

Library Science Degree Program  
College of Education  
East Carolina University  
Revised: May 27, 2022

## **LIBS 6853: Library Services to Diverse and Special Populations**

**East Carolina University**  
**College of Education**  
**Department of Interdisciplinary Professions**  
**Master of Library Science Program: <https://education.ecu.edu/idp/idp-library-science>**  
**Spring 2022**

**Instructor:** Dr. Kawanna Bright

**Office:** Ragsdale 112

**Office Hours:** Email: M-F, any reasonable time of the day; Virtual office hours; Tuesdays, 2:00pm – 5:00pm; Wednesdays 5:00pm – 8:00pm; By appointment

**Contact: Phone:** 252-737-1150

**E-mail:** [brightka19@ecu.edu](mailto:brightka19@ecu.edu); in the unlikely chance that the ECU email system goes down, I can also be reached at my personal email: [drkawannab@gmail.com](mailto:drkawannab@gmail.com).

**Contacting Your Instructor:** I monitor my email throughout the day during regular office hours from Monday through Friday. I endeavor to respond to all messages within 24-hours, though you should allow a 48-hour window for answers, especially during weekends when I am less likely to check my email. If you have not received a response to your e-mail after 48 hours, please resend your message or consider calling and leaving a message on my office phone. You can also request a meeting with me during my office hours using my Bookings calendar:

<https://outlook.office365.com/owa/calendar/DrBrightsOfficeHours@studentsecuedu66932.onmicrosoft.com/bookings/>

**Please note:** This syllabus may be subject to change before or during the CURRENT semester. Changes to the syllabus will be posted as Course Announcements.

### **Prerequisites:**

- LIBS 6010 - Foundations of Library and Information Studies
- LIBS 6014 - Introduction to Reference
- LIBS 6031 - Library Administration and Management
- LIBS 6048 - Collection Development

### **About the Course**

This course will examine the development of library services for special populations as defined by such characteristics as gender, race, ethnicity, social class, and religion. The course will also address issues of diversity, equity, and inclusion within the LIS field through a social justice framework.

The assignments for this course are designed to offer you an opportunity to engage with the topics covered in the course, while also offering you practical experience with the process of completing an environmental scan and proposing a new library service.

### **Course Objectives:**

Upon completion of this course, students will be able to:

1. Explain and analyze information needs and use of individuals and groups who are underserved by library and information services.
2. Discuss barriers to information seeking, access, and use that may exist for diverse/underserved populations and formulate effective solutions.
3. Assess ethical issues/ethical constraints in the provision of library and information services for diverse/underserved populations
4. Design, implement, and evaluate library services for diverse/underserved populations.

### **Program and Professional Objectives, Standards, and Competencies**

#### ***MLS Program Objectives:***

4. Select, acquire, develop and manage collections to meet the lifelong learning needs of diverse groups in various formats and library settings
7. Instruct individually, and in collaboration with others, diverse user groups to access library resources and services

#### ***ALA Core Competencies***

##### **Competency 1: Foundations of the Profession**

- 1A. The ethics, values, and foundational principles of the library and information profession.
- 1B. The role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience).
- 1F. National and international social, public, information, economic, and cultural policies and trends of significance to the library and information profession
- 1I. The techniques used to analyze complex problems and create appropriate solutions.
- 1J. Effective communication techniques (verbal and written).

##### **Competency 2: Information Resources**

- 2B. Concepts, issues, and methods related to the acquisition and disposition of resources, including evaluation, selection, purchasing, processing, storing, and deselection.

##### **Competency 5: Reference and User Services**

- 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
- 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
- 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
- 5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.

5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

**Competency 8: Administration and Management**

8C. The concepts behind, and methods for, assessment and evaluation of library services and their outcomes.

*ALA /AASL Standards*

**Standard 1:** *Teaching for Learning.*

**1.1** *Knowledge of learners and learning*

**Standard 3:** *Information and Knowledge*

**Standard 4:** *Advocacy and Leadership*

**4.3** *Leadership*

**4.4** *Advocacy*

**About Your Instructor:**

I have extensive experience working within libraries and with libraries to help them achieve their goals, including those related to diversity, equity, and inclusion (DEI). I was an academic librarian for twelve years before earning my PhD in Research Methods and Statistics. My research often focuses on libraries as workplaces, with an emphasis on the people (librarians, staff, and students) in those workplaces. I serve as a DEI consultant, focusing on helping libraries assess their DEI needs as an organization.

**Course Resources:**

**Required Readings:** We will be relying on the following book:

*Diversity and Inclusion in Libraries: A Call to Action and Strategies for Success*, Edited by Shannon D. Jones and Beverly Murphy. Rowman & Littlefield; ISBN: 9781538114384

Additional readings will also be assigned throughout the course. The textbook is not currently available as an e-book in the ECU Libraries, though there are two copies available for check out. The book can be purchased directly from the [ECU bookstore](#), from the [publisher's site](#), or from a variety of other online vendors. For the additional readings, citations for all readings will be included in the course schedule and posted within each module on Canvas. All additional readings are either available online (free or through the ECU Libraries) or will be posted as a document on Canvas.

**Suggested (Optional) Reading:** Though not required, the following book could be useful for relating to a number of topics covered in this course from a non-LIS perspective:

Kottak, C. P., & Kozaitis, K. A (2012). *On being different: Diversity and multiculturalism in the North American mainstream* (4th ed.). New York: McGraw Hill.

This book can be rented or purchased used from a few online options for those looking to access it affordably. This title is optional and does not need to be purchased.

**Conduct of the Course:**

The course combines readings and lectures with a variety of online discussions (both synchronous and asynchronous). Standards of professional and polite etiquette are expected at all times. By its nature this course will discuss difficult topics and it is expected that students may experience discomfort at various points. Although discomfort is natural and easy to understand, the way we respond to this discomfort is crucial. When we experience discomfort the expectation is to learn from it, ponder which aspect of what we are encountering makes us uncomfortable and address this at a personal level. Although it goes almost without saying that racist, sexist and other types of bigoted behaviors and comments will not be tolerated in this course, other sensitive conversations can be more difficult to identify. For the purpose of this class, we will be using the following approach to conversations:

- Critique ideas, not individuals or groups
- Avoid inflammatory language (e.g. including name-calling)
- Ask questions when you don't understand; don't assume you know others' thinking or motivations
- Don't expect any individuals to speak on behalf of their gender identity, ethnic group, class, status, etc. (or the groups we perceive them to be a part of)
- Use "I" statements (everyone should speak from their own experiences and not infer these are universal)
- While confidentiality cannot be guaranteed, please respect the information shared by others and do not share it outside of the course without their permission
- Correct gently, but do correct when inaccurate information is presented

**ADA Compliance:**

East Carolina University seeks to fully comply with the Americans with Disabilities Act (ADA). Students requesting accommodation based on a covered disability must go to the Department for Disability Services, located in Brewster A-114, to verify the disability before any accommodations can occur. The telephone number is 252-328-6799.

**Course Attendance Policy:**

This is an online, asynchronous course. While there are no set weekly meetings, you are asked to participate in two real-time, online discussions. All other work is expected to be completed individually, based on the posted course schedule. Students are expected to follow the course calendar and participate in discussion boards and other activities as assigned.

**Course Schedule & Assignment Due Dates\***

<p style="text-align: center;"><b>Topics &amp; Readings</b>  <b>D&amp;IL = <i>Diversity &amp; Inclusion in Libraries</i> (course textbook)</b></p>	<p style="text-align: center;"><b>Assignments/            Activities Due</b></p>
<p><b>Week 1 (January 10<sup>th</sup> – January 16<sup>th</sup>): Introduction to Diversity, Inclusion, Equity &amp; Information Services; Having Difficult Conversations</b></p> <p><b>Required Reading – Introduction</b></p> <ul style="list-style-type: none"> <li>• American Library Association (n.d.) – Defining diversity</li> <li>• Carroll (2021) – Our ongoing commitment to equity, diversity, and</li> </ul>	<p style="text-align: center;"><b>Class            Introductions            (January 16<sup>th</sup>)</b></p> <p style="text-align: center;"><b>Discussion Board            #1 (January 16<sup>th</sup>)</b></p>

<p>inclusion</p> <ul style="list-style-type: none"> <li>• <b>D&amp;IL Ch. 2:</b> Goodman (2019) – Overview of diversity and inclusion literature and research</li> <li>• Peterson (1999) - The definition of diversity</li> </ul> <p><b>Required Reading – Difficult Conversations</b></p> <ul style="list-style-type: none"> <li>• Arao &amp; Clemens (2013) - From safe spaces to brave spaces</li> <li>• Doherty (2008) - Towards self-reflection in librarianship</li> </ul>	
<p><b>Week 2 (January 17<sup>th</sup> – January 23<sup>rd</sup>): Inclusion &amp; Cultural Competency</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• <b>D&amp;IL Ch. 14:</b> Alcantara-Antoine (2019) – Otherness, inclusion, and libraries</li> <li>• Kachel (2018) - School librarians as equity warriors</li> <li>• Kennan et al. (2011) - Settling in</li> <li>• Overall (2009) - Cultural competence</li> <li>• <b>D&amp;IL Ch. 9:</b> Walker (2019) – Developing cultural competency and sensitivity</li> </ul>	<p><b>Article Summary 1 (January 23<sup>rd</sup>)</b></p>
<p><b>Week 3 (January 24<sup>th</sup> – January 30<sup>th</sup>): Services &amp; Outreach to Diverse Populations; Inclusive Services</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Buddy &amp; Williams (2005) - A dream deferred</li> <li>• Hall (2007) – Race &amp; place</li> <li>• Malone (2000) – Toward a multicultural American public library history</li> <li>• <b>D&amp;IL Ch. 6:</b> Ramirez (2019) – Leading a diverse and inclusive public library</li> <li>• Rutledge &amp; LeMire (2016) – Beyond disciplines</li> </ul>	<p><b>Discussion Board #2 (January 30<sup>th</sup>)</b></p>
<p><b>Week 4 (January 31<sup>st</sup> – February 6<sup>th</sup>): Community Analysis; Cultural Humility; Ethnocentrism</b></p> <p><b>Required Reading – Community Analysis</b></p> <ul style="list-style-type: none"> <li>• Futterman (2010) – Finding the underserved</li> <li>• Japzon &amp; Gong (2005) – A neighborhood analysis of public library use in New York City</li> </ul> <p><b>Required Reading – Cultural Humility; Ethnocentrism</b></p> <ul style="list-style-type: none"> <li>• Hodge (2019) – Integrating cultural humility into public services librarianship</li> <li>• Hurley et al. (2019) – Cultural humility in libraries</li> <li>• Moorcroft (1992) – Ethnocentrism in subject headings</li> <li>• <b>D&amp;IL Ch. 20:</b> Railey (2019) – Recommendations for achieving cultural humility and critical consciousness in cross-cultural communications</li> </ul>	<p><b>Online Discussion 1 (February 3<sup>rd</sup>)</b></p>
<p><b>Week 5 (February 7<sup>th</sup> – February 13<sup>th</sup>): Race, Ethnicity, &amp; National Origin</b></p>	<p><b>Discussion Board #3 (February 13<sup>th</sup>)</b></p>

<p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Adkins &amp; Hussey (2006) – The library in the lives of Latino college students</li> <li>• Burke (2007) – The use of public libraries by Native Americans</li> <li>• Du Mont (1986) – Race in American librarianship</li> <li>• Hands (2009) – Transmitting whiteness</li> <li>• Hughes-Hassell &amp; Cox (2010) – Inside board books</li> </ul>	
<p><b>Week 6 (February 14<sup>th</sup> – February 20<sup>th</sup>): Migration &amp; Immigration; Language Diversity</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Audunson et al. (2011) – Public libraries</li> <li>• Beretta et al. (2018) – Immigrants’ information experiences (<b>Read from p. 376, Immigrant information research</b>)</li> <li>• Dali (2021) – The image of the library through the eyes of immigrant and migrant readers (<b>Read from 5. Results and discussion – p. 1082</b>)</li> <li>• van der Linden et al. (2014) – New immigrants’ perceptions and awareness of public library services</li> </ul>	<p><b>Self-Directed Reading #1 (February 20<sup>th</sup>)</b></p>
<p><b>Week 7 (February 21<sup>st</sup> – February 27<sup>th</sup>): Gender Identity; Sexual Orientation</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• ALA Gay, Lesbian, Bisexual, and Transgender Round Table (n.d.) – Open to all</li> <li>• Curry (2005) – If I ask, will they answer?</li> <li>• <b>D&amp;IL Ch. 17:</b> Kautzman &amp; Lesen (2019) – Say my name</li> <li>• Lyttan &amp; Laloo (2019) – Equitable access to information in libraries</li> <li>• Naidoo (2018) – A rainbow of creativity</li> </ul>	<p><b>Article Summary 2 (February 27<sup>th</sup>)</b></p>
<p><b>Week 8 (February 28<sup>th</sup> – March 5<sup>th</sup>): Information Poverty, Socioeconomic Status; Disability; Age</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Gehner (2010) – Libraries, low-income people, and social exclusion</li> <li>• Hill (2021) – A thematic analysis of library association policies on services to persons with disabilities</li> <li>• Horton (2019) – Senior citizens in the twenty-first century public library</li> <li>• Nyquist (1968) – Poverty, prejudice, and the public library</li> <li>• <b>D&amp;IL Ch. 16:</b> Pionke (2019) – Disability and the library workplace</li> </ul>	<p><b>Online Discussion 2: Information Poverty; Socioeconomic Status; Disability; Age (March 2nd)</b></p>
<p><b>Week 9 (March 6<sup>th</sup> – March 13<sup>th</sup>) – Spring Break</b></p>	
<p><b>Week 10 (March 14<sup>th</sup> – March 20<sup>th</sup>): Incarceration, Prison, or Detention Facilities; Veterans; Mentally Ill</b></p> <p><b>Required Reading</b></p>	<p><b>Online Discussion 3 (March 18<sup>th</sup>)</b></p> <p><b>Community</b></p>

<ul style="list-style-type: none"> <li>• Berk (2015) – Mental health training in public libraries</li> <li>• Drabinski &amp; Rabina (2015) – Reference services to incarcerated people, part I</li> <li>• Pionke (2019) – Veteran views of the library</li> <li>• Rosen (2020) – Evaluating impact in the forgotten field of prison librarianship</li> </ul>	<b>Analysis (March 20<sup>th</sup>)</b>
<p><b>Week 11 (March 21<sup>st</sup> – March 27<sup>th</sup>): Diversity, Equity, &amp; Inclusion in Collections; Archives</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Caswell et al. (2016) - "To suddenly discover yourself existing"</li> <li>• Hardesty &amp; Nolan (2021) – Mitigating bias in metadata</li> <li>• Hughes-Hassell (2013) - Multicultural young adult literature as a form of counter-storytelling</li> <li>• Quinn (2012) - Collection development and the psychology of bias</li> <li>• Wood (2021) – Counting the collection</li> </ul>	<b>Self-Directed Reading #2 (March 27<sup>th</sup>)</b>
<p><b>Week 12 (March 28<sup>th</sup> – April 3<sup>rd</sup>): Microaggressions; Stereotypes; Diversity Hiring</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Alabi (2015) – Racial microaggressions in academic libraries</li> <li>• Arroyo-Ramirez et al. (2018) – The reach of a long-arm stapler</li> <li>• <b>D&amp;IL Ch. 4:</b> Cooke &amp; Sweeney (2019) – Implicit bias and microaggressions in library and information science</li> <li>• <b>D&amp;IL Ch. 8:</b> Jones &amp; Murphy (2019) – Recruiting and retaining a diverse workforce</li> <li>• Keer &amp; Carlos (2015) – The STEREOTYPE stereotype</li> <li>• Viopal (2016) – The quest for diversity in library staffing</li> </ul>	<b>Online Discussion 4 (March 29<sup>th</sup>)</b>  <b>Annotated Bibliography (April 3<sup>rd</sup>)</b>
<p><b>Week 13 (April 4<sup>th</sup> – April 10<sup>th</sup>): Social Work and Libraries; Services to the Homeless, Hungry, &amp; Impoverished</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Barrows (2014) – Serving the needs of homeless library patrons</li> <li>• Cathcart (2008) – Librarian or social worker</li> <li>• Garner et al. (2021) – Social work in Australian public libraries</li> <li>• Goodson &amp; Conry (2019) – Food for thought</li> <li>• Hersberger (2005) – The homeless and information needs and services</li> <li>• Hill &amp; Tamminen (2020) – Examining the library as a site for intervention</li> </ul>	<b>Discussion Board #4 (April 10<sup>th</sup>)</b>  <b>Project Enable Tutorials (April 10<sup>th</sup>)</b>
<p><b>Week 14 (April 11<sup>th</sup> – April 17<sup>th</sup>): Diversity &amp; Technology; Political, Social, &amp; Technological Divides</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Ayre &amp; Craner (2018) – Technology matters</li> <li>• Buschman (2018) – The politics of academic libraries</li> <li>• Cancro (2016) – The dark(ish) side of digitization</li> <li>• <b>D&amp;IL Ch. 5:</b> Hankins (2019) – Subversive librarianship as a strategy for social justice and activism</li> </ul>	<b>Lightning Talk (April 17<sup>th</sup>)</b>

<ul style="list-style-type: none"> <li>• Jaeger et al. (2013) – Democracy, neutrality, and value demonstration in the age of austerity</li> <li>• Martin et al. (2013) – White screen/white noise</li> </ul>	
<p><b>Week 15+ (April 18<sup>th</sup> – April 26<sup>th</sup>): Evaluation &amp; Assessment</b></p> <p><b>Required Reading</b></p> <ul style="list-style-type: none"> <li>• Love (2001) – The assessment of diversity initiatives in academic libraries</li> <li>• Mehra &amp; Davis (2015) – A strategic diversity manifesto for public libraries in the 21<sup>st</sup> century</li> <li>• <b>D&amp;IL Ch. 7:</b> Perry et al. – Aligning the library’s strategy with the parent organization</li> </ul>	<p><b>Library Service Proposal (April 28<sup>th</sup>)</b></p>

\*All work is due by 11:59pm EST on the date specified. Late work will be accepted but will incur a late penalty as outlined in this syllabus.

**Course expectations:**

As your instructor, I will provide expertise and guidance through lectures, readings, activities, and discussions, serving as a facilitator of your learning. As students, there are expectations I have for you, for your success in this course. These include but are not exclusive to:

- ***Self-motivation:*** Please try to stay on task, meet deadlines and plan to attend any online sessions that you sign up for. I will stay in touch with you through email and Canvas.
- ***Ability to schedule own activities and effectively manage time:*** make sure you understand the consequences of not adhering to assignment and project deadlines.
- ***Ability to follow written and spoken instructions:*** Please read the entire syllabus and all instructions included with assignments. If you have **any** questions, please feel free to contact me, before an assignment is due.
- ***Ability to start work in a timely manner:*** You should seek help promptly when questions or problems arise. Please don’t wait until the assignment is almost due (within a day of the due date) or already overdue to communicate with me about any problems you are having with an assignment or with the course.
- ***Willingness to collaborate on group assignments or projects:*** Collaboration, defined as a group of people working together toward a common goal, is an essential part of learning in an online environment. You may be asked to work with others or to participate in group activities. You should look at collaboration as an opportunity to develop important interpersonal and management skills.

**Late Policy:** Written assignments are **due by 11:59 pm EST of the date indicated.** Anything received after that hour is considered late. **Assignments submitted late (i.e. any time after the hour or due date) will be subject to a 10% deduction of the total value per day that it is late. After 4 days, assignments not submitted will still be accepted but will only receive a maximum of 50% of the total available points.**

**Extensions:** This course has a 3-day no questions asked extension policy that you can use for **any two major assignments** in the course. A major assignment is any assignment worth 100 points. To request an extension, simply e-mail the instructor prior to the due date, stating that



you will be taking the 3-day extension and indicate which assignment. No explanations are needed. Your assignment will automatically be due 3 days after the original due date of the assignment. The course late policy will apply after the additional 3 days.

Submit all assignments in a 12-point font for readability, double-spaced format with 1-inch margins unless otherwise noted.

As soon as assignments are graded you will receive my comments regarding various aspects of the work in terms of the criteria for evaluation and the grade. These will be noted as comments on the document in Canvas.

All written assignments are to be turned in through Canvas as Word or PDF documents. All work submitted to Canvas will be considered to be in its final version and will be graded as such.

### **Assignments**

<b><u>Assignment</u></b>	<b><u>Points</u></b>	<b><u>Due Date(s)</u></b>
Community Analysis	100	March 20 <sup>th</sup>
Project ENABLE Online Training Modules	100	April 10 <sup>th</sup>
Annotated Bibliography	100	April 3 <sup>rd</sup>
Lightning Talk	100	April 27 <sup>th</sup>
Library Service Proposal	100	April 28 <sup>th</sup>
Discussion Boards (4)	200	January 16 <sup>th</sup> ; January 30 <sup>th</sup> ; February 13 <sup>th</sup> ; April 10 <sup>th</sup>
Online Discussions (2)	100	February 3 <sup>rd</sup> ; March 2 <sup>nd</sup> ; March 18 <sup>th</sup> ; March 29 <sup>th</sup>
Article Summaries (2)	100	January 23 <sup>rd</sup> ; February 27 <sup>th</sup>
Self-Directed Readings (2)	100	February 20 <sup>th</sup> ; April 5 <sup>th</sup>
<b>Total</b>	<b>1000</b>	

Detailed directions for each assignment are found under Assignments on the Canvas course site.

#### **Community Analysis (100 points)**

The purpose of this assignment is to construct a community analysis that will serve as a basis for the Library Service Proposal. Through this assignment, you will collect data on a population of your choice and present an analysis of that population in a paper. When choosing your population, you should start by selecting a library and a surrounding community. Your selected population should be a part of this community.

#### **Project ENABLE Online Training Modules (100 points)**

The Project ENABLE (<http://projectenable.syr.edu>) training modules contain five self-paced independent learning modules. Each of these modules focus on a major area of content related to library and information services to students with disabilities. The objective of this assignment is to study the types of service programs for groups with disabilities and to identify problems and issues that could be affecting those groups.

#### **Annotated Bibliography (100 points)**

The goal of this assignment is to encourage you to delve into the literature about a specific topic related to services to diverse populations. The ultimate goal is to increase your understanding of the topic, with an annotated bibliography serving as just one way to share your understanding.

### **Lightning Talk (100 points)**

This assignment offers you an opportunity to discuss a topic related to class in a more conversational way. Rather than asking you to write another paper or essay, for this assignment you will create a lightning talk video where you will share your thoughts about a selected topic with the class.

**From the Speech Communication Center:** *“Do you struggle with speaking anxiety? Do you wish you felt more confident when communicating with your professors and supervisors? Do you dread getting up to speak in front of your peers? Would you like to be a more engaging speaker when giving class presentations? The Speech Communication Center, located in 205 Joyner East, is available to you as a FREE service. Face to face and virtual appointments are available by going to <https://communication.ecu.edu/speechcommunicationcenter/>. For more information and hours of operation, call 252.328.2790 or email [commcenter@ecu.edu](mailto:commcenter@ecu.edu)”*

### **Library Service Proposal (100 points)**

The objective of this project is for students to develop a service **proposal to provide library service(s) for an underserved/diverse group**. You must choose a group which you will describe as an underserved/diverse group by the second week of class. You can choose to define your group in many ways. The service proposal will be a plan in which you will address which services, materials, and/or programming your chosen library scenario will choose to provide in order to meet the needs of your identified group.

The final proposal will discuss your population, their information needs, barriers and factors affecting their access to information, and develop a proposed plan for new and improved library services for the group.

### **Discussion Boards (50 points/each; 200 points total)**

The objective of the discussion boards is to read, analyze, synthesize, and respond to prompts about different groups and/or topics and library services discussed throughout the course. All students are expected to be part of the conversation and should respond no later than on the stated date on the Course Schedule by 11:59 pm EST in order to be active participants in the discussion. Students will utilize Canvas Discussion Boards to participate in these discussions.

- **Discussion Board #1: Defining Diversity** (Week 1)
- **Discussion Board #2: Building a Class Bibliography** (Week 3)
- **Discussion Board #3: Libraries and Neutrality** (Week 5)
- **Discussion Board #4: Libraries and Patrons Experiencing Homelessness** (Week 13)

### **Online Discussions (50 points each; 100 points total)**

Online discussions are an opportunity for you to engage with your classmates and your instructor through conversations around course topics. There will be four online discussions throughout the semester. **You are required to attend two of the discussions.** To select

which discussions to attend, you will sign up online under the People/Groups section of the course. Discussions are limited to 4 students each.

If your schedule does not allow you to attend any of the discussions or you are only able to attend one, please contact Dr. Bright to discuss an alternative assignment.

- **Online Discussion 1: Cultural Humility; Ethnocentrism (Week 4)**
- **Online Discussion 2: Informative Poverty; Socioeconomic Status; Disability; Age (Week 8)**
- **Online Discussion 3: Providing Services to the Incarcerated; Veterans; Mentally Ill (Week 10)**
- **Online Discussion 4: Microaggressions, Stereotypes, and Diversity Hiring in the Library (Week 12)**

### **Article Summaries & Self-Directed Readings (50 points each; 200 points total)**

Article summaries and self-directed readings offer an opportunity to engage deeply with course readings and readings from the literature on topics covered in the course. There will be two of each assigned during the class.

### **Student Evaluation:**

Evaluation is based on a point system that is further explained in the rubrics included with the assignments and the discussion board directions.

**Final grades** will be based on the following scale:

<b>A</b>	93.00-100.00%
<b>B</b>	86.00-92.99%
<b>C</b>	79.00-85.99%
<b>F</b>	Below 79.00%

**\*\*W (Withdrawal)** Withdrawal from the course can be done within the time period specified by the University in the *Academic Calendar*: <https://www.ecu.edu/cs-acad/fsonline/customcf/calendar/spring2022.pdf>. If you feel you must drop this course, please see Withdrawal from Distance Education Courses <https://registrar.ecu.edu/course-drops-withdrawal-policy/> for the procedures to follow. Also, inform me (your instructor), your advisor, and the Department of Library Science office.

**Incompletes:** Incompletes may be considered, but *only as a result of serious and unexpected health and/or life situation*. Documentation for the request is required in writing, most commonly in the form of an email, with appropriate signatures or other evidence if necessary. **At least 50% of the course's required assignments must be completed in order to receive an incomplete. If this condition is not met, students are expected to withdraw from the course.**

Incompletes must be made up promptly by a deadline set by the instructor **and** before the deadline set by the Registrar's Office which is indicated in the academic calendar for every semester. Students who are unable to complete assignments when due are expected to withdraw from the course. The deadline for graduate students to drop a course without a grade is mid-semester, so it would have to be an extreme case for the instructor to agree to an

'I' rather than suggesting the student drop the course. For more information about removing an incomplete, see the registrar's page (See 'Removal of Incomplete':

[http://catalog.ecu.edu/content.php?catoid=9&navoid=578&hl=%22incomplete%22&returnto=search#Removal\\_of\\_Incompletes](http://catalog.ecu.edu/content.php?catoid=9&navoid=578&hl=%22incomplete%22&returnto=search#Removal_of_Incompletes)

### **Academic Dishonesty:**

You are expected to do your own work. In this class, cheating is defined as copying someone else's work either through direct quotation or paraphrasing without giving that person credit. Cheating is also paying someone to do your work. Please refer to the ECU Student Handbook for further information on ECU's policy on academic honesty. This policy will be strictly enforced

### **Student support:**

- Contact Information Technology and Computing Services (ITCS) at <https://itcs.ecu.edu/students/> if Canvas or other technology does not work properly. ITCS phone support is available 8 am to midnight by calling 252-328-9866 or 1-800-340-7081.
- For student advising, please contact your advisor for general questions.
- To learn more about the Joyner Library, access the Online tutorials at <https://library.ecu.edu/help/tutorials/>
- Access <https://library.ecu.edu/help/distance-education/> to learn more about library services for distance education (DE) students. DE students who live outside of Pitt County are entitled to free document delivery (i.e., books at Joyner are sent to your home at no cost to you) as well as a library card to access any of the libraries in the UNC university system.
- ECU's Writing Center, Online Writing Lab (OWL): <https://writing.ecu.edu/uwc/>