



University of Hawaii at Manoa
Library and Information Science Program



LIS 693: Multicultural Resources for Library Services
Summer 2016

Summer Session II, Asynchronous, Online via Laulima

COURSE DESCRIPTION

LIS 693, is an elective, special topics course which employs critical inquiry methods in a seminar setting to explore a variety of literature, materials, and online resources targeted towards diverse user populations in libraries and other educational organizations. Students will assess a variety of materials geared towards cultural heritage, gender preference, ethnicity, sexual orientation, and mobility needs. Students will learn theoretical models for cultural competency as a means to learn and understand the multiple identities library patrons, students, and colleagues encompass within library settings. **Prerequisite:** None; however, successful completion of LIS 601 will greatly enhance your competency in navigating this course.

LIS 693 FACULTY AND STAFF

Instructor: Vanessa Irvin, M.S.L.S., Ed.D.

Office Location: Hamilton Library 002J

Office Phone: (808) 956-6703

Office Hours: By appointment only, *email your request*

Email: irvinv@hawaii.edu

URL: <http://www2.hawaii.edu/~irvinv>



COURSE EXPECTATIONS

Via a 100% online pedagogical approach, the culture of this class is unique. Thus, the following points are important for your understanding:

- Course materials are presented to appeal to a broad audience in a collaborative environment. Depending on your sensibilities, wording and tone of instructions may at times sound elementary, redundant or abrupt; however, this is not the intent. The intent of repeating instructions and/or responses is to render instructions in as detailed and as clear of a manner, as possible, for a diverse learning community.
- It is anticipated that you possess the [professional expectations](#) and [computer literacy skills](#) competencies per the stipulations of the UHM LIS Program.
- It is anticipated that you adhere to on-time submission of all assignments, including online discussions.
- It is anticipated that as a graduate level student, you comply with the university's [academic integrity](#) policy.
- Beyond in-class time, total workload (readings, writings, research, etc.) for this course will take at least 8 to 10 hours per week.

Note: Aspects of this course are subject to change, at the discretion of the Instructor.

Any modifications will be announced and documented in a timely fashion in-class, via Laulima, and email.

Last update: 01 July 2016, version: Su16, /vi

STUDENT LEARNING OUTCOMES

This is an elective course. As such, the course approaches various aspects of each of the UHM LIS program's student learning outcomes (SLOs):

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

SLO 4: Evaluate and use the latest information technologies, research findings and methods.

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

COURSE CONTENT

Principal topics approached in this course include:

- Reading, evaluating, and reviewing text/materials/resources from multiple cultures
- Self-reflection and self-assessment of multi-cultural identity constructs
- Identification of user groups in various library settings
- Determining established cultural competency models in LIS and in the humanities
- Exploring resources targeted to diverse user populations
- LIS professional identity and literacy practices
- Globalization and cultural inclusion

TEACHING PHILOSOPHY

This course emphasizes the development of professional attitudes, knowledge, and skills critical for understanding and embracing diverse approaches for planning and actualizing professional librarian practices. The broad goal of this course is to help students acquire the ability to take a reflective stance towards ways in which the enact collection development, reference interviewing, and public services within librarianship.

TEACHING METHODS

This course is taught using a variety of pedagogical approaches, including but not limited to: seminar discourse, lectures, videos, website evaluations, reflective writing, collaborative problem-solving, online discussions, written examinations, and guest speakers.

RESEARCH METHODS

This course focuses on how the information professional uses established resources to examine professional practices and to fulfill information seeker needs. Research methods include ethnography, practitioner inquiry, case studies and critical evaluation. A key component to this course is the taking of an inquiry stance to explore practices engaged for retrieval of resources and the information within them.

REQUIRED MATERIALS. There is no required textbook for this course. Instead, readings will come from a variety of LIS scholarly articles, web resources, fiction and non-fiction works. Note: Be sure to read the “Course Reading Schedule” and the “Assignment Guidelines” for details on the course materials. These documents are addendum to this syllabus and are listed in the “Resources” sector on Laulima.

Scholarly/Professional Literature. Weekly topics will be conceptually framed in accordance with assigned scholarly and professional literature to read, think about, write about, and discuss via your writing assignments and on Laulima forums. It is also anticipated that in addition to the assigned readings that you will independently read, cite, and discuss relevant texts to add to class discourse.

Multicultural Literature. This course features weekly reading and review of multicultural literature as an immersive means of learning more about diverse populations within the LIS environment. This portion of this course is structured as an individual reading program where you will read a diverse array of assigned texts that reflect various cultural experiences. While it is impossible to offer a complete representation of all cultural groups, this reading program provides a lens through which you can gain a heightened appreciation for varied human experiences and apply your reading and learning responses to composing professional artifacts that reflect your overall approach to the intent of this course.

Any additional WEEKLY ARTICLES will be made available through the *Resources* section of the Laulima course system (<https://laulima.hawaii.edu>). If you are enrolled in this course, a tab for LIS693 should be readily accessible via your Laulima interface.

Other Requirements:

- Use of UHM email
- UHM Hamilton Library [research tools](#)
- Web-based logon online resources as introduced and required
- Hawaii State Public Library System (HSPLS) library card

TECHNOLOGY REQUIREMENTS

As this is a 100% online course, you are required to have reliable computer equipment and high speed internet connection. Lack of computer connection is not an excuse for not being fully present for a graduate level, online course. Additionally, your UHM email address must be used for all course-related correspondence, and Laulima is to be accessed as the gateway to all course material and class discourse. As a UHM LIS student, you should be independently competent in using word processing and presentation software to produce your work.

COPYRIGHT NOTICE

Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference and use, only. Course alumni's projects may be presented as course material to demonstrate formatting and content requirements for various assignments. At no time are you permitted to further copy nor distribute course materials (instructor's nor course alumni's) without express written consent of your Instructor.

ALOHA. KULEANA. 'OHANA.

LIS 693 is an elective course within the UHM LIS Program, and as such, its agenda aligns with the [Program's vision, values and mission](#) which are rooted within the Hawaiian values of *aloha*, *'ohana*, and *kuleana*. With these values in mind, the following policies are anticipated for all LIS 693 students:

Laulima. Laulima is used as the course management system for facilitating this online course, as well as to email updates and announcements, and to post your assignment grades. You will be using Laulima to access all course information and to submit your assignments. Thus, it is your *kuleana* to correctly and effectively navigate Laulima. You will need your UH ID and password to access the [Laulima portal](#).

Professionalism and Class Participation. The *Forums* area of Laulima is the driving force of this online course. As such, it is vital that you fully participate in class by checking in daily and being diligent to responding to your classmate-colleagues' posts. (Be sure to read the *Assignment Guidelines* for the Forums, available via: Laulima >> *Syllabus*.) Professionalism involves taking *kuleana* for your interactions and communications with your classmate-colleagues, teaching assistant(s), and Instructor. Class participation includes exhibiting *aloha* in all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course, and is graded accordingly. Refer to the [Professional Expectations Notice](#) and UHM LIS's requirements for student [Computer Literacy Skills](#) for details on the prerequisite technical and professional competencies you need in order to successfully experience this course.

Emailing Professor Irvin. I receive a constant stream of university-related email, plus professional email from all over the world. Thus, email me using your UH email only, putting the correct course number in the email subject line so that I receive your query as student email, and can give your needs the proper priority. This stipulation is very important. If you don't do this, your email will likely be missed. This should be done consistently throughout the course, even as we get to know one another. For example,

From: youreemailaddress@hawaii.edu

Subject field: LIS 693: Question about Reading Log #1

Additionally, be sure that your emails are professional in tone and presentation, especially because email becomes an important part of your coursework. Established guidelines for composing professional emails are located at: https://www.training.nih.gov/writing_professional_e-mail. I am offline on the weekends, so if you email me during the weekend, expect a delay in response. Lastly, due to the nature of the projects in this course, unless otherwise requested, *I do not accept assignments via email.*

Submitting Assignments. You are responsible for the correct and on-time submission of your work; this includes being familiar with how Laulima works. Assignments are due by 11:59 PM HST, on the date due, unless otherwise specified. ***Late assignments*** are subject to a 20% deduction off your earned score, and forfeits Instructor feedback. (I do not grant extensions so please do not ask). If you cannot submit your assignment by the date due, inform me inasmuch advance as possible. Late and/or incorrectly submitted assignments go to the bottom of my grading queue, thus, if you submit late, expect a delay in communications and response. *Note: I do not accept assignments by email.*

KOKUA | Disability Access Services. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center (QLC) for Student Services. All KOKUA accommodations are confidential. *Special accommodations cannot be made unless documented via KOKUA.*

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ACADEMIC INTEGRITY AND HONESTY

In keeping with the American Library Association's [Code of Ethics](#) (2008), the UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. To this end, the department applies the university's [Academic Integrity Policy](#) with vigor.

Additionally, due to the significance of copyright within the realm of library and information science (LIS), the UHM LIS Program anticipates your compliance to its [professional expectations](#). In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course. Successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. The first incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean. Additional incidences of plagiarism and/or academic dishonesty results in a failing course grade of “F” and required reportage to the Graduate Dean.

“THE WORK”

MODULE	ASSIGNMENT	DUE DATE	%
Seminar Discourse	Discussion Forums	Weekly	30%
	Optional Forums	Open entire course	10%
Practitioner Inquiry	Self-Assessment Narrative Paper	Part I: Week 2 Part II: Week 6	20%
Reader Response and Review	Reading Log	Part I: Week 3 Part II: Week 6	40%
Philosophy & Resources	Class participation	<i>Weekly, as specified in Class Schedule</i>	10%
TOTAL			110%

General Grading Rubric. Unless otherwise specified, grading for assignments is on a point-for-percentage basis, and typically based on the following criteria:

- Ø Originality and depth of ideas, insights and professional assessments
- Ø Demonstrated ability to use scholarly sources to support ideas and opinions
- Ø Compliance with course criteria and standards
- Ø Fulfillment of all requirements for particular assignment
- Ø Timeliness of submission (submitting too early can be just as bad as submitting too late)

ASSIGNMENTS. Below is a brief overview of the major deliverables for this course. For detailed information and instructions for all assignments, be sure to read the “Assignment Guidelines” via [Laulima >> Syllabus](#).

WEEKLY DISCUSSION FORUMS (30%) | Due Weekly as assigned:

- Week 1: Questioning: Who are we, the librarians?
- Week 2: Considering: Identity, the “Isms”, Privilege & Bias in LIS
- Week 3: Understanding: User Groups, Socio-economics & the Digital Divide
- Week 4: Collaborating: Resources for Diverse Populations (Print)
- Week 5: Collaborating: Resources for Diverse Populations (Online)
- Week 6: Reflections: Service. Inclusiveness. Diversity.

OPTIONAL (not really) DISCUSSION FORUMS (10%)

There are two (2) optional (not really) discussion forums. This is a small class, so it’s vital that for all of us to be engaged. We need to fully participate at every opportunity, to share resources and ideas. These forums are presented to offer that opportunity as an enhancement to our online learning community.

Summer II | Introductions. Weeks 1 and 2 only. Forum Dates: July 4 – 18.

Use this forum to offer up a 1-2 paragraph introduction of yourself, with a recent image. Let's get to know one another to build a warm learning community. Original post due: July 10 | Responsive posts due: July 17.

Summer II | What I’m Reading Now. Forum Dates: Ongoing.

Use this forum to post at least five (5) of the books you are reading for your reading log. When posting in this forum, be sure to entitle your post with the book/resource's title, author and year of publication. For example:

Americanah by Chimamanda Ngozi Adichie (2014).

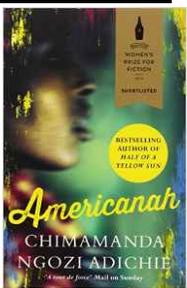
Then, for the body of your post, you should provide a bibliographic heading for your title in the following manner:

**Adichie, C. N. (2014). *Americanah: A novel*. NY: Anchor.
ISBN: 978-0307455925 | 588 pages | Paperback | 16.00 USD**

A book cover image should be provided with your post. In essence, your post should look akin to this format:

Title of post: *Americanah: A novel by Chimamanda Ngozi Adichie (2014).*

Body of post:



**Adichie, C. N. (2014). *Americanah: A novel*. NY: Anchor.
ISBN: 978-0307455925 | 588 pages | Paperback | 16.00 USD**

(At least 2 paragraphs of text...) Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut imperdiet commodo faucibus. Aenean et imperdiet enim. Sed interdum orci in est molestie pulvinar. Duis malesuada ultrices aliquam. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Nulla condimentum, orci vitae lobortis suscipit, urna orci scelerisque leo.

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Ut imperdiet commodo faucibus. Aenean et imperdiet enim. Sed interdum orci in est molestie pulvinar. Duis malesuada ultrices aliquam. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Nulla condimentum, orci vitae lobortis suscipit, urna orci scelerisque leo. (...end of sample text).

IMPORTANT: Consult [Laulima >> Syllabus >> Assignment Guidelines](#) for full instructions on posting to discussion forums.

Note: Aspects of this course are subject to change, at the discretion of the Instructor.

Any modifications will be announced and documented in a timely fashion in-class, via [Laulima](#), and email.

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ASSIGNMENTS (continued).

CULTURAL NARRATIVE ESSAY (20%)

Due: Part I, end of Week 2, Sunday, July 17, 2016, 11:59 p.m. (10 points)

Due: Part II, end of Week 5, Sunday, August 7, 2016, 11:59 p.m. (10 points)

The purpose of the narrative essay is to get you thinking reflectively about your own self-identity. As service providers of information and literacy practices, we cannot possibly be aware and sensitive of our library patrons' ethnicities and/or other cultural/social/religious uniquenesses, if we are not aware and sensitive to our own. While this is not a genealogy project, it is important to be able to articulate your personal history, so that you are aware of its diversity and thus open to understanding others'.

This narrative is going to be rendered in two parts: part one at the beginning of the term, and part two at the end of the term. Each installment should be a thoughtful, reflective treatment of your own insights about your understandings of your multi-cultural identity and how your identity helps you to understand others in the world. Therefore, for each installment, write a 5-10 paged narrative about your personal cultural identity and background, citing the varied course readings (and beyond) to conceptualize the framing of your thinking.

Note: Be sure to read the "Reading Schedule" and the "Assignment Guidelines" documents for weekly reading assignments and further instructions to successfully complete this assignment. You can access these documents via *Laulima >> Syllabus*.

MULTICULTURAL READING PROGRAM (40%)

DUE: Midterm Reading Log #1 (6 Titles) end of Week 3, Sunday, July 24, 2016, 11:59 PM (20 points)

DUE: Final Reading Log #2 (6 Titles) end of Week 6, Sunday, August 14, 2016, 11:59 PM (20 points)

I am passionate about the fact that librarians and other educators must be active readers of what the reading public reads. Reading is one of the best immersive approaches to learning about the lived experiences of people from other places and spaces throughout the world. As librarians and educators, reading what our patrons and students read, and/or reading stories that reflect a commonality of who our patrons are, helps us to understand not just the constituencies we serve, but also our own understandings about ourselves as services providers for diverse populations. In this vein, we will engage in an immersive reading program of diverse texts.

We will be reading a total of 12 texts of various formats, reading levels, and genres. The reading program is a combination of required titles mixed with a few of your own "picks".

Note: Be sure to read the "Reading Schedule", the "Reading Grid" and the "Assignment Guidelines" documents for weekly reading assignments and further instructions to successfully complete this assignment. You can access these documents via *Laulima >> Syllabus*.

ASSESSMENT

Grading Scale. A point-for-percentage evaluation scale is used to assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per [university policy](#), a final grade of “C” and above is considered “passing” for graduate level courses, however, per [LIS program policy](#), a GPA of 3.0 is required for continued registration and graduation from the LIS program. This means that you must pass LIS courses with a final grade of “B-” or higher to be considered as “passing” in the LIS program.

A+ 100+ pts	B+ 87 – 89.9	C+ 77 – 79.9
A 95 – 97.9	B 84 – 86.9	C 74 – 76.9
A- 90 – 94.9	B- 80 – 83.9	C- 70 – 73.9

Assessment. Successful application of class discourse and course material includes, but is not limited to: critical thinking and insight exhibited in discussion posts and reading logs, keen observations in your fieldwork, and respect for academic honesty standards and intellectual property. Other competencies may be in focus according to rubrics and checklists for major assignments.

Assignment grade weights:

- Weekly Discussion Forums (6): 30 points / %
- Optional Discussion Forums (2): 10 points / %
- Cultural Self-Assessment Narrative (I & II): 20 points / %
- Multicultural Reading Log Project: 40 points / %
- Class Participation: 10 points / %

Total: 110 points / %

Extra Credit. Extra credit is not available for this course, no exceptions.

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irvinv@hawaii.edu.

CLASS SCHEDULE

Weekly Readings: [Laulima](#) >> [Syllabus](#) >> [Reading Schedule](#)

Ongoing Discussion Forums open for the summer session:

-- Summer II | Course Q&A

-- Summer II | What I'm Reading Now (Multicultural Reading Program)

Week 1 | July 4/5 – July 10, 2016

ASSIGNMENT DUE: none.

Forum | Summer II: Introductions

Forum | Questioning: Who Are We, The Librarians?

Original post due: July 10, 11:59 PM

Responsive posts (3) due: July 17, 11:59 PM

Week 4 | July 25 - 31, 2016

ASSIGNMENT DUE: none.

Forum | Collaborating: Resources (Print)

Original post due: July 24, 11:59 PM

Responsive posts (3) due: July 31, 11:59 PM

Week 2 | July 11 – July 17, 2016

ASSIGNMENT DUE: Cultural Narrative I

Forum | Considering: Identity, Isms, Privilege, Bias

Original post due: July 17, 11:59 PM

Responsive posts (3) due: July 24, 11:59 PM

Week 5 | August 1 - 7, 2016

ASSIGNMENT DUE: Cultural Narrative II

Forum | Collaborating: Resources (Online)

Forum | Reflections: Service. Inclusiveness. Diversity.

Original post due: August 7, 11:59 PM

Responsive posts (3) due: Aug 14, 11:59 PM

Week 3 | July 18 – July 24, 2016

MIDTERM DUE: Multicultural Reading Log I

Forum | Understanding: User Groups, Dig Divide

Original post due: July 24, 11:59 PM

Responsive posts (3) due: July 31, 11:59 PM

Week 6 | August 8 - 14, 2016

FINAL DUE: Multicultural Reading Log II

Forum | Summer II: What I'm Reading Now

Forum | Reflections: Service. Inclusiveness. Diversity.

All Forums close: August 14, 11:59 PM