 6-12  (Quiz 1 due Oct 12)

Week 9: Physical and Mental Differences  Oct. 13-19 (Service Proposal Idea due 10/19)


**Week 10: Literacy: Reading, Writing, Information and Digital** Oct. 20-26


**Week 11: Asian/Pacific Islander Populations** Oct. 27- Nov. 2 (Discussion 5)


Asian Pacific American Library Association http://www.apalaweb.org (please review)

**Week 12: Native American Populations** Nov. 3-9


**Week 13: Aging Populations  Nov. 10- 16 (Discussion 6)**


**Week 14: Incarcerated Populations  Nov. 17- 23 (Service Proposal due Nov. 23)**


**Week 15: Thanksgiving week. No new assignments  Nov. 24-30**

**Week 16: No New Readings  Dec. 1- 5 (Quiz 2 due Dec. 5)**
Recommended Readings

There are a number of recommended readings for this course, and this list will likely grow as the semester progresses. I encourage you to read as many items from this list as possible. These readings relate back to and will add rich context to the required readings.


Cordell, R. M. (2013). Information literacy and digital literacy: Competing or complementary? *Communications in Information Literacy, 7*(2), 177-183.


Learning Activities and Grading Criteria

Discussions in Canvas

Class participation through Canvas is an important aspect of your learning process. I will be operating under the assumption that you have thoroughly read your assignments for each week, and are prepared to discuss them in detail.

Your participation should include statements and opinions on the readings (make sure you support your position), questions about the readings, reactions to other students’ comments, and if you’d like, stories of your experiences pertinent to the topic. You must post one initial response to the discussion question, and at least two responses to other students’ posts. I will be reading and commenting on the discussions.

Evaluation criteria for online discussions:

5 points: Makes relevant, substantive contributions during Canvas discussions; comments are posted during the week due; initial discussion post is made within the first 3 days the question is posted; minimum three contributions per discussion week.

2-4 points: Contributes minimally to the discussion with comments or questions in Canvas discussions; comments are posted late in the week.

0-1 points: Contributes little or nothing to the discussion. Does not post initial response until the last day of the week for the discussion.
Quizzes 20 points (2 quizzes x 10 points each)

There are two quizzes in this class, that together cover all of the weekly topics throughout the semester. Each quiz will be made up of open-ended, short answer questions. There may also be “bonus” questions based on Recommended Readings.

Evaluation criteria for the quizzes:

9-10 points: Your answers directly address the questions asked, and demonstrate critical thinking (write in your own words; do not write word-for-word from a text or use a lot of quotes); your answers demonstrate that you have read the required readings or also the recommended readings; your answers are one paragraph each. APA rules are followed.

7-8 points: Your answers somewhat address the questions asked; you use some quotes instead of putting concepts into your own words; your answers somewhat demonstrate that you may have read the required or also the recommended readings; your answers are too short (for instance, one sentence), or very long-winded. APA rules are mostly followed.

6 or less points: Your answers do not address the questions asked; you quote often; your answers do not demonstrate that you have read the required readings; your answers are too short (for instance, one sentence), or very long-winded with little substance. APA rules are not followed.

Topic Exploration Assignment

Your Topic Exploration assignment will consist of two parts: an introduction to your population of interest, and an annotated bibliography of sources. Think of this assignment as one that allows you to learn more about a specific group of library customers, and also can be used as a tool for teaching others about your group. Your introduction should be no longer than one page long, and your annotated bibliography should contain at least six sources including peer-reviewed articles, books, websites, or reports (if you are unsure about a source, ask me). Your annotations should be one or two paragraphs each, and include a summary of the source, and your assessment of the source. See the following website for additional guidance:
https://owl.english.purdue.edu/owl/resource/614/01/

Evaluation criteria for the Topic Exploration assignment:

18-20 points: Your introduction is well-written and introduces your population to the reader (it may contain salient facts, figures, and other pertinent information); your introduction is one page long; your assignment contains at least six appropriate sources; your annotations contain a summary and an assessment of the source (see the Purdue website for guidance), and each annotation is one or two paragraphs.

15-17 points: Your introduction contains some errors but introduces your population to the reader; your introduction is one page long; your assignment contains less than six appropriate sources; your summary and assessment of sources are not well-written, and are too short or too long.
14 or less points: Your introduction contains errors and does a poor job introducing your population to the reader; your introduction is less than one page long; your assignment contains less than six appropriate sources; your summary and assessment of sources are not well-written, and are too short or too long.

**Service Plan Proposal**

The purpose of this project is to develop a plan to provide service(s) to your identified diverse/underserved group. The analysis can be for any diverse/underserved group of your choosing in order to provide services, programming, or materials to meet the identified needs of that group.

Your service proposal should be five to seven pages, well written, and in APA style. Do not approach this paper with the assumption that your reader knows about the group you are discussing. In other words, start from scratch with your introduction of the population, their information needs, barriers they face to accessing information, and your proposed plan for new or improved services to that group. A general guide is below. The work you put into your Topic Exploration paper should give you a strong start for this assignment.

1. **Introduction**  Talk about your population. Who are they? Make the reader care about this group. What is their (brief) history? What are their specific information needs, or issues with accessing information? How are libraries (generally) serving them now? Use the readings from this class, the information from your annotated bibliography, and other sources as needed to support your answer.

2. **Service**  What service are you proposing, and why? What kind of library would this service be implemented in? If you are thinking of a specific library, talk about that library and how it would fit with what they are already doing. When describing your service, include a general timeline, budget (estimate), information on materials needed, staff support needed, and any other required resources.

3. **Evaluation**  How would you evaluate your project? Use class readings on assessment for ideas (see Recommended Readings).

4. **Summary**- Wrap it all up. Your reader should want to get up from reading this proposal and take action!

**Evaluation criteria for the Proposal:**

23-25 points: Your proposal thoughtfully and thoroughly addresses the topic and all areas outlined above in sections 1-4; there is clear evidence of research on your group, their information needs, and your proposed plan for addressing those needs; your paper is well written with no or very minimal errors and APA style is used.
20-22 points: Your proposal addresses the topic and most of the areas outlined in sections 1-4, above; there is some evidence of research on your group, their information needs, and your proposed plan for addressing those needs; your paper is well written with some errors; APA style is used.

19 points or fewer: Your proposal does not address the topic completely, or many of the areas outlined in sections 1-4, above; there is minimal or no evidence of research on your group, their information needs, and your proposed plan for addressing those needs; your paper is poorly written and APA style is not used.

Note: You will also be required to submit a Service Plan Proposal Idea prior to this assignment. This is a short 1 page assignment where you describe your proposal idea and talk about why, based on your readings, and perhaps your experience, you believe this service idea may be beneficial to your population.

Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions (6 total)</td>
<td>1, 2, 3, 5</td>
<td>Throughout semester</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes (2 total)</td>
<td>1</td>
<td>Oct. 12 and Dec. 5</td>
<td>20</td>
</tr>
<tr>
<td>Topic Exploration (annotated bib.)</td>
<td>1, 2, 3, 5</td>
<td>Sept. 28</td>
<td>20</td>
</tr>
<tr>
<td>Service Proposal Idea</td>
<td>1-5</td>
<td>Oct. 19</td>
<td>5</td>
</tr>
<tr>
<td>Service Proposal</td>
<td>1-5</td>
<td>Nov. 23</td>
<td>25</td>
</tr>
</tbody>
</table>

Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8/18-8/24</td>
<td>Introductions</td>
<td>Bird, J. (n.d.). How to read critically.</td>
<td>Introductions. Due 8/24</td>
</tr>
<tr>
<td>Week 2: 8/25-8/31</td>
<td>Defining Diversity</td>
<td>Adkins, D. &amp; Espinal, I. Berry, J. D. Diversity standards Kreitz, P. Whitelaw, K.</td>
<td>Discussion 1. Due 8/31</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Week 8: 10/6-10/12</td>
<td>Review</td>
<td>Readings weeks 2-7</td>
<td>Quiz 1. Due 10/12</td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Week 12: 11/3-11/9</td>
<td>Native American Populations</td>
<td>Alexander, D. Bolea, P. S. Burke, S. Patterson, L.</td>
<td></td>
</tr>
<tr>
<td>Week 15: 11/24-11/30</td>
<td>Thanksgiving Week Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16: 12/1-12/5</td>
<td>Review</td>
<td>Readings weeks 9-14</td>
<td>Quiz 2. Due Dec. 5</td>
</tr>
</tbody>
</table>

### SLIM Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96 - 100</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77 - 79</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>70 - 73</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0 - 69</td>
<td></td>
</tr>
</tbody>
</table>

### SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program—or their approved substitutions—must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.
If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.
**Course Evaluations**

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

**Faculty-initiated Student Withdrawal Procedure**

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

**Academic Dishonesty**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**

Office of Disability Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: [disabser@emporia.edu](mailto:disabser@emporia.edu)