IRLS550 Information Environments from Hispanic and Native American Perspectives

Updated Mon, 08/30/2010 - 13:49

COURSE NAME, NUMBER AND PREREQUISITES:

There are no pre-requisites for this course. It fulfills the cultural perspectives distribution requirement. Knowledge River Scholars are required to take this course. All SIRLS students are welcome.

Patricia Montiel Overall, Ph.D.
Associate Professor
Instructor

COURSE DESCRIPTION:

"This course explores information environments in a multicultural society, specifically from Hispanics and Native American perspectives. Information environments examined in this course include libraries, museums, archives, and the Internet to name a few. Students are engaged in real life situations through service learning to bridge theory and practice."

3 credit hours.

How this course will be taught:

This is a face to face course with an online component using D2L and a required fieldtrip. Face-to-face meetings will take place on Mondays from 3:30-5:00 pm. in Education 308 on second street just south of SIRLS. Additional time will be required for lab and/or virtual coursework.

SIRLS Competencies

The course’s primary focus is on SIRLS competency C8: Students will demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

In addition, the course covers aspects related to the following SIRLS competencies:

A1) Students will demonstrate an understanding of basic principles, concepts, and terminology related to the creation, organization, management, access, and use of knowledge and information and will demonstrate the ability to apply them to practical problems.

A3) Students will demonstrate an understanding of the use of information and communication technologies in the provision of information resources and services in libraries and other settings. C8) Students will demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

B5) Students will demonstrate knowledge of types of library and information professions, settings, services, and roles and be able to analyze key issues and potential approaches to these in the areas of their career interest.
B7) Students will demonstrate knowledge of the roles of interdisciplinary, interprofessional, and community collaboration and alliances in the provision of library and information services.

C9) Students will demonstrate an understanding of the values and service orientation of the library and information professions and their applications in their areas of career interest.

Course Topics

§ Information Environments in Libraries, Archives, Museums, Cultural Heritage Institutions and Other Information Environments Such as Publishing, Broadcasting, Music, Film

§ Libraries and Culture

§ Culture & Information, Documents, Technology

§ Language, Culture and Literacy

§ Cultural Competence

COURSE OBJECTIVES:

Students will:

Explore major information environments from two cultural perspectives: Hispanic and Native American.

Develop a working understanding of information environments from service learning in libraries.

Examine issues related to multiculturalism and diversity in society.

Practice professional skills by working collaboratively in groups, and giving presentations.

Demonstrate the ability to use technology used in the profession.

REQUIRED COURSE MATERIALS:

There are no books to purchase. Required readings will be available through the course management tool, D2L.

Supplementary readings may also be provided to students as handouts and/or on the open Web.

COURSE REQUIREMENTS:

Fieldtrip: Students will go on a fieldtrip. The preferred date is September 18, 2010. The scheduled fieldtrip will take place on a Saturday and hours spent on the fieldtrip will take the place of several regularly scheduled Monday sessions late in the semester. The fieldtrip is required. In the event of an unexpected emergency that prevents a student from attending the fieldtrip, an alternative assignment will be provided by the instructor.

Service Learning: Students will be engaged in 12 hours of service learning in a public library. Placement must be approved by instructors.

Weekly: Students are expected to be prepared to discuss weekly readings. Class discussion of readings is part of the participation grade (see below). Additional readings may be added to the schedule during the semester. Students will also be given assignments that must be completed in a timely manner and submitted on D2L. Students will also participate in online discussions.

Participation: A student's participation grade is based on regular attendance including fieldtrip and active participation in class and online discussions. Participation means contributing to class and online discussions in such a way that it is clear you have read the assigned readings.

Final Project: Students will participate in a final demonstration of their understanding of course content. The final presentations will take place on Dec. 6 during class time.
Absences: A missed class for whatever reason must be made up through an assignment given by the instructor. More than one missed class may result in a lower grade.

COURSE, SCHOOL, AND UNIVERSITY POLICIES:

Academic Code of Integrity

Students are expected to abide by The University of Arizona Code of Academic Integrity. 'The guiding principle of academic integrity is that a student's submitted work must be the student's own.' If you have any questions regarding what is acceptable practice under this Code, please ask an Instructor.

Accommodating Disabilities

The University has a Disability Resource Center. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the Disability Resource Center and request that the DRC send me, the Instructor, official notification of your accommodation needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate.

Assignment Policies

The papers are to be submitted to the D2L Dropbox, which can be found as a link on the toolbar in D2L.

Assignments must be completed following the assignment instructions given in class and must be completed by the due date. Failure to submit assignments or presentations on time or failure to follow all instructions will result in a grade reduction. Instructions will be provided in class. Students are responsible for receiving, keeping and using these instructions.

Late policy: Weekly assignments will not be accepted after the class for which they were assigned. Other assignments will not be accepted after the due date. Permission to submit a paper late must be obtained before the due date and will result in a grade reduction regardless of reason for lateness.

Writing Style: All written work must be in a style that is understandable to the reader. In general, this means following standard English expression, sentence structure, usage and grammar.

- Formal academic writing style is expected. Formal academic writing style includes clear overall organization, clear and formal paragraph development, concise and clear expression of ideas, avoidance of the first person, and use of standard English grammar, spelling and usage. Students who need help with formal academic writing are strongly encouraged to use the UA writing center resources. Online writing resources can also be found on the University of Arizona Library homepage and at OWL, Purdue University's online writing lab. For formal academic writing in 550, students are expected to use the APA Style (5th Edition).

A schedule of readings and due dates will be handed out during the first class.

Incompletes

The instructor does not allow students to take an incomplete, except in extreme documented emergencies and only if the major portion of coursework has been completed.

The current Catalog reads

The grade of I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of I is not to be awarded in place of a failing grade or when the
student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term ...

If the incomplete is not removed by the instructor within one year the I grade will revert to a failing grade.

GRADING:

The University of Arizona allows only the following grades on transcripts: A, B, C, D, E, I or K.

Students begin the semester with 100 points. At the end of the semester, students with 90-100 points will have earned an "A" for the course. Those with 80-89 points will have a "B." Below 80 points is a "C."

Assignments and Points:

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Participation and Assignments (30 points -3 pts. each HW assignment)

Service Learning (30 points)

Discussions with Mentors (20 points)

Final Project Online (20 points)

INSTRUCTOR NAME AND CONTACT ADDRESSES:

Patricia Montiel Overall, Ph.D.

Associate Professor

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520-626-8984

Office Hours: After class weekly

Other hours by appointment

Contact by email is encouraged
Syllabi

Fall 11

Summer 2011

Spring 11

Fall 10

- IRLS418/518 Information Quality
- IRLS432/532 Online Searching Fall 2010
- IRLS506-001 Research Methods
- IRLS506-010 Research Methods for Fall 2010
- IRLS506-011 Research Methods
- IRLS515-010/011 Organization of Information (Fall 2010 Virtual, Cui)
- IRLS520-010 Ethics for Library and Information Professionals (Virtual Fallis)
- IRLS520-011 Ethics for Library and Information Professionals (Virtual Mathiesen)
- IRLS521 Fall 2010
- IRLS524 Information Resources and Services Fall 2010
- IRLS550 Information Environments from Hispanic and Native American Perspectives
- IRLS553 Issues in Culture & Information Technology (Draft)
- IRLS561 Academic Libraries Practice and Administration
- IRLS563 Readers' Advisory Services in Public Libraries
- IRLS566 Small and Rural Libraries Administration and Practice
- IRLS571 Introduction to Information Technology Atkinson
- IRLS571-010 Introduction to Information Technology for Fall 2010
- IRLS574 Digital Libraries
- IRLS588-011 ISSUES IN INFORMATION RESOURCES: Intellectual Freedom
- IRLS608 Fall 2010
- IRLS671 Introduction to Digital Collections
- IRLS675 Advanced Digital Collections (Fall 2010)

Summer 10

Winter 10-11

Spring 10

Winter 09 10

Fall 09

Summer 09

Spring 09

Winter 08 09

Fall 08

Archive of Old Syllabi

Schedules

Core Courses

Course Delivery Options

Course Descriptions

Distributed Electives

Individual Studies: Internships, Independent Studies & Practica

Registration

Required first course: IRLS504

Suggested Courses by Specialization

Suggested Out of Department Courses

Workload
Guided exploration

Click a term to initiate a search.

Audience
- for Students (92)
- for Faculty (28)
- for Alums (24)
- for Staff (17)
- for Prospective Students (7)
  more...

Course
- IRLS417 (2)
- IRLS418 (1)
- IRLS432 (1)
- IRLS470 (2)
- IRLS488 (6)
  more...

People
- Adjunct Faculty (152)
- Faculty (150)
- Staff (17)
- Friends (6)

Semester
- Fall 11 (29)
- Summer 11 (27)
- Spring 11 (30)
- Winter 10 11 (1)
- Fall 10 (20)
  more...

Task
- Choosing Courses (27)
- Advising (5)
- Applying (5)
- Registering (2)
- Submitting Final Paperwork (2)
  more...

Topic
- Index (33)
- Masters (33)
- Research (20)
- Knowledge River (16)
- News (14)
  more...

Related categories

Course: IRLS550
People: Faculty » Overall
Semester: Fall 10

Guided keyword

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