IRLS557-010 Documenting Diverse cultures and Communities

Updated Wed, 01/12/2011 - 15:01

COURSE NAME, NUMBER AND PREREQUISITES:

IRLS557 Documenting Diverse cultures and Communities

[Prerequisite: IRLS 504 or consent of the instructor.]

Instructor: Richard Chabran

This course satisfies the diversity requirement.

COURSE DESCRIPTION:

This course addresses themes associated with the production of information artifacts and issues in documenting cultural diversity across the American cultural landscape. The practices of collecting and documenting cultures and communities will be explored in relation to the mission of libraries, archives, historical museums, and other cultural institutions concerned with the acquisition of information in books, journals, and other textual materials, and in sound and visual documents. The course will include oth reading and real life exercises.

COURSE OBJECTIVES:

Successful completion of this course will help students achieve the C8 competencies outlined at http://sirls.arizona.edu/about/studentCompetencies.

More specifically, by the end of the semester, students will be able to: demonstrate an understanding of how diversity contributes to the library and information professions and analyze information issues from diverse perspectives.

REQUIRED COURSE MATERIALS:

Access to a computer. A webcam and earphones are highly recommended.

All course material will be available through D2L, the Web, and Elluminate.

COURSE REQUIREMENTS:

Students will work through the course as a cohort rather than as independent learners. The approach will be to frame topics, provide a set of reading/web resources, and present questions to be answered in short weekly exercises. Students will be asked to summarize readings. Students will also be required to participate online activities. Students will share examples which are part of assignments. These examples which will be available on D2L are considered part of the assigned reading.

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

- Submission: The papers are to be submitted usually by the d2l assignment Dropbox, which can be found as a link on the toolbar.
- Format, style and content: Content is all important in this course. Style should be plain and transparent (be guided by the classic Strunk and White Elements of Style).
- Late papers: There will be due dates and students are expected to meet them. With an online course like this, difficulties can arise (such as computers or d2l being temporarily out of service) and appropriate decisions will be made as needed.

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:

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.

Group Research Memos: 40%

Individual Research Memos: 20%

Discussion Board Posts: 10%

Final Project: 30%

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.

**INSTRUCTOR NAME AND CONTACT ADDRESSES:**

Richard Chabran  
chabran@email.arizona.edu

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    - IRLS517/417 Digital Cultures
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    - IRLS520-011 Ethics for Library and Information Professionals (On Campus Mathiesen)
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    - IRLS559 Marketing Library and Information Services to Communities
    - IRLS62-010 Public Libraries Practice & Administration
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    - IRLS572-010 Government Information ~ Spring 2011
    - IRLS73-010 Information Technology in Libraries (Virtual, Smith)
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    - IRLS589 Scholarly Communication
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