IRLS551-001 Equity of Access (Virtual -Montiel Overall)

Updated Wed, 01/12/2011 - 06:05

COURSE NAME, NUMBER AND PREREQUISITES:

Equity of Access

IRLS 551Section-001

Patricia Montiel Overall

There are no course prerequisites.

COURSE DESCRIPTION:

The following is a draft of the syllabus for Equity of Access for Diverse Populations.

During this course students will examine access to information to diverse populations and the social, political, and economic issues involved in providing equal access to information. Students will work in cohorts to discuss topics introduced in the readings. Cohorts will engage in weekly online discussions on topics introduced in modules, which change approximately every two weeks.

Through 30 hours of service learning, students will have "real world" experiences in community settings to bridge theory and practice. Students will be required to document their service learning experiences and findings in fieldnotes/journals and logs and must engage in online discussions with other members of the class to compare service learning experiences.

Requirements for service learning will be provided on D2L in Content. General information about service learning is available at the National Service Learning Clearinghouse - [http://www.servicelearning.org/](http://www.servicelearning.org/) Students should become familiar with service learning by browsing this website.

Student Competencies and Learning Outcomes

A. Foundational Understandings and Abilities

A3) Students will demonstrate understanding of the use of information and communication technologies in the provision of information resources and services in libraries and other settings.
B. Disciplinary Knowledge and its Application

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.

C. Ethics and Values in Library and Information Science

C8) Students will demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

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 OBJECTIVES:**

This course is designed to provide students with opportunities to engage in "real life" experiences that connect theory and practice.

By the end of this course students will have a good understanding of the following:

* critical equity of access issues
* political, social, philosophical, and economic implications of equity of access issues
* the American Library Association (ALA) position on providing equal access of information resources to citizens

**REQUIRED COURSE MATERIALS:**

Webcam

Required readings will be provided in the Content area of D2L.

**COURSE REQUIREMENTS:**

Completion of assigned readings: Readings on topics discussed during the course will be recommended for each module. Students will be required to complete these readings at the beginning of each module, and to do additional research and reading on the topic in order to: 1.) be better prepared for the cohort discussion on D2L, and 2.) answer questions posed by the instructor at the beginning of the module.

Online COHORT discussions: Students will be assigned to a cohort (group) of two or three students. Each student is expected to read all assigned readings prior to engaging in the online D2L discussions. Each cohort will discuss the assigned readings by posting succinct and insightful comments and by posting responses to other's comments. Comments and responses by students must focus on readings and must address questions posted at the beginning of each module by the instructor. Further research and reading by members of the cohort is required to develop a broader understanding of the topic. Students will also be able to participate in online OPEN discussions. OPEN discussions will provide an opportunity for students to share information outside a cohort. Participation in OPEN discussions is voluntary. Students are encouraged (but not required) to participate in OPEN discussions on topics covered in each module.

Reflections: Self-reflections of topics presented in the course and issues raised in the discussions will be required. Reflections must provide comprehensive, analytical insights into learning which has occurred, and a critical analysis of readings, discussions, and service learning must be evident in the reflections. Students will submit reflections at the end of each module discussed in the cohort and in a mid-semester reflection.

Service Learning: Students will be expected to complete 30 hours of service learning during the semester with a library and information professional approved by the instructor. Service learning placement must be approved prior to beginning the 30 hrs. Complete instructions for service learning will be provided on D2L in Content. (Note: In the past, students
have found this to be one of the most valuable experiences of the class.). Students are required to participate in online discussions about service learning at least once a week to inform others about their service learning and to discuss the service learning experience of others. Service Learning discussions are open to all students. (Note: COHORT discussions will not include discussions about service learning.)

Research paper: A formal paper will be required based on the experiences of service learning. Students will identify an important social issue involving equity of access and will research the topic to analyze the issue from multiple perspectives, and to examine underlying social and political factors and policies contributing to the issue. Students will develop a conceptual framework and make recommendations to address the identified issue.

Web page: Students are required to have a Web page for this class with links to class assignments.

Elluminate participation: Students are expected to participate in Elluminate sessions when they are provided. Video sessions will also be made available.

Additional Information:

Students will be enrolled in D2L, the course management tool for the University of Arizona. Assignments and announcements will be posted on the course homepage on D2L. Students should check in News every day to check announcements. Students should also check their D2L email (Dmail) frequently. Students are responsible for instructions and announcements posted on the D2L homepage.

All assignments and due dates will be posted on the course schedule on D2L. Announcements of due dates will also appear on the D2L homepage.

Course Schedule

A detailed schedule with assigned readings and information about course requirements will be available on Jan. 13, 2011 on D2L in Content.

Please read the syllabus and course schedule carefully. Students are responsible for understanding all requirements for this class. Any questions regarding assignments or grading will be addressed within the first week of the course.

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

<Put your own material for the stuff in red>

- How to submit your assignments: Assignments should be submitted to the Dropbox on D2L. Assignments should include student's name, date, and cohort. Assignments will be returned to students through D2L dropbox.
Assignment due dates: Writing style used in this course is APA (5th edition). There are on-line writing resources that might be helpful in preparing assignments but they should conform to APA 5th edition. If English is not your first language, Dr. Overall will provide necessary assistance.

Late Policy: To be announced.

Incompletes

The 1997-8 University of Arizona General Academic Manual, p.23 reads

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

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

GRADING:

100 points

Service Learning=20 pts.
Reflections=20 pts.
Observation=10 pts.
Research paper=10 pts.
Discussions=30 pts.
Web site=10 pts.

A=100-90
B=89-80
C=79-70

INSTRUCTOR NAME AND CONTACT ADDRESSES:

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Office hours: Online Wed. and Thurs. 9-10 am and 8-9 pm beginning the second week of the semester.
Room 10
1515 East First Street, Tucson, Arizona 85719 U.S.A.
Fall 11

Spring 11
- IRLS 417/517 Digital Cultures
- IRLS472-010 Government Information ~ Spring 2011
- IRLS515-001 Organization of Information (On Campus Frické)
- IRLS515-011 Organization of Information (Virtual, Frické)
- IRLS517/417 Digital Cultures
- IRLS520-010 Ethics for Library and Information Professionals (Virtual Fallis)
- IRLS520-011 Ethics for Library and Information Professionals (On Campus Mathiesen)
- IRLS523-010 Early Childhood and Public Libraries (Virtual SHiggins)
- IRLS532-010 Online Searching
- IRLS540 - Introduction to Archives
- IRLS551-001 Equity of Access (Virtual -Montiel Overall)
- IRLS554-010 DIVERSE CULTURES, COMMUNITIES, AND LIBRARIES
- IRLS557-010 Documenting Diverse cultures and Communities
- IRLS559 Marketing Library and Information Services to Communities
- IRLS562-010 Public Libraries Practice & Administration
- IRLS571-010 Introduction to Information Technology, Spring 2011, (Dr. Sun)
- IRLS572-010 Government Information ~ Spring 2011
- IRLS573-010 Information Technology in Libraries (Virtual, Smith)
- IRLS581-010 School Library Administration and Organization (Virtual SHiggins)
- IRLS585 Information Literacy Instruction (Spring 2011)
- IRLS589 Scholarly Communication
- IRLS613-010 Decision Making for Library and Information Professionals
- IRLS673 Managing the Digital Information Environment
- IRLS674 Preservation of Digital Collections
- IRLS696b-001 ISSUES & WRITING SEMINAR: Advanced Research Methods & Statistics (By Heshan Sun)

Fall 10

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
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...