COURSE NAME, NUMBER AND PREREQUISITES:

554-001 Diverse Cultures, Communities & Libraries

No Prerequisites required for this course.

Instructor: Richard Chabran

COURSE DESCRIPTION:

This course surveys various conceptions of diversity as they relate to library and information services in the United States. It covers the history of library services to selected cultural groups. It surveys library services such as collection development, subject access, language, literacy, and storytelling services to under-served groups. It provides an opportunity to evaluate a public library's ability to provide library service to diverse populations.

The course will be organized around four modules that include:

- How we think about and talk about services to diverse populations
- Community Analysis: Variabilities Between and Among Communities
  - Profile of and selected services to selected under-served population groups
  - Selected information services to under-served population groups

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the A1, A2, A3, B1, B2, B3, B4, C1,C2 and C3 competencies outlined at [http://sirls.arizona.edu/about/studentCompetencies](http://sirls.arizona.edu/about/studentCompetencies). More specifically, by the end of the semester, students will be able to:

- Ability to present a demographic profile of a specific community which includes ethnic variables;
- Familiarity with the history of library service to selected communities;
- Familiar with diverse collection collection and reference tools;
- Familiar with outreach strategies to a diverse population;
- Ability to evaluate a public library's ability to serve a diverse population;
- Understand the challenges of providing information services in a multicultural society;
Understand the numerous cultural perspectives.

**REQUIRED COURSE MATERIALS:**

Course materials will be delivered via D2L, Elluminate and the Web.

**COURSE REQUIREMENTS:**

Students will work through the course as a cohort rather than as independent learners. The approach will be to frame topics using PowerPoint and Elluminate, provide a set of reading/web resources, and present questions to be answered in short weekly exercises. Students will also be required to participate online activities. Students will share weekly exercises. These contributions will be available on D2L. They are considered part of the assigned reading. The majority of the assignments will focus on assessing a public library in the United States. These assignments will culminate in a final project that brings together the various assignments.

**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/2182). "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](http://tech.sbs.arizona.edu/node/2182). 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:** How do you want students to submit assignments? Do you want them to include any particular identifying information on their assignments? Will assignments be returned to them, or will they just see a posted grade? Anything else that they'd need to know?
- **Assignment due dates:** Since the Course Schedule section (above) will spell out specific due dates, this section is used to describe any late penalties and any particulars about exactly when items are due (e.g. "Surface-mailed assignments must be postmarked no later than the stated due date.")
- **Writing style:** Are students supposed to use any particular writing style, such as APA or Chicago Manual? Are there any on-line writing resources that might be helpful to your students as they prepare their assignments? What if English is not their native tongue...is help available to them?
- **Late Policy**

**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.
Participation in online resources such as D2L.

Discussion boards are to be used strictly for class not person communication.

**GRADING:**

You will be expected to do graduate level work. I will be looking for thoughtful answers that demonstrate that you have engaged to readings and the questions they respond to. This means more than just summarizing the article. It goes to why the readings are relevant to either traditional or emerging information technologies.

Feedback on assignments and exams will be provided within a week of time submitted by email. Questions concerning grades must be raised within a week of the time you receive a grade.

Assignments: 30%

Participation: 30%

Final Project: 40%

Students begin with 100 points. Students lose points for late assignments, incomplete assignments, poorly written assignments, lack of participation, inaccurate information, using d2l to carry on personal conversations, etc. At the end of the semester the points will be converted to a letter grade as follows:

A=90-100 points for Superior Work: highest quality, ideas are discussed thoughtfully and well formulated; demonstration of a thorough understanding of the content and an openness to diverse perspectives. All assignments submitted on time with excellent written expression and grammatically correct.

B=80-89 points for Very Good Work: discussions indicate a good or very good understanding of content. Must complete assignments on time and be well written with few grammatical errors.

C=70-79 points for Marginally Satisfactory Work: meets minimum requirement; discussions reflect limited understanding or interest. Written work contains errors, needs editing, and not submitted in a timely manner.

F=0-69 Failed to meet the requirements

Participation points will include the following:

Read all discussion posts

Respond to issues raised in PowerPoint presentations, and

Contributing to discussion or

Sharing of related resources

**INSTRUCTOR NAME AND CONTACT ADDRESSES:**

Richard Chabran

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