

GSLIS Program Learning Outcomes

- Graduates demonstrate critical thinking in their practice of library, archival and information science
- Graduates communicate clearly and effectively in a range of formats to a variety of audiences
- Graduates demonstrate leadership capability in practice and service and in diverse communities

Course Learning Outcomes

This course takes both a theoretical and practical perspective on the role of libraries in relation to traditionally underserved populations. By the end of this course, students will:

1. Use appropriate tools and data to describe and assess various populations segments within a library community
2. Analyze the user needs of various population segments, and the ways in which culture, diversity, and social norms affect user needs, and library services and outreach
3. Evaluate current library services and support to underserved populations
4. Assess the political, social, and ethical role of the library within its larger community, and the implications of how libraries fulfill (or do not fulfill) these roles.
5. Develop action plans to improve services to underserved populations

Course Outline

Date	Topic	Readings/Assignments
Pre-course work		Assignment Online introduction & reflection (this is part of your participation grade) Take one of the 'bias tests' at https://implicit.harvard.edu/implicit/ You will have to enter an email to register, then go to "take a test" and select any of the listed tests.
5/12	Intro & goals ALA & IFLA guidelines Understanding our communities Outreach	Readings ALA. (1996). <i>Library Bill of Rights</i> . Retrieved from http://www.ala.org/advocacy/intfreedom/librarybill IFLA/UNESCO. (2009). <i>A Multicultural Library Manifesto</i> . Retrieved from http://www.ifla.org/publications/iflaunesco-multicultural-library-manifesto Futterman, M. (October 15, 2008). Finding the underserved. <i>Library Journal</i> . Retrieved from http://lj.libraryjournal.com/2008/10/ljarchives/finding-the-

		<p>underserved/</p> <p>Harsanyi, D. (2014). Public libraries are failing America. <i>The Federalist</i>. Available at http://thefederalist.com/2014/03/18/libraries-are-failing-america/</p> <p>Rotary International. (n.d.) <i>Community Assessment Tools: A Companion Piece to Communities in Action: A Guide to Effective Projects</i>. Available on Moodle.</p> <p>Recommended: Chapters 5, 6, & 11 in Consulting Librarian’s Group. (n.d.) <i>CAMEO (Community Analysis Methods and Evaluation Options) Workbook</i>. Retrieved from http://skyways.lib.ks.us/pathway/cameo/toc.htm</p> <p>Gutsche, B. (2012). Getting out to get in(clusive). <i>OCLC Webjunction</i>. Retrieved from http://www.webjunction.org/documents/webjunction/Getting_Out_Get_Inclusive.html</p>
5/13	<p>Poor/Homeless Low/illiterate Prisoners</p> <p>Reference & Circulation</p> <p>Guest Speaker Abbie Frost Professor SSW</p>	<p>Readings</p> <p>ALA’s Outreach Resources for Services to Poor & Homeless People: http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/servicespoor</p> <p>ALA’s Outreach Resources for Incarcerated People & Ex-Offenders: http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/servicesincarc</p> <p>ALA’s Outreach Resources for Services to Adult New and Non-Readers: http://www.ala.org/advocacy/literacy/adultliteracy</p> <p>Lilienthal, S. (2011). The problem is not the homeless. <i>Library Journal</i> 136(11): 30-34.</p> <p>The Homeless Guy. (2010). <i>Libraries and the Homeless: Random Thoughts</i>. Retrieved from http://thehomelessguy.blogspot.com/2010/01/libraries-and-homeless-random-thoughts.html</p> <p>Recommended: Hall, R. (2010). Public Praxis: A Vision for Critical Information Literacy in Public Libraries. <i>Public Library Quarterly</i>, 29(2): 162-175.</p>

		Britz, J. J. (2004). To know or not to know: a moral reflection on information poverty. <i>Journal of Information Science</i> 30(3): 192-204.
5/14	<p>Immigrants & 1st Generation International students</p> <p>Programming & Instruction</p> <p>Guest Speaker Michael Murray Literacy Specialist Boston Public Library</p> <p>Field Trip: Boston Public Library</p>	<p>Readings (2009). Library services for immigrants, an abridged version. <i>Public Library Quarterly</i> 28(2):120-126.</p> <p>Asher, C. (2011). The Progressive Past: How History Can Help us Serve Generation 1.5. <i>Reference & User Services Quarterly</i> 51(1): 43-48.</p> <p>Shen, L. (2013). Out of information poverty: Library services for urban marginalized immigrants. <i>Urban Library Journal</i> 19(1):1-12.</p> <p>Stephens, J. (2011). Libraries should not support multiple languages. <i>Opposing Viewpoints</i>.</p> <p>Recommended: Morrone, M., & Friedman, L. (2009). Radical Reference: Socially Responsible Librarianship Collaborating with Community. <i>Reference Librarian</i> 50(4): 371-396.</p>
5/15	<p>African American Hispanic American Native American Arab-American Asian-American</p> <p>Collections</p> <p>Guest Speaker Myrna Morales Social Media Coord. Community Change, Inc.</p>	<p>Readings ALA. (n.d.) Outreach Resources for Services to People of Color. Retrieved from http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/servicespeople</p> <p>Hall, T. D. (2007). Race & place. <i>American Libraries</i> 38(2): 30-33.</p> <p>Helton, R. (2010). Diversity dispatch: Increasing diversity awareness with cultural competency. <i>Kentucky Libraries</i>, 74(4): 22-24.</p> <p>Overall, P. M. (2009). Cultural Competence: A Conceptual Framework For Library And Information Science Professionals. <i>Library Quarterly</i> 79(2): 175-204.</p> <p>Assignment: Case Study Due</p>
5/16	<p>LGBTQ Children/YA Disabled</p> <p>Media/Social Networking</p>	<p>ALA Outreach Resources for Services to LGBT People: http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/servicesgay</p> <p>ALA Outreach Resources for Services to People with Disabilities: http://www.ala.org/advocacy/diversity/outreachtounderservedpop</p>

	Technology/Assistive Technology	<p><u>ulations/servicespeopledisabilities</u></p> <p>Curry, A. (2005). If I ask, will they answer? <i>Reference & User Services Quarterly</i>, 45(1): 65-74.</p> <p>Frostick, C. M. (2009). The Myth of Equal Access: Bridging the Gap with Diverse Patrons. <i>Children & Libraries: The Journal of the Association for Library Service to Children</i> 7(3): 32-37</p> <p>Mates, B. C. & Booth, C. (2012). Information power to all patrons. <i>Library Technology Reports</i> 48(7):7-13.</p> <p>20 Years of Assistive Technologies in <i>American Libraries</i> available at: http://americanlibrariesmagazine.org/features/09142010/twentyyears-assistive-technologies</p> <p>Assignment Marketing Project Due</p>
June 1		<p>Assignment Outreach Plan Due</p>

Grading Chart

Score	Grade
96-100	A
91-95	A-
86-90	B+
81-85	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
Below 60	F

Meaning of Grades

B grade means that the work handed in is satisfactory and meets the requirements of the assignment. **B+** means that you have done more than meet the minimum requirements. An **A** grade means that the assignment is excellent. Anything below a **B** means that there were problems with the assignment meeting the minimum requirements. To view the grading system at GSLIS, go to: <http://my.simmons.edu/gslis/resources/forms/policies/shtml#grades>

Assignments

Please note that ALL citations for all papers should follow standard APA format for in-text citations and bibliography.

Case study

20 points

Choose an area library to serve as your case study site.

Visit the library (physically and/or virtually) and study and assess its services to one (1) under-represented group.

1. Begin by identifying the group and its relative size within the community (i.e. what percentage/proportion of the overall population does this group comprise? How does that compare to the white/Caucasian population?)
2. Review the range of library resources and services: collections, programs, reference, signage, Web site, etc.—and describe those that seem to be targeted for your group.
3. Evaluate the resources and services you find. Would you say they are of good quality? Accessible? Equitable? Why or why not?
4. Indicate how this particular library could improve their services and support for this group. Suggest two or three specific steps the library could take, and how they would add to and improve support for this population.

Marketing project (Group project)

20 points

Working in groups, identify and define a population and create a marketing tool promoting the library to that group. This tool can take any form: a brochure, radio/tv ad, poster, web/social media ad, etc. Be creative! However, also take care to match the medium to the population- choose a tool that is likely to reach that group, and be prepared to explain why this choice makes sense.

A few guidelines: this is meant to be a marketing brief. In general, a brochure should be a single page (perhaps a tri-fold brochure). Radio/tv ads should be no more than 90 seconds, a web ad could be a single facebook page, a series of tweets (i.e. 6-10 tweets targeted to a particular audience), etc.

Each group will have 5 minutes to present their marketing tool to the class.

Each group should also hand in a single page outlining the goals of the tool, the reason for choosing the medium, and the target audience.

Time will be provided in-class to work on this project.

Outreach plan

30 points

Each student will create an outreach plan for a local library targeted to an underserved group of their choosing. This group does not have to be one of the groups discussed in class, but could be another target group.

The plan should address the following points:

1) Introduction

- Description of the home library and town/city/neighborhood or larger institution it serves (basic demographics: population size, median salary, age, education levels, etc).
- Description of the target group (relative size in the community)
- User needs assessment- a brief overview of the assumed needs of this community, as well as a brief description of how you would learn more about this population.

2) Resource/Service Plan

- Choose ONE resource or service area on which to focus your planning document. This could be the collection (fiction, non-fiction or both), programming, instruction, information literacy, web resources, technology, reference, or some other library service/resource area.
- Analyze the library's current strengths and weaknesses in this area in relation to your target group- what does the library do well? What do they need to improve?
- Identify 3-4 goals for your program in relation to the target audience and chosen resource/service area.
- Create a specific and detailed plan to improve or augment the existing services/resources in relation to your target audience. This section of the plan will vary depending on the library area of focus, but might include some examples include:
 - A collection development plan- this would include an analysis of the existing collection, specific recommendations (10-15 titles) to weed from the collection and why, specific recommendations (10-15 titles) of resources to add to the collection and why, a selection guide including criteria for selecting new titles & sources for identifying new resources, a weeding guide with criteria for deselecting and a weeding schedule, etc.
 - An instruction session/workshop series- this would include an overview of the session(s) topics, rationale for topic choices, a basic curriculum (session goals/outcomes, outline of lecture/activities, necessary tools/resources) and a description of how the sessions would be presented.
 - Web Page(s)- an analysis of the existing web site and its strengths and weaknesses. Create a web page(s) devoted to your target audience (this could be a regular web page, a wiki, a libguide, or a paper plan for a website). Consider how the site should be designed. Include/highlight 10-15 existing library resources or services on the page. Also identify 10-15 external sites you would link to and explain why these are relevant. Consider how the information should be organized on the page. What else should be included on this page and why?

3) Conclusion

- Identification of at least two community organizations with which the library could partner to reach out to the target group. Why would these community organizations be useful? Identify one or two ways the library and each organization could work together in relation to the target group.
- Describe how the library would market new services/resources to the target group. Identify at least two specific marketing venues.

Class Participation

30 points

This course is meant to be discussion-based, meaning that your participation including regular attendance is crucial to the course, and will form an important part of your grade.

Participation can include discussion in small and large groups and other in-class activities, as well as online interactions such as the introduction and reflection.

Late Policy

All assignments are to be turned in on time. Late submissions are strongly discouraged. If late submission is unavoidable, arrangements should be made with me **in advance**. Without prior arrangement, late assignments will lose one point per day.

Honor Code and Academic Support

Simmons GSLIS expects each of its students to uphold the Honor System (<http://my.simmons.edu/gslis/resources/student-info/honor-code.shtml>) and does not tolerate academic or scholastic dishonesty, such as plagiarism, cheating, or academic fraud. Penalties range from failure on the assignment, failure in the course, or dismissal from the program.

Definition of plagiarism: Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information from print sources or websites; buying completed papers from others to use as one's own work.

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that you contact the Disability Services Office located in the Main College Building Room E108, or via phone at (617)521-2474, early in the semester. See also the web page at <http://my.simmons.edu/academics/caa/> for a list of contacts. Students with disabilities are also encouraged to contact their instructors.