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| **Instructor:** Claudia J. Gollop, PhD**Office:** 215, Manning Hall**Email:** gollop@ils.unc.edu**Office Hours:** Wednesday, 2-3 pm **and by appointment** | **Class:** Tuesday, 2:00-4:45 pm**Location:** 208, Manning Hall |

**NOTE: this schedule is subject to change, so please review it regularly.**

Course Description

The focus of this course is to examine and explore the library and information needs, access, and use by various specific segments of the population. Library and information services designed to address those issues will be investigated, also. Persons with disabilities, those institutionalized in hospitals and prisons, persons who encounter language or cultural barriers to information, and older adults are just some of the groups that will be studied in this course.

**Course Objectives:**

Upon completion of this course, students will have:

1. Developed knowledge of the interdisciplinary nature of the related literature.
2. Developed an understanding of the information service needs of certain segments of the population.
3. Developed a familiarity with methods that may mediate many of those information needs.
4. Developed awareness of several modes of access to information designed for particular groups.
5. Developed the ability to evaluate and design library or information service programs that facilitate information access and use for specific user groups.

**Assignments:**

The course objectives will be met by employing the seminar approach, consisting of weekly topical class discussions (including some group discussions related to assigned readings, website reviews, student-selected materials and presentations, Mid-term and Final Paper or Project reports.

No textbook is required for this course. All of the readings will be available electronically on <https://www.unc.edu/sakai/>, via the UNC Library <http://eresources.lib.unc.edu/eid/> , or the Web. You are expected to complete all readings for the class on the date indicated.

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**COURSE REQUIREMENTS [assignment details below]**:

**Grading:**

* 4 class presentations\*
* 3 individual class reports (article, website, organization) = 30%
* 1 observation report = 10%
* Midterm assignment = 20%
* Final paper/project presentation\* = 25%
* Class attendance and participation =15%

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**\*Class presentations**

**Student selected reading**

Each student will select a journal article (or book chapter, report, etc.) for presentation and class discussion. The article is of your choosing and is to be relevant to information or services for a specific population. Each student will provide the class with a citation to the article selected using Forum s section on Sakai, so that we all may access the full readings later.

**Presentations should be no longer than 10 minutes.**

Each student will send me a brief abstract of the article (send via email). **Due: February 3, 2015.**

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**Student selected website**

Each student will select a website for review, presentation, and class discussion.

\*the website is of your choosing and is to be relevant to information or services for a specific population. Each student will provide the class with a title and URL to the website selected using Forum s section on Sakai, so that we all may access it later.

**Presentations should be no longer than 10 minutes.**

Each student will send me a brief abstract of the website (send via email). **Due: March 3, 2015**.

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**Student selected organization**

Each student will select an agency or organization for review, presentation, and class discussion. The organization is of your choosing and is to be relevant to information or services for a specific population. Each student will provide the class with a name and purpose/function of the agency/organization selected using Forum s section on Sakai, so that we all may access it later.

**Presentations should be no longer than 10 minutes.**

Each student will send me a brief abstract describing the organization. **Due: April 7, 2015.**

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**Midterm Assignment**

Website Evaluations.

Each student will evaluate three (3) websites. The three websites should, in some way, be relevant to information or services that could be helpful to specific populations of your choosing. You are to pay attention to the standards listed in *the five criteria for evaluating Web pages:*  <https://olinuris.library.cornell.edu/ref/research/webcrit.html>

 In addition to submitting a detailed assessment of each site, you will include any similarities and/or differences among the websites you select. **Due: March 17, 2015.**

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**Observation report:**

For this assignment, please visit a library of your choosing (public, academic, school, special, etc.). Please observe the setting (including furnishings, arrangement, lighting, signage, etc.). Are all of the resources accessible to most users? Would any specific population find a challenge, in any way, when trying to use the facility? Please write a brief description of the setting observed, followed by a report of any challenges or obstacles (or none, if you observe none) to accessing information services there. This assignment should be 2-3 pages, depending on your observations. **Due Tuesday, February 24, 2015.**

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**Final Project/paper class presentation: Due Tuesday, April 21, 2015**

The final project/paper requires each student to examine, **in depth**, the information service needs of a specific population and to design a program that addresses one or more barriers to information access or that may improve library and information services to the designated user group. This assignment should include an introduction to the specific population, a statement of the importance of providing service to that group. Describe the type of setting (library, community center, etc.), a brief review of the related literature, and a program plan or design (including brief descriptions or abstracts of the relevant resources).

**Note: Final project/paper submitted to me via email: Due Friday, April 24, 2015.**

**Grading:**

The grades for this course will be based on the level of participation in class discussions and the quality of written assignments.

 Class participation (including discussions

and presentations) 15%

 3 class presentations 10% each 30%

Mid-term 20%

 Observation report 10%

Final Project/paper 25%

 **100%**

**THE HONOR CODE:**

***It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.***

This class strictly follows the UNC-Chapel Hill Honor Code.

The following is taken from the *1997-1998 Graduate and Professional Guide to the University of North Carolina at Chapel Hill* and remains true today: "Students of the University have accepted responsibility for their conduct and discipline in academic and non-academic affairs. . . . Our Honor Code states that "It shall be the responsibility of every student ... to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University student or academic personnel acting in an official capacity." . . . Unless unusual mitigating circumstances exist, a student who is found guilty of cheating on a test or of plagiarizing a paper, for example, will be suspended. This decision reflects on the strength of the Honor Code. . . .”

**Diversity Statement:**

In support of the University’s diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

* Ensure inclusive leadership, policies, and practices;
* Integrate diversity into the curriculum and research;
* Foster a mutually respectful intellectual environment in which diverse opinions are valued;
* Recruit traditionally underrepresented groups of students, faculty, and staff; and
* Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness.

Have a great semester! I hope you enjoy this course and all of your courses. If you have any questions, please let me know.

**Course Schedule**

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| **Week of** | **Assignment** | **Due** |
| *1/13* | *Introductions, Course Overview, Syllabus, and Student Questionnaire.**---------------------****Class discussion******Question:*** *What do you think of when you think of ‘specific populations’?* Specific Populations and database searching. | Quest-ionnaire due 1/20/2015 |
| 1/20 | Diversity and LIS services**Readings:**Ciszek, M.P. (2012). Diversifying diversity. *College & Research Libraries News*, Oct., 73 (9): 547-549.Jaeger, P. T., Bertot, J. C., and Subramaniam, M. (2013). Preparing Future Librarians to Effectively Serve Their Communities. *Library Quarterly: Information, Community, Policy*, 83, 3; 243–248. **NYPL Outreach Services and Adult Programs**= <http://www.nypl.org/help/community-outreach>**Review** the above link. This is a unit of a very large library system, NYPL. Such services would be organized differently by a library that serves smaller geographic area or a different complement of user groups. Briefly, please respond to these questions:**1.** What aspects of this website do you find to be a useful/helpful?  2. Is there something (information, etc.) that you would like to see added to this website? If so, what? (It’s okay if there isn’t)  **Be prepared to discuss your responses in class** |  |
| 1/27 | **No Class today – at ALISE Conference****Review video *Disability, Bullied*** [**http://search.alexanderstreet.com/ediv/view/work/1782173**](http://search.alexanderstreet.com/ediv/view/work/1782173)**Please respond to the question in Forums in Sakai**  | By 2/3/15 |
| 2/3 | Persons with Disabilities – Part IRead the statement here: <http://www.ldanys.org/index.php?s=2&b=25>**Reading:**Mates, B.T., (2012). Information Power to *All* Patrons. *Library Technology Reports, 48 (7):7-13.* <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/servicespeopledisabilities><http://www.eeoc.gov/facts/fs-ada.html> - Facts About the Americans with Disabilities Act<http://www.council-for-learning-disabilities.org/>  - Council for Learning Disabilities --------------3:15pm – Student presentations – Selected readings | Student presen-tations = **selected readings** |
| 2/10 | Persons with Disabilities – Part II**Readings:**Walling, L.L., (2004). Educating Students to Serve Information Seekers with Disabilities. *Journal of Education for Library and Information Science,* 45 (3):137-148.Alexander, L.B. (2005). ADA Resources for the Library and Information Professions. *Journal of Education for Library and Information Science*, 46 (3):248-257.Okyle, C. (2014). Program Diversity: Do Libraries Serve Kids with Disabilities? *School Library Journal*, May 2014. <http://www.slj.com/2014/05/diversity/program-diversity-do-libraries-serve-kids-with-disabilities/>Lewis, J. (2013). Information Equality for Individuals with Disabilities: Does it Exist? *Library Quarterly*, Julyl2013, 83, 3; 229-235.That All May Read - <http://www.loc.gov/nls/>State Library of NC Library for the Blind and Physically Handicapped - <http://statelibrary.ncdcr.gov/lbph/>Be prepared to discuss in classGuest speaker? |  |
| 2/17 | Older Adults – **Readings:** Chu, A., et al. (2009). “Partnering with Seniors for Better Health”: Computer use and Internet Health Information Retrieval among Older Adults in a Low Socioeconomic Community. *Journal of the Medical Library Association*, 97(1): 12-20Blackburn, A. (2013). Serving Older Adults. *Feliciter*, 59(3): 21-23 McDonough, S. (2013). Lifetime Arts: Delivering Arts Education Programs for Today’s Older Adults. *Public Libraries*, 52(3): 29-35.ALA Guidelines for Library and Information Service to Older Adults<http://www.ala.org/rusa/resources/guidelines/libraryservices>**----------------****Older Adults, Part II**Several agencies, organizations, and corporations offer information on the Internet for older adults. But as we know, the differences in design and usability can impact accessibility. Assessing information on the Net for our patrons is another service we should be able to provide.Please select 3 of the 5 websites below and, using the “Evaluating Websites” link (or a comparable evaluation tool), evaluate the sites, critically. Also, mention anything that you like or dislike about your selected websites Evaluating Websites: <http://www2.lib.unc.edu/instruct/evaluate/?section=websites>---------------------------------------National Institute on Aging: <http://www.nih.gov/nia/> Oasis: <http://www.oasisnet.org/>SeniorNet: <http://www.seniornet.org/> National Council on Aging: <http://www.ncoa.org/>  AARP: <http://www.aarp.org/> |  |
| 2/24 | International Patrons –**Readings:**Amsberry, D. (2008). Using Effective Listening Skills with International Patrons. *Reference Services Review.* 37(1): 10-19. Available online via the UNC Library catalog. Carlyle, C. (2013). Practicalities: Serving English as aSecond Language Library Users. *Feliciter*. 59 (3): 18-20.Ferrer-Vinent, I. (2012). For English, Press 1: International Students’ Language Preference at the Reference Desk. *The Reference Librarian*. 51(3): 190-201.  | **Observa-tion Report:** due today |
| 3/3 | Health information and Underrepresented Groups.**Readings –** Patel, K, Parker, R., Villarruel, A. and Wong, W. 2013b. Amplifying the Voice of the Underserved in the Implementation of the Affordable Care Act. Discussion Paper. Institute of Medicine: Washington, D.C. <http://www.iom.edu/~/media/Files/Perspectives-Files/2013/Discussion-Papers/BPH-mplifyingtheVoice.pdf>Patel, K.K., West, M.L., Hernandez, L.M., Wu, V.Y., Wong, W.F., Parker, R.M. 2013a. Helping Consumers Understanding and Use Health Insurance in 2014. Discussion Paper. Institute of Medicine: Washington, D.C. <http://iom.edu/Global/Perspectives/2013/HelpingConsumersUnderstandandUseHealthInsurance.aspx>.Victor Y. Wu, V.Y, et al. (2013). Let’s Ask 4: Questions for Consumers and Providers About Health Insurance. Discussion paper. Participants in the Collaborative on Health Literacy and Access, Health Care Coverage, and Care of the Institute of Medicine Roundtable on Health Literacy – Accessed August 8, 2013: <http://iom.edu/Global/Perspectives/2013/LetsAsk4.aspx#sthash.gAZN68Vs.dpuf>Also, includes a video and links to other materials. Review if you wish.  **Question:**The websites above are efforts to help explain the Affordable Care Act. Please read through them and assess portions that you found more comprehensible and parts that seem less comprehensible and why?3:15 - Student presentations - **Selected websites** | Student presen-tation = **selected websites** |
| 3/10 | **SPRING BREAK --- NO CLASS** |  |
| 3/17 | Hospital Libraries/Patient Information**Reading –** Calabretta, N., et al. (2011). A Hospital-Based Patient and Family Education Center: If You Build It, Will They Come? *Medical Reference Services Quarterly*. 30 (1):19-30.Keiser, B.E. (2012). Quality Patient Education Materials on the Web. *Online*. 36 (6): 26-31.TBAGuest speaker? | **Midterm** due today |
| 3/24 | LGBTQ Patrons**Reading –**Zieman, K. (2009). Youth Outreach Initiatives at the Canadian Lesbian and Gay Archives. *Archivaria*, 68: 311-317.Seborg, L. (2005). Sharing the Stories of the Gay, Lesbian, Bisexual and Transgendered Community: Providing Library Service to the GLBT Patron. *PNLA Quarterly*, 70(1): 15-17.Outreach Resources for Services to Gay, Lesbian, Bisexual, and Transgender People - <http://www.ala.org/advocacy/diversity/outreachtounderservedpopulations/servicesgay>LGBT Center - <http://www.lgbtcenterofraleigh.com/>Webinar: “Racial and LGBT Microaggressions -- An Introduction for Library Leaders” LLAMA - ALA |  |
| 3/31 | Prison Communities**Readings:**Ellern, G.D and Mason, K. (2013). Library Services to Inmates in the Rural County Jails of Western North Carolina. *North Carolina Libraries*. 71 spring/summer: 15-22. Related to the above reading: <http://statelibrarync.org/ldblog/2014/07/11/innovative-programming-books-jails-western-nc/>Andersen, L. (2005). Update on prison projects. P*rogressive Librarian,* (25), 96. Retrieved from: http://search.proquest.com/docview/207670818?accountid=14244Prison Library Project - PLP: <http://www.claremontforum.org/#!home/mainPage>**Guest:** Jill Ellern, Systems Librarian, Western Carolina University |  |
| 4/7 | Persons without Homes**Readings**Kelleher, A. (2013). Not Just a Place to Sleep: Homeless Perspectives on Libraries in Central Michigan. *Library Review*, 62 (1/2): 19-33.Lilienthal, S.M. (2011). The Problem is Not the Homeless. *Library Journal,* 136 (16): 30-34.Arieff, A. (2015). Showers on Wheels. *New York Times*, January 16, 2015. <http://www.nytimes.com/2015/01/17/opinion/showers-on-wheels.html?_r=0>**-------**3:15 - Student presentation = **Selected organizations** | Student presen-tation = **selected organi-zations** |
| 4/14 | Cultural Competence **Readings –**What is Cultural Competency?<http://www.nih.gov/clearcommunication/culturalcompetency.htm>Lettenberger-Klein, C.G. and Fish, J. (2013). Cultural Competence when Working with American Indian Populations: A Couple and Family Therapist Perspective. *Journal of Family Therapy*, 41 (2): 148-159.Diversity Standards: Cultural Competency for Academic Librarians (2012).<http://www.ala.org/acrl/standards/diversity>Questions = TBA |  |
| 4/21 | LIS Education = Preparing librarians and information professional to work with diverse audiences.Readings- Al-Qallaf C.L. and Mika J.J. (2013). The Role of Multiculturalism and Diversity in Library and Information Science: LIS Education and the Job Market. *Libri*; 63(1): 1−20.3:15 - Final Project Presentations | **Final Presen-tations** due today |
| 4/24 | **Final project submitted to me via email** | **By 5:00 pm** |
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