INLS 739 Information Services for Specific Populations

Time: Thursdays 11:00-1:45

Place: Manning 001

Instructor: Elliott Kuecker, Teaching Assistant Professor

Office Hours: Tuesdays 12:30-1:30

Prerequisite: INLS 501

Description from the Website:

Service, professional, and administrative issues related to information access by nontraditional information service users; examine trends, public policy, ethical issues, programming, and evaluation of services.

My Description:

We will think about how various communities and populations have different information needs, and review how librarians and researchers use tactics of assessment, observation, and other methods to determine information needs. We will also think about how to manage resources and emotional labor when it comes to starting new library initiatives for specific populations. Additionally, students will have the opportunity to research the information needs of populations of interest to them and create proposals for how to best serve that population.

Course Outcomes:

-Students will to explain many of the common information needs for specific populations that libraries serve

-Students will apply knowledge about library outreach and programming to specific initiatives of their own creation

-Students will practice and discuss community building techniques for collaborating with those from different cultures, experiences, backgrounds, and needs

-Students will understand methods for determining information needs of a given population, such as observation and evaluation

-Students will create outreach plans that address a specific population of their choice, including resource needs, timelines, and implementation techniques

Course Materials

All course readings will be supplied on our class Canvas website in themed modules. No materials will need to be purchased.

Grading

The following definitions will be used as a guide for the assignment of Graduate grades.

H– High Pass

P– Pass

L– Low Pass

F– Fail

Assignments

(1) **Reading Responses**
(2) **Population Selection and Evaluation of Information Needs**
(3) **Proposal Presentation**
(4) **In-class participation**

Our class is often discussion-based, meaning that we will do a lot of dialogic learning. We will engage with our readings, group brainstorms, guest speakers, and the ideas of other classmates as a community of learners. You should be present, have your reading done, and participate in our discussions each class period to get participation. Lack of preparedness, tardiness, excessive absences, or unwillingness to discuss class materials will negatively impact participation points.

University Attendance Policy:

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Class Attendance Policy:

Write me if you are dreading coming to class for any reason, if you are having trouble focusing, or if there is anything else that is keeping you from coming to class. It is reasonable for you to miss up to two class during the semester, but I appreciate when you let me know in advance.

Frequent entry to class or absences from class sessions are good reasons for us to have an office hours meeting and try to resolve the issue.

Honor Code

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office

of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected (honor.unc.edu).

Accessibility

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses, programs and activities.

Counseling and Psychological Services

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website (https://care.unc.edu) is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more.

Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: https://ars.unc.edu or email ars@unc.edu.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, interim – titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied.

If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (see contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office, or online to the EOC at https://eoc.unc.edu/report-an-incident/.

Diversity Statement

I am attentive to issues of difference, privilege, inclusivity, ability, and experience in our classroom. I take all of this into consideration when I select readings, lead discussions, create assignments, set the classroom pace, and manage classroom environment. I want you to feel like you are not only safe in my classroom, but that you belong in my classroom, that your ideas are wanted, and that your thoughts are respected. Please let me know if you have feedback for me regarding any aspect of this class, including material and delivery.

At the beginning of the semester, we will discuss respectful classroom discussions, preferences for pedagogic style, ideas for classroom themes, and more. You will be given opportunities to provide anonymous feedback and have one-on-one discussions with me throughout the course. There is also room for you to help direct the class themes. I hope you find my classroom to be both well-managed and collaborative. Thank you for being here!

Syllabus: The syllabus may change during the semester, should alterations be needed. You will be notified if anything is edited!