

Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 222 Materials and Services to Diverse Populations

Bulletin Description: [25 words maximum]

This online course is an exploration of the information needs, seeking, and use of library constituencies referred to collectively as “diverse populations”.

Prerequisite(s): None

Co-requisite(s): None

Course Objectives:

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

- Articulate variations in information needs and information seeking behaviors among diverse populations;
- Identify the main barriers to information access, including the digital divide;
- Identify and understand current issues related to the provision of information services to diverse populations;
- Write a formal program review report;
- Articulate an ethical and professional responsibility to work for social justice.

Personal Outcomes:

Students will be able to:

- Make effective use of technology;
- Identify, interpret, and apply existing research to an LIS service problem;
- Synthesize and apply information from primary and secondary sources;
- Work independently and in groups to complete tasks;
- Communicate effectively in an online environment;

Program Goals and Outcomes:

- 1A. Demonstrate knowledge of the ethics, values, and foundational principles and the role of library and information professionals in the promotion of democratic and legal principles and intellectual freedom.
- 1B. Understand the history of human communication and its impact on libraries, and the importance of effective verbal and written advocacy for libraries, librarians, other library workers and library services.
- 1C. Demonstrate knowledge of historical and present-day libraries and librarianship as well as significant national and international policies and trends within the library and information profession.
- 1D. Demonstrate effective communication techniques (verbal and written) used to analyze complex problems and create appropriate solutions.
- 5B. Understand and demonstrate ability to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information, including information literacy techniques and methods.

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.

7A. Continue professional development by maintaining and practicing the purpose and role of providing quality service for the lifelong learning of patrons and the promotion of library services.

7B. Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Units of Instruction:

<u>Unit</u>	<u>Topic</u>
1	<ul style="list-style-type: none">• Introductions• Course Logistics• What does “diverse populations” mean?
2	<ul style="list-style-type: none">• Some basics about diversity and information service
3	<ul style="list-style-type: none">• Reflections about diversity and information work
4	<ul style="list-style-type: none">• Cultural Competence, Cultural Humility, and the information professional
5	<ul style="list-style-type: none">• Module 4 cont’d
6	<ul style="list-style-type: none">• A closer look at diverse populations
7	<ul style="list-style-type: none">• Reference and other services for diverse populations
8	<ul style="list-style-type: none">• Information service and poverty variables
9	<ul style="list-style-type: none">• Information service and physical/cognitive Variables
10	<ul style="list-style-type: none">• Information service and age variables• Information service and wellness variables
11	<ul style="list-style-type: none">• Managing the information organization: Diversity Standards
12	<ul style="list-style-type: none">• Reporting on Local Library Programs for Diverse Populations
13	<ul style="list-style-type: none">• Presenting Programs for Diverse Clientele

Assessment

The course is primarily composed of a series of Weekly Modules that contain readings, projects, activities and discussion guides. Combined, all the Weekly Course Modules are worth 80% of your final grade. Within each Weekly Module, you are expected to demonstrate that you have read the assigned readings, engage in substantive online discussions or complete activities, and show mastery of concepts and techniques. You will need to carefully read the directions for activities to complete them successfully.

You also will produce a final project, which is worth 20% of your final grade. You should give this project considerable thought and effort, as it may be an artifact for the e-Portfolio that you submit as you complete the MSLIS program.

Bibliography:

Adams, M., Blumenfeld, W., Casteñeda, C., Hackman, H., Peters, M., & Zúñiga, X. (Eds.). (2013). *Readings for diversity and social justice* (3rd ed.). Routledge.

Cooke, N. (2017). *Information services to diverse populations: Developing culturally competent library professionals*. Libraries Unlimited.

Cuban, S. (2007). *Serving new immigrant communities in the library*. Libraries Unlimited.

DiAngelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon.

Instructional Time Requirements: 150 hours for 3 credits (10 hours per week for our 15 week semester)

- Asynchronous or synchronous Lecture
- Assigned weekly reading
- Weekly assignments (individual and group)
- Active participation in online discussions
- Research for semester-long projects (term papers, projects)
- Presentations (online or face to face)
- Academic Service-Learning projects (where appropriate)