IRLS551 Equity of Access for Diverse Populations

Updated Mon, 08/24/2009 - 19:00

COURSE NAME, NUMBER AND PREREQUISITES:

[Prerequisite: There are no prerequisites for this class.]

Instructor: Patricia Montiel Overall

COURSE DESCRIPTION:

This course examines social, political, and economic issues involved in providing equal access to information for diverse populations. Students will have "real world" experiences with issues in community settings by participating in 30 hours of service learning in a school or public library. Students will examine the role of library and information science professionals in providing access to information for diverse communities. Students will present findings from their service learning through fieldnotes, online discussions, self-reflections and critical essays. Through service learning, students will have opportunities to examine theoretical perspectives regarding equity of access to diverse populations through personal experiences.

Further information about service learning is available on the website for the National Service Learning Clearinghouse (http://servicelearning.org/index.php). Students should become familiar with service learning by examining the links on this website. In particular, students should review carefully the following link: http://www.servicelearning.org/what_is_service-learning/service-learning...

Course Content

In addition to service learning, this course consists of four modules. Examples of topics covered in these modules include:

* an historical perspective
* diverse populations affected by equity of access issues
* language issues affecting access to information
* literacy issues affecting access to information
* policies and federal regulations in the U.S.
* global issues

The content for each module will be posted on the D2L course homepage. Module 1 will begin on the first day of the semester (January 14, 2009) and will include a cultural/literacy heritage autobiography (CLHA) described on D2L and a question set for discussion among cohort members. Online discussions of a question set will begin on the first of Feb. Modules 1, 2, 3, and 4 will include reflective critical essays of readings, some discussion of service learning experiences,
and blog postings in addition to readings and online discussions of readings among cohort members. Further information about these components of the modules will be provided on D2L.

Modules

Each module will have assigned readings and occasionally a question set. When a question set is provided by the instructor, students should post their answers to their assigned cohort for discussion. Students are expected to engage in a meaningful discussion with members of their cohort. Postings by students should be thoughtful remarks about readings and/or responses to the thoughtful comments of others in the cohort. Member of each cohort should agree on a designated time to post answers to the question set so that discussions can occur in a timely manner. Sufficient time for discussion should be provided. Last minute postings do not allow for adequate responses by others and will not be regarded as excellent work. In addition to discussions about questions posed by the instructor (i.e. the question set), ongoing discussions of readings is highly recommended.

Cohorts

Students will be assigned to a cohort to discuss readings, reflective critical essays, service learning experiences, and information from the blogs. Each cohort will consist of around four students assigned by the instructor. The instructor may reassign members in a cohort. However, the purpose of the cohort is to provide students with a small group of colleagues to share information with and to activate learning through shared and new knowledge. Discussion within the cohort are expected to be thoughtful, meaningful and respectful. Posting within each cohort discussion is restricted to those assigned to that cohort, although cohort discussions can be read by any member of the class. Postings should pertain to course content only.

Blogs

Blogs will be provided through D2L for each student. Blogs will be available approximately two weeks after the start of the semester. The purpose of the blog is to give students an opportunity to explore course content and to share resources they have discovered as they pursue specific areas of interest related to the readings for the week. Each week's blog will be worth one point.

COURSE OBJECTIVES:

The instructor has developed this course with the expectation that students are responsible for their own learning in meeting the course goals and objectives. Student are expected to extend their learning into personal areas of interest. Students should explore areas of interest that arise from their readings and to explore these areas of interest with others in the class through the structure of the class (e.g., online discussions, critical essays, reflective essays, blogs, and service learning).

There are no exams in this course. Indicators of students' learning are self-reflections, reflective critical essays, online discussions, and blogs. A grading rubric is used as a tool to assess each student's work.

Successful completion of this course will help students achieve the following competencies outlined at http://sirls.arizona.edu/about/studentCompetencies:

A. Foundational Understandings and Abilities

A1) Students will demonstrate 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.

A2) Students will demonstrate understanding of the nature of research, research methods and the role of research in library and information science and additionally, demonstrate the ability to apply research findings to practical problems.

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.

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.

**B. Disciplinary Knowledge and its Application**

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.

**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.

More specifically, by the end of the semester, students will have an understanding of the following:

- the meaning of equity of access
- political, social, philosophical and economic implication of equity of access issues
- the position taken by the library and information science profession with regard to providing equal access of information resources to citizens
- application of theory to practice

**REQUIRED COURSE MATERIALS:**

Readings will be assigned on D2L and will be available in the Content area of the course.

**COURSE REQUIREMENTS:**

The course requirements are:

- Service Learning - Thirty hours of service learning will required of all students. These hours should be distributed throughout the semester by completing no more than 3 hours during any given week in the semester. Service learning will occur at elementary schools and or public libraries with large traditionally understerved populations. Students will provide weekly logs and fieldnotes of activities and events that occur during their service learning. Students will work with a librarian mentor at a school or public library. Experiences gained during service learning should be discussed in reflective critical essays and should relate to course readings as much as possible.
- Timely completion of all assignments (e.g., readings, group work, viewing videos, service learning logs/self reflections, reflective critical essays)
- Online discussions
- Reflective critical essays
- Mid and Final Reflective Essays
- Students maintained blog. (Blogging will begin around the first week of February).

**ADDITIONAL INFORMATION**

Students will be enrolled in D2L the course management tool. Notices and assignments will be posted on D2L. Students will be assigned to a cohort by the instructor. The cohort will have the function of a discussion group.

Further information will be provided on D2L.

**COURSE, SCHOOL, AND UNIVERSITY POLICIES:**

Academic Code of Integrity

Students are expected to abide by The University of Arizona [Code of Academic Integrity](http://tech.sbs.arizona.edu/node/1323). '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

- **How to submit your assignments:** Assignments will be submitted electronically to the D2L dropbox. Students should single space papers (self-reflection and critical essays) and maintain a 1” margin on all papers with 12 pt font. Student's name should appear on all papers. Feedback will be given to students through the D2L dropbox.
- **Assignment due dates:** Assignments are due on the posted date.
- **Writing style:** Critical essays must use APA format (Fifth edition).
- **Late Policy:** Critical essays must use APA format (Fifth edition).

Incompletes

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:

100 points

Mid-reflection=10 pts.
Final reflection=10 pts.
Critical essays=20 pts. (5 pts. each)
Discussions=20 pts. (5 pts. for each module)
Blog=20 pts.
Service Learning=20 pts. (fieldnotes=15 pts. log=5 pts.)

A rubric for each assignment will be posted on D2L.

A: 100-94
B: 80-93
C: 70-79
D: 60-69
F: Below 59

Additional information on evaluation of student's work

Students will be evaluated on their participation in the discussions and on the quality of their writing. Discussions should be thoughtful, evaluative, and analytical. Students will be provided a rubric to further explain the criteria used to assess students' understanding of course readings, writings (e.g., fieldnotes, reflections, critical essays, and online discussions).

INSTRUCTOR NAME AND CONTACT ADDRESSES:
Patricia Montiel Overall, Ph.D.
Assistant Professor
School of Information Resources and Library Science
1515 E. First Street Room 10

Office hours: Online daily and by appointment.

Contact information: overall@u.arizona.edu

Office phone: 626-8984

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Guided exploration

Click a term to initiate a search.

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