

**Louisiana State University**  
**School of Library & Information Science**  
LIS 7910  
Information Services for Diverse Populations  
Summer 2018

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**Catalog Description :** Develops cultural competence in librarians and other information service providers, including identifying diverse populations, determining their educational, informational and recreational needs, and effectively and equitably meeting those needs.

**Course Objectives :** Upon satisfactory completion of this course, the student will be able to:

- Summarize the history and philosophy of serving diverse populations in libraries and other information institutions
- Identify diverse populations within the community
- Determine the educational, informational and recreational needs of those populations
- Design and provide services to meet those needs
- Discuss the importance of recruiting, hiring, and mentoring diverse staff.

**Course Requirements :** To achieve these objectives, students are expected to:

- Commit at least 9 hours per week to this course in some combination of class participation, readings, homework, and other assignments as specified in the syllabus.
- Read and discuss the assigned materials as specified in the syllabus
- Complete and submit assignments as specified in the syllabus

**Grading Policies:** All assignments are due on the dates indicated in the Course Schedule. Work submitted more than 7 days late without an acceptable excuse will be downgraded one full letter per week. Work submitted more than 7 days late without an acceptable excuse may be refused.

A grade of B indicates that the student has achieved the objectives and met the requirements for the course. A grade of "A" indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved. A grade of C indicates that the student has partially met the requirements, but demonstrates an incomplete understanding of the principles and concepts involved. A grade of D indicates that the work does not meet the requirements and demonstrates a lack of understanding. A grade of F indicates that the student did not meet any of the course requirements or objectives.

Grades will be based on:  
Forums (5 @ 40)      200

Community Analysis	200
Library Site Visit	200
Advocacy Report	200
Marketing Plan	200
TOTAL	1000

**Grading scale:**

97-100%	A+
93-96.99%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-
67-69.99%	D+
63-66.99%	D
60-62.99%	D-
0-59.99%	F

**Statement on Academic Misconduct :** All work submitted for this course must be your own work. In accordance with University policy, academic misconduct will not be tolerated. All students are required to know and abide by the University’s Policy for Academic Integrity and the LSU Code of Student Conduct. A copy of these documents may be found at: <http://www.lsu.edu/judicialaffairs> . As future librarians and information professionals, plagiarism in particular is not only academic misconduct, it is professional misconduct.

**Information for Students with Disabilities:** LSU policy requires a student who claims disability status to make a formal request for accommodation through the Office of Disability Services, 115 Johnston Hall, phone 225-578-5919. This office provides the necessary evaluation and recommendations to ensure full participation in the course. For more information, go to <http://www.lsu.edu/disability>

**Required Class Materials:**

Cooke, Nicole A. *Information Services to Diverse Populations : Developing Culturally Competent Library Professionals*. Libraries Unlimited, 2017. ISBN 978-1-4408-3460-8

Additional readings from the professional and scholarly literature.

**Schedule:**

Week 1	Cook, ch. 1	Introduction to Diversity, Inclusion and Information Services
	Cook, ch. 2	Developing Cultural Competence
		Discussion Forum on Cultural Competence

Week 2		Community Analysis ( <a href="https://www.slj.com/2014/06/public-libraries/know-your-neighborhood-a-community-needs-assessment-primer/">https://www.slj.com/2014/06/public-libraries/know-your-neighborhood-a-community-needs-assessment-primer/</a> ; <a href="https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main">https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/develop-a-plan/main</a> ; <a href="https://www.azlibrary.gov/libdev/continuing-education/cdt/community-needs">https://www.azlibrary.gov/libdev/continuing-education/cdt/community-needs</a> ) Assignment : Community Analysis
Week 3	Cook, ch. 3	Understanding Diverse Populations Discussion Forum on Understanding Diverse Populations
Week 4		Library Site Visit Assignment : Library Site Visit
Week 5	Cook, ch. 4	Services to Diverse Populations Discussion Forum on Services to Diverse Populations
Week 6		Advocacy Essay Assignment : Advocacy Essay
Week 7	Cook, ch 5 Cook, ch. 6	Managing Diversity Becoming New Storytellers Discussion Forum : Advocacy Essay Discussion Forum on Managing Diversity
Week 8		Assignment : Marketing Plan

### **Description of activities that will be graded :**

**Forums:** Students will respond to discussion forum questions based on the assigned readings as indicated on the schedule. Each Forum will be worth 4 % of the grade for a total of 20% of the final grade.

**Community Analysis:** Each student will conduct a community analysis of their local community. The student will then select one diverse population of interest to focus on for the remaining assignments. More details and the rubric can be found on the Moodle course website. The assignment will be worth 20% of the final grade.

**Library Site Visit:** Each student will visit a library in the community described in the Community analysis and write a 3-5 page report on the population of interest, the library, and the services it offers to that population. More details and the rubric can be found on the Moodle course website. The assignment will be worth 20% of the final grade.

**Advocacy Essay** : Each student will select one service which is not being offered to the population of interest at the library visited during the site visit and write a brief essay designed to gain support for that service from the librarians and library board. More details and the rubric can be found on the Moodle course website. The assignment will be worth 20% of the final grade.

**Marketing Plan** : Each student will design a plan to market the service describe in the Advocacy Report to the community for which it is intended. More details and the rubric can be found on the Moodle course website. The assignment will be worth 20% of the final grade.