

Course Syllabus - Fall 2011  
LI 833XI  
Resources and Services for Diverse Populations  
Internet, Begins 8/17

**Faculty:** Ann O'Neill  
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and 2-3 & by appt.; 3-5 Friday February  
12 and March 26  
**Online Course Login:** <https://elearning.emporia.edu>  
**Credit Hours:** 3.0  
**Note:** Course Syllabus May Change

**Important Dates for Fall 2011**

<i>8/17: First day of class</i>	<i>8/30: Last day to drop</i>	<i>9/5: Labor Day Holiday (ESU closed)</i>	<i>10/11: Midterm grades due</i>
<i>10/13: Midterm grades available</i>	<i>10/26: Last day to withdraw</i>	<i>11/11: Veteran's Day Holiday (ESU closed)</i>	<i>11/23-11/27: Thanksgiving Break</i>
<i>12/9: Last day of semester</i>	<i>12/17: Commencement</i>	<i>12/20: Final grades due</i>	

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**Office Hours:** My office is WAW 416. My open office hours (when I try not to schedule any meetings) are Tuesday 9-11 AM Central, Wednesday 9-11 AM Central and 1-3 PM Central, Thursday 1-3 PM Central, and Friday 9-11 AM Central. I am available by phone or email any time I am in the office. ***Please note:*** I reserve the right to not respond to email during evening hours or on the weekends.

I am happy to make an appointment if these hours don't fit your schedule. Please contact me to schedule a face-to-face, phone, or online appointment.

**Course 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.

**Course Outcomes:** Upon completing this course, you will be able to:

- Identify and describe the characteristics of various diverse/underserved

populations.

- Analyze and explain information needs and use of individuals and groups who are underserved by information services.
- Exhibit a sensitivity and responsiveness to the diversity of information needs and information seekers served by information agencies.
- Identify barriers to information seeking, access, and use that may exist for diverse/underserved populations.
- Develop a proposal for the design, provision, and evaluation of services for a diverse/underserved population.
- Critically examine ethical issues/ethical constraints in the provision of library and information services for diverse/underserved populations.

## Required Readings

**Required textbook** : There is no required textbook for this class.

**Required readings available through ESU Electronic Reserves or the electronically through the ESU collection. Additional readings may be added.**

Adkins, D., Bossaller, J., and Thompson, K.M. (2009). "Describing Vernacular Literacy Practices to Enhance Understanding of Community Information Needs: A Case Study with Practical Implications." *Reference and User Services Quarterly*. 49:1, 64-71.

Burke, S. (2007). "The Use of Public Libraries by Native Americans." *The Library Quarterly*. 77:4, 429-461.

Burke, S. (2008). "Use of Public Libraries by Immigrants." *Reference & User Services Quarterly*, 48:2, 164-174.

Byrd, S. M. (2005). "Knowledge." In *Bienvenidos! Welcome!: A Handy Resource Guide for Marketing Your Library to Latinos*. American Library Association, 3-14.

Camaratta, M. A. (2009). "Library Service to People with Mental Challenges." *Public Libraries*, 48:3, 6-12.

Crawford, K. (2011). "Small Libraries, Big Impact: An Introduction to Northern Ontario's First Nation Libraries." *Feliciter*. 57:2, 54-56.

Cuban, S. (2007). "How to Assess Community Needs and Assets." In *Serving New Immigrant Communities in the Library*. Libraries Unlimited, 42-61.

Cuban, S. (2007). "Serving New Immigrant Communities." In *Serving New Immigrant Communities in the Library*. Libraries Unlimited, 1-25.

Diaz, R. (2005). "Developing Library Outreach Programs for Migrant Farm Workers."

*Florida Libraries*. 47:1, 12-14.

Deines-Jones, C. (2007). "Low-cost/No-cost Ways to Improve Service Right Now." In, *Improving Library Services to People with Disabilities*, C. Deines-Jones, ed. Chandos Publishing, 123-145.

De la Pena McCook, K. (2000). "Diverse Communities: The Challenge to Community Building." In *A Place at the Table: Participating in Community Building*. American Library Association, 17-27.

De la Pena McCook, K. (2000). "Factors for Successful Community Building: How the Work of Librarians Fits." In *A Place at the Table: Participating in Community Building*. American Library Association, 44-54.

Gabriel, R. J. (2008). "Diversity in the Profession." *Law Library Journal*, 102:1, 147-153.

Helton, R. (2010). "Diversity Dispatch: Increasing Diversity Awareness with Cultural Competency." *Kentucky Libraries*. 74:4 (Fall), 22-24.

Huang, I. (2002). "Serving Asian Patrons with Respect." *ILA Reporter*. 20:1, 1-5.

Klopstein, E., et. al. (2009). "Welcoming New Comers with Practical Library Programs." *Public Libraries*. 48:6, 43-47.

Klopstein, E., et. al. (2009). "Library Services to Immigrants and English Language Learners." In *On the Road with Outreach*, J. Dilger-Hill and E. MacCreaigh, eds., Libraries Unlimited, 71-87.

Kreitz, P. A. (2008). "Best Practices for Managing Organizational Diversity." *Journal of Academic Librarianship*. 34:2, 101-120.

Patterson, L. (2000). "History and Status of Native Americans in Librarianship." *Library Trends*. 49:1, 182-193.

Pruitt, J. (2010). "Gay Men's Book Clubs Versus Wisconsin's Public Libraries: Political Perceptions in the Absence of Dialogue." *The Library Quarterly*. 80:2, 121-141.

Rothbauer, P. (?) "Locating the Library as Place Among Lesbian, Gay, Bisexual, and Queer Patrons." In *The Library as Place*, J. Buschman and G. Leckie, eds. Libraries Unlimited, 101-115.

RUSA (2007). "Guidelines for Library Services to Spanish-speaking Library Users." *Reference and User Services Quarterly*. 47:2, 194-197.

Schrader, A. M. (2009). "Challenging Silence, Challenging Censorship, building Resilience: LGBTQ Services and Collections in Public, School and Post-secondary

Libraries." *Feliciter*. 55:3, 107-109.

Stevenson, D. (2003). "The Promotion of Literacy in the Rural Public Library." *Rural Librarianship*. 23:2, 27-44.

Van Den Broek, A. (2011). "Good Reads for Adult Learners." *Feliciter*. 57:2. 78-80.

Williams, J.F. (1999). "Managing Diversity." *Journal of Library Administration*. 27:1-2, 27-48.

## **Timeline**

The course timeline for LI833 is available as a separate document in Blackboard.

## **Assignments (3)**

- Assignment # 1 - Online discussion and participation (30 points)
  - Assignment # 2 - Service proposal (40 points)
  - Assignment # 3 - Class bibliography (30 points)

## **Assignment #1 - Online Discussion and Participation (30 points) - throughout semester**

Online discussion is an important aspect of the learning process in this class. I expect you to have done the readings for the weekly topic and include them in your postings. Your participation should include statements and support for your opinions on the readings, questions about the readings, reactions to other students' comments, stories of your experiences, etc.

The first formal discussion will begin on August 17, 2011 under the **Discussion Board** section in Blackboard. Weekly discussion topics will be available in forums throughout the semester.

## **Evaluation criteria for online discussion participation:**

- **22-30 points** - Frequently makes pertinent and substantive comments or questions; consistently participates in class activities; responds to contributions of others. Comments are posted during the appropriate week. Regular (minimum one per week) and pertinent postings to BB; few, if any, weeks missed.
- **16-21 points** - Occasionally makes pertinent and substantive comments or questions; usually participates class activities; usually responds to contributions of others. Comments are generally posted during the appropriate week, but some are

late. Regular and pertinent postings to BB, some weeks may be missed.

- **15 points or fewer** - Seldom makes pertinent and substantive comments or questions; may not participate in class activities; may not respond to contributions of others. Rarely posts comments during the appropriate week. Very few BB postings, many weeks missed.

## **Assignment #2 - Service proposal (40 points)**

Your primary project for this class is to develop a proposal to provide service(s) to your identified diverse/underserved group. The analysis can be for any diverse/underserved group of your choosing to provide services, programming, or materials to meet the identified needs of that group. We will talk about these groups early in the semester and your classmates and I will be sounding boards for your ideas throughout the semester.

You **MAY NOT** use young adults/teens or children for your group. We have classes that focus on these specific groups of people.

There will be six parts to your proposal (below) and we'll talk about these throughout the semester. The paper should not exceed 20 pages, excluding bibliography. The paper should be well written, sources properly cited, and use APA style.

Your proposal will be read by your boss (Ann) who will decide whether or not to go forward with the project. You need to assume that I don't know anything about the group you're discussing and that I don't know anything about our services and/or materials for diverse/underserved groups.

### **1. Introduction**

2. **Population** - description of the group. Identify the characteristics of the group that set its needs apart from other groups in the community at large. Include a brief statement about the needed services, programs, materials.

3. **So what?** - this is perhaps the most important section. If your boss (Ann) can't clearly see why this is important or answer the "so what" question you won't get support for your project. The section is to include support from the library literature, your critique of previous studies, and how these support your proposal.

4. **Services** - what service(s) you are proposing. If you are basing your ideas on previously published work be sure to cite that work. This should include a general timeline, budget, and information on the materials and staff support needed.

5. **Evaluation** - how you will evaluate your project to see if it is a success or to make changes in the future.

### **6. Summary**

### Evaluation criteria for proposal:

- **31-40 points** - Proposal thoroughly addresses the topic, no major points have been omitted. There is evidence of research on the group, needs, and programming. Paper is very well written (no errors), easy for the reader to follow, and uses APA appropriately. The project would be supported/funded (first tier).
- **21-30 points** - Proposal addresses the topic, a few small points may have been omitted. There is evidence of research on the group, needs, and programming. Paper is well written (some small errors), easy for the reader to follow with some thought, and APA is used. The project might be supported/funded (second tier).
- **20 points or fewer** - Proposal paper does not address the topic completely, many sections and major points have been missed. Little evidence of research on the group, needs, and programming. Paper is poorly written and difficult to read. APA style is not used. The project is not supported/funded (reject tier).

### Assignment #3 - Class bibliography (30 points)(throughout the semester)

Each member of the class will select an underserved/diverse population to work with during the semester. Part of this work includes finding items about service to and research on service to these groups. You will also be responsible for finding materials that might be of interest to that group.

You are to read items from the following three groups:

**Articles** - practice (how we do it good) and research articles

**Books** - These are books *about* services to your group or underserved/diverse groups in general.

**Materials for your identified group** - These are materials *for* your identified group and must be from different genres.

You must post a minimum of 2 and a maximum of 4 annotations per category. Within the materials category you must use items from different genres (science fiction, mystery, romance, history, for example).

Your annotation will be posted on a class blog so that others can find items of interest whether or not they're working with the same group.

The annotations must include:

- Full bibliographic citation.
- A brief summary of the item.
- A review of the item. Would you recommend it to others? Why or why not?

These should be helpful in developing your service proposal.

### **Evaluation criteria for the bibliography:**

- **22-30 points** - The annotations contain all required information and are very well written (no errors). They are "short enough to be interesting but long enough to cover the subject." They are posted by the due dates through the semester or ahead of time. A minimum of 9 annotations (3 in each category).
- **16-21 points** - The annotations contain all required information and are well written (small errors). They are too long or too short - either they ramble or leave out important information. They are posted by the due dates through the semester. A minimum of 6 annotations (2 in each category).
- **15 points or fewer** - The annotations do not contain all required information and are not well written (many errors). They leave out important information or are difficult to understand. They are not posted by the due dates through the semester. May meet the minimum of 6 annotations but the information or writing do not warrant higher points.

### **Plagiarism**

If I discover that an assignment has been partially or completely plagiarized you will receive a "0" on the assignment and an "F" in the class. There will be no second chances on an assignment that contains plagiarism. Please see the site "[Academic Plagiarism Defined](#)" by I. Hexman for more information. See also the "Academic Dishonesty" section below.

## **Turning in Assignments**

All assignments should be submitted electronically. You have until 11:59 PM local time of the due date to turn in your assignment. Assignments will be turned in and returned through Blackboard.

## **Notice About Late Assignments**

Assignments that are turned in late without prior approval from the instructor (Ann) will automatically be docked two (2) points. An additional point (1) will be docked every other day until the assignment is received.

### **SLIM Grading Scale**

96 -100 A  
77 - 79 C+  
90 - 95 A-  
74 - 76 C  
87 - 89 B+  
70 - 73 D  
84 - 86 B  
60 - 69 F  
80 - 83 B-

## **SLIM Attendance Policy**

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

## **SLIM Grade Policy**

All graduate courses included in the SLIM MLS and doctoral programs' required curricula 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 placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation 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, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply 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/grad/docs/policyhandbook2.pdf>).**

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.

### **Faculty-Initiated Student Withdrawal Procedure**

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]

### **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  
211 S Morse Hall  
Emporia State University  
1200 Commercial Street / Box 23  
Emporia, KS 66801  
*Phone* : 620/341-6637  
*TTY*: 620/341-6646  
*Email*: [disabser@emporia.edu](mailto:disabser@emporia.edu)

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