LIS S604 TOPICS IN LIBRARY AND INFORMATION SCIENCE: MULTICULTURAL APPROACHES TO LIBRARIANSHIP
Department of Library and Information Science
Indiana University School of Informatics and Computing
Indianapolis
Fall 2021

Section Number: 38276
Credit Hours: 3
Instructor: Miriam Tuliao
Email: mtuliao@iu.edu
Prerequisites: S500, S501 or consent of instructor
Instruction mode: This course is offered online only

COURSE DESCRIPTION

How do 21st century librarians support and advocate for racially and ethnically diverse communities? How do library leaders promote equity and inclusion in school, public and academic libraries? What are the standards for developing collections, programs and services for multicultural audiences?

This elective course provides a framework for developing responsive and relevant library services for diverse populations. Students will examine community data, explore organizational and professional values, and learn the theory and practice of developing culturally aware and community-centered policies, collections and programs in different library and information environments.

Required Readings/Resources

There are no required textbooks. Required readings, resources, and videos are assigned each week. The majority of readings are available online via the Internet or university databases: IUPUI Main Library database A-Z list (iupui.campusguides.com/az.php).

Required Software

The following software is recommended for course assignments, exercises, and projects: Office 365 (uits.iu.edu/office365) is a subscription-based service free to all IU currently enrolled students that provides multiple options for accessing the newest versions of Microsoft Office.
See About Microsoft Office 365 at IU (kb.iu.edu/d/bexq).
For more details, see How to get university-licensed software at IU? (kb.iu.edu/d/aclo)
Teaching and Learning Methods

Active learning (AL), project-based learning (PBL), and asynchronous use of Canvas.

ASSESSMENTS

Revised Bloom's Taxonomy (RBT)

1. **Knowledge/Remembering:** The ability to recall or recognize specific information or data.
2. **Understanding:** Understanding the meaning of informational materials, translation, interpolation and interpretation of instructions and problems.
3. **Application:** The use of previously learned information in new and concrete situations to solve problems that have single or best answers.
4. **Analysis:** Breaks down information/concepts into smaller components. Each component is identified and understood as is the relationship of these components to the whole.
5. **Evaluation:** The ability to apply a criterion or set of standards to conclude a value judgment.
6. **Creation, Synthesis:** The ability to merge knowledge into creating a new meaning or structure including demonstrating how and why various diverse elements work together.

Principles of Graduate and Professional Learning (PGPL)

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for each individual degree – **Major emphasis**
2. Communicate effectively with their peers, their clientele, and the public – ** Moderate emphasis**
3. Think critically and creatively to improve practice in their field – **Some emphasis**
4. Meet all ethical standards established for the discipline

Framework for Information Literacy (FIL)

The ACRL (Association of College and Research Libraries) Framework for Information Literacy is introduced throughout our curriculum.

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as a Conversation
6. Searching as Strategic Exploration

To learn more, go to Framework for Information Literacy for Higher Education (www.ala.org/acrl/standards/ilframework).

**MLIS Program Learning Goals (PLGs)**

1. Connect core values and professional ethics to practice
2. Facilitate engagement in the information ecosystem
3. Curate collections for designated communities
4. Lead and manage libraries, archives and other information organizations
5. Organize and represent information
6. Conduct systematic research to inform decisions
7. Innovate professional practice with information services and technology

Each student should not only read the assigned material but also arrive at a competent understanding of it prior to assessment. These measures will be used to assess student-learning outcomes:

1. DP: Discussion posts (16)--35%
2. RR: Resources Review (2)--20%
3. ARL: Annotated Reading List (1)--10%
4. LV&I: Library Visit & Interview (1)--20%
5. PP: Program Proposal (1)--15%

<table>
<thead>
<tr>
<th>Upon completion of this course, students will:</th>
<th>RBT</th>
<th>PGPL</th>
<th>FIL</th>
<th>PLG</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate the core values of librarianship, including ensuring the equitable access to information and provision of lifelong learning services to all</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>DP</td>
</tr>
<tr>
<td>Assess the standards for cultural competence in library practice, including the behaviors, attitudes, and policies that enable librarians to work effectively in cross-cultural situations</td>
<td>5</td>
<td>1, 2</td>
<td>1</td>
<td>1</td>
<td>RR</td>
</tr>
<tr>
<td>Critically examine current and emerging community demographic trends</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>LVI</td>
</tr>
</tbody>
</table>
Establish criteria and methods for assessing information services to diverse populations | 5 | 1 | 2 | 5 | ARL

Create, plan, and advocate for library collections, programs, and services that are inclusive and reflect the cultural heritage and social identities of diverse library constituencies. | 6 | 1 | 3 | 1 | PP

Course Schedule

Module 1: Introductions and Course Overview | August 23 – 29

Readings


Resources

- IFLA/UNESCO multicultural Library Manifesto. IFLA. (n.d.).

Videos

- Webinar: Understanding Power, Identity, and Oppression in the Public Library, Vimeo
  (https://www.ala.org/pla/education/onlinelearning/webinars/ondemand/understanding)
- Danger of a Single Story, TED
  (https://www.ted.com/talks/chimamanda Ngozi Adichie_the_danger_of_a_single_story?language=en)

Screencast Lecture

Assignments

1. Read, review and view the assigned materials in Module 1.
2. DISCUSSION 1A
   - Initial postings due by Thursday, August 26, 11:59 pm EST.
   - Peer replies due by Sunday, August 29, 11:59 pm EST.
3. DISCUSSION 1B:
   - Initial postings due by Thursday, August 26, 11:59 pm EST.
   - Peer replies due by Sunday, August 30, 11:59 pm EST.
Module 2: Cultural Competency | August 30 – September 5

Readings

Resources

Videos
- Let’s Talk about Power: Why Diversity and Cultural Competence are Important to LIS, Vimeo (https://vimeo.com/215062869)
- The Urgency of Intersectionality, TED (https://youtu.be/akOe5-UsQ2o)

Screencast Lecture

Assignments
1. Read, review and view the assigned materials in Module 2.
2. DISCUSSION
   - Initial postings due by Thursday, September 2, 11:59 EST.
   - Peer replies due by Sunday, September 5, 11:59 EST.

Module 3: The Library & Its Community: Assessing User Needs | September 7 – 12

NOTE: September 6 – Labor Day – No classes

Readings
- COMMUNITY ASSET MAP: Use this tool to develop potential partners in your community. (2017). *Young Adult Library Services, 16*(1), 12–13.

**Resources**

- Assessing Community Needs and Resources, Community Tool Box (http://ctb.ku.edu/en/assessing-community-needs-and-resources)
- StatsIndiana (http://www.stats.indiana.edu)
- Stats Indiana: Education (http://www.stats.indiana.edu/topic/education.asp)
- United States Census Data (https://data.census.gov/cedsci/)

**Videos**

- Using Data to Understand Your Community & Measure Impact, Public Library Association (http://www.alapl.org/pla/education/onlinelearning/webinars/ondemand/projectoutcome)

**Screencast Lecture**

**Assignments**

1. Read, review and view the materials featured in Module 3.
2. **DISCUSSION**
   - Initial postings due by Friday, September 10, 11:59 pm EST.
   - Peer replies due by Sunday, September 12, 11:59 pm EST.

**Module 4: Developing Diverse Collections | September 13 – 19**

**Readings**


**Resources**

- Anti-Racism Resources for All Ages (https://padlet.com/nicolethehlibrarian/nbasekqoatz336co)
- Diverse BookFinder (https://diversebookfinder.org)
- Diverse Collections: An Interpretation of the Library Bill of Rights
EMIERT Resources and Bibliographies
http://www.ala.org/rt/emiert/usefullinks/links#Bibliographies

Guidelines for the Development and Promotion of Multilingual Collections and Services, American Library Association,
http://www.ala.org/rusa/resources/guidelines/guidemultilingual

Guidelines for Library Services to Spanish-Speaking Library Users, American Library Association
http://www.ala.org/rusa/resources/guidelines/guidesspanish

Videos
● Creating an Inclusive Collection—Selecting and Evaluating Diverse Resources, YouTube
https://youtu.be/ySYhQRCy8uE
● The Windows and Mirrors of Your Child's Bookshelf, TED
https://youtu.be/_wQ8wiV3FVo

Screencast Lecture

Assignments
1. Read, review and view the materials featured in Module 4.
2. DISCUSSION
   • Initial postings due by Thursday, September 16, 11:59 pm EST.
   • Peer replies due by Sunday, September 19, 11:59 pm EST.
3. Resources Review #1 Due
   • Select and evaluate three (3) resources featured in this week’s module, Developing Diverse Collection. Consult the Assignments section in the syllabus for guidelines. Submit Resources Review #1 on by Sunday, September 19, 11:59 pm EST.

Module 5: Children’s Services | September 20 – 26

Readings
● Naidoo, J. C., & Association for Library Service to Children. (2014). The Importance of diversity in library programs and material collections for children. Association for Library Service to Children, American Library Association. (http://www.ala.org/alsc/sites/ala.org.alsc/files/content/ALSCwhitepaper_importance%20of%20diversity_with%20graphics_FINAL.pdf)
Resources
- ALSC Supporting Libraries in Today’s Changing Environment (https://docs.google.com/document/d/1zv7DilYoHReHwTjEbrWbkE0UvJcZ0qDGCu9lihE1A)$HdHE/edit$
- Diverse BookFinder (https://diversebookfinder.org/)
  (http://disabilityinkidlit.com/)
- Project READY: Reimagining Equity & Access for Diverse Youth (https://ready.web.unc.edu/)  
- We Need Diverse Books (https://diversebooks.org/)

Videos
- Augusta Baker Diversity Lecture Series - Heather McCue, YouTube  
  (https://youtu.be/kV9pxAYr4r0)
- Dr. Sarah Park Dahlen - Spring 2021 Baker Diversity Lecture Series, YouTube  
  https://youtu.be/AYKRox3Cqdl
- NY Library Brings Drag Queens to Kids Story Hour, YouTube  
  (https://youtu.be/YOFkVZQ8etE)
- Children's Specialist Alessandra Affinito Presentation on Public Librarianship, Screencast

Screencast Lecture
Assignments
1. Read and review the materials featured in Module 5.
2. DISCUSSION
   - Initial postings due by Thursday, September 23, 11:59 pm EST.
   - Peer replies due by Sunday, September 26, 11:59 pm EST.

Module 6: Teen Services | September 27 – October 3

Readings
- Stivers, J. (2017). The critical piece: Building relationships with teens of color and native youth. Young Adult Library Services, 15(2), 12–15.)

Resources
- Core Professional Values for the Teen Services Profession  
  (http://www.ala.org/yalsa/core-professional-values-teen-services-profession)
- Teen Programming Guidelines  
  (http://www.ala.org/yalsa/teen-programming-guidelines)
- Teens, Social Media & Technology 2018  
  (https://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/)
Videos
- Tweens, Teens, Tech and Mental Health: A Generation Coming of Age in Crisis, YouTube (https://youtu.be/fk06Tp9irc8)

Screencast Lecture

Assignments
1. Read, review and view the assigned materials in Module 6.
2. DISCUSSION
   - Initial postings due by Thursday, September 30, 11:59 pm EST.
   - Peer replies due by Sunday, October 3, 11:59 pm EST.
3. Annotated Reading List Due
   - Prepare an annotated reading list of 10 notable books for a specific user community. Consult the Assignments section in the syllabus for guidelines. Submit Annotated Reading List by Sunday, October 3, 11:59 pm EST.

Module 7: Services to Older Adults | October 4 – 10
Note: October 8 Fall Break – NO CLASSES

Readings

Resources
- Keys to Engaging Older Adults Toolkit (http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/Keys%20to%20Engaging20Older%20Adults_0.pdf)

Videos
- Healthy Aging, YouTube (https://youtu.be/O8PG4yVy5Ei)
Screencast Lecture
Assignments
1. Read, review and view the assigned materials in Module 7.
2. DISCUSSION
   - Initial postings due by Thursday, October 7, 11:59 pm EST.
   - Peer replies due by Sunday, October 10, 11:59 pm EST.

Module 8: Services to Gay, Lesbian, Bisexual, and Transgender People | October 11 - 17
Readings

Resources
- National Resource on LGBT Aging (https://www.lgbtagingcenter.org/)
- Serving the GLBT Community in Your Library Toolkit- American Library Association (http://www.al.org/rt/sites/al.org.rt/files/content/professionaltools/160309-glbtrt-open-to-all-toolkit-online.pdf)

Videos
- The ACA and Advancing LGBTQ Health - PLA VIDEO (http://www.al.org/pla/education/onlinelearning/webinars/ondemand/lgbtqhealth)
- Lindsay Amer: Why kids need to learn about gender and sexuality, TED (https://www.ted.com/talks/lindsay_amer_why_kids_need_to_learn_about_gender_and_sexuality)

Screencast Lecture
Assignments
1. Read, review and view the assigned materials in Module 8.
2. DISCUSSION
   - Initial postings due by Thursday, October 14, 11:59 pm EST.
   - Peer replies due by Sunday, October 17, 11:59 pm EST.

Module 9: Ethnic and Immigrant Services | October 18 – 24
Readings
• Immigrants Overcome Obstacles with Library Support. (2019, April 10).

Resources
• EMIERT Guidelines for Outreach to Immigrant Populations (http://www.ala.org/rt/sites/ala.org.rt/files/content/EMIERT%20Guidelines%20for%20Outreach%20to%20Immigrant%20Populations.pdf)
• Toolkit for Library Services to Black Immigrants (https://blackimmigrantsinlibraries.com/)

Videos
• Augusta Baker Diversity Lecture Series - Selina Sharmin, YouTube (https://youtu.be/yrkTBrCiL6U)

Screencast Lecture

Assignments
1. Read, review and view the assigned materials in Module 9.
2. DISCUSSION
   • Initial postings due by Thursday, October 21, 11:59 pm EST.
   • Peer replies due by Sunday, October 24, 11:59 pm EST.

Module 10: Services to People with Disabilities | October 25 – 31

Readings

**Resources**

- ASCLA Library Services for People with Disabilities Policy (http://www.ala.org/ascla/resources/libraryservices)
- AccessABILITY (https://www.abilityindiana.org/resources/)
- Disability Visibility Project (https://disabilityvisibilityproject.com/)
- Disability Resources (https://www.dol.gov/odep/topics/disability.htm)
- Indiana.Gov Division of Disability and Rehabilitative Services (https://www.in.gov/fssa/2328.htm)
- Project ENABLE Resources (https://projectenable.syr.edu/RESOURCES)

**Videos**

- Augusta Baker Diversity Lecture Series - JJ Pionke, YouTube
  https://youtu.be/QvyRnNySxsQ
- You Belong @ Your Library: Programming for Adults with Developmental Disabilities (https://youtu.be/fuSRAuX_FEc)

**Screencast Lecture**

**Assignments**

1. Read, review and view the assigned materials in Module 10.
2. **DISCUSSION**
   - Initial postings due by Thursday, October 28, 11:59 pm EST.
   - Peer replies due by Sunday, October 31, 11:59 pm EST.
3. **Resources Review #2**
   - Select and evaluate three (3) resources featured in this week’s module, Services to People with Disabilities. Consult the Assignments section in the syllabus for guidelines. Submit Resources Review #2 by Sunday, October 31, 11:59 pm EST.

**Module 11: Services to Veterans | November 1 – 7**

**Readings**


**Resources**

- U.S. Department of Veterans Affairs (https://www.va.gov/)
- Veterans Connect @ the Library
Veterans History Project (https://www.loc.gov/vets/)

Videos

● The Moral Obligation to Know Our Veterans: Mike Haynie at TEDxUniversityofNevada, YouTube (https://youtu.be/oSWhIUiGang)
● Why homecoming can be particularly hard for female veterans (https://youtu.be/h9aWlsdGeRg)

Screencast Lecture

Assignments

1. Read, review and view the assigned materials in Module 11.
2. DISCUSSION
   • Initial postings due by Thursday, November 4, 11:59 pm EST.
   • Peer replies due by Sunday, November 7, 11:59 pm EST.

Module 12: Services to Impoverished and Homeless Populations | November 8 – 14

Readings


Resources

● Extending Our Reach (http://www.ala.org/aboutala/offices/extending-our-reach-reducing-homelessness-through-library-engagement)

Videos

● The Brain on Poverty, TED https://youtu.be/6HVsjpu4vQw
Screencast Lecture
Assignments
1. Read, review and view the assigned materials in Module 13.
2. DISCUSSION
   • Initial postings due by Thursday, November 18, 11:59 pm EST.
   • Peer replies due by Sunday, November 21, 11:59 pm EST.

Module 13: Religion and Spirituality | November 15 – 21
Readings
• Harassment of religious groups remains at 10-year high. (2019, December 31).

Resources

Videos
• What it’s like to be Muslim in America, TED (https://www.ted.com/talks/dalia_mogahed_what_it_s_like_to_be_muslim_in_america?utm_source=tedcomshare&utm_medium=social&utm_campaign=tedspread)
• How I’m working for change inside my church, TED (https://www.ted.com/talks/chelsea_shields_how_i_m_working_for_change_inside_my_church?utm_campaign=tedspread&utm_medium=referral&utm_source=tedcomshare)
Thanksgiving Break – No Classes | November 22 – 28

Module 14: Services to the Incarcerated and Detained | November 29 – December 5

Readings

Resources
- Prison Libraries: Resources for the Librarian (http://libguides.ala.org/PrisonLibraries/Resources)

Videos

Screencast Lecture

Assignments
1. Read, review and view the assigned materials in Module 14.
2. DISCUSSION
   - Initial postings due by Thursday, December 2, 11:59 pm EST.
   - Peer replies due by Sunday, December 5, 11:59 pm EST.
3. Program Proposal Due
   - Prepare a 5 - 7 page library programming proposal that supports a specific diverse population in your community. Consult the Assignments section in the syllabus for guidelines. Submit the Program Proposal Assignment by Sunday, December 6, 11:59 pm EST.
Module 15: Library Staffing, Management and Course Wrap Up | December 6 – 12

Readings
- Lin, G. (2016). Building equity from the ground up. Library Journal, 141(20), 38-40

Resources
- Equity, Diversity & Inclusion (http://www.ala.org/aboutala/offices/diversity/edi)

Videos
- Howard C. Stevenson: How to resolve racially sensitive situations (https://www.ted.com/talks/howard_c_stevenson_how_to_resolve_racially_stressful_situations?)
- Melinda Epler: 3 ways to be a better ally in the workplace, TED (https://www.ted.com/talks/melinda_epler_3_ways_to_advocate_for_a_more_inclusive_workplace)

Screencast Lecture

Assignments
1. Read, review and view the assigned materials in Module 15.
2. DISCUSSION
   - Initial postings due by Thursday, December 9, 11:59 pm EST.
   - Peer replies due by Sunday, December 12, 11:59 pm EST.

EXPECTATIONS, GUIDELINES, AND POLICIES

Deliverables

You are responsible for completing each deliverable (e.g. discussion post, resources review) by its deadline and submitting it by the specified method. Deadlines and submission instructions are outlined in the syllabus or in supplementary documents accessible through Canvas. In fairness to the instructor and students who completed their work on time, a grade on a deliverable shall be reduced 10%, if it is submitted late and a further 10% for each 24-hour period it is submitted after the deadline.

For citation purposes, all MLIS students use the 7th edition of the Publication Manual of the American Psychological Association. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and
appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing.


**Assignments**

The assessment of all course assignments will be based on rubrics which list specific criteria, including knowledge; comprehension; analysis; required postings; timeliness; writing quality and different levels of performance.

**Weekly Discussions (35% of grade)** represent a major component of this online class. The discussion topics are directly related to assigned readings, resources, videos, and lectures. All students are expected to: respond to questions; engage with classmates; offer critical analyses and make explicit references to the readings, resources, videos, and lectures. Discussion Boards will be graded based on the Discussion Board Rubric.

**Resources Review (20% of grade)** Students will be reviewing and evaluating a variety of websites, guidelines, and reference sources related to specific populations and library services. The assignment will include a brief introduction referencing ideas and concepts from the assigned readings, resources, videos, or lectures. Students will prepare a 2 - 3 paragraph annotation providing an overview and critical description of the resource. The criteria for evaluating the resources include: authority; objectivity; accuracy; currency; purpose; subject; usefulness; target audience; content; scope; structure; special features; ease of use; target audience; technical support and dates of coverage. Resources Review will be graded based on the Resources Review Rubric.

**Annotated Reading List (10% of grade)** Students will be reading, viewing, and reviewing a variety of web resources that support readers’ advisory services. The assignment will include a brief introduction referencing ideas and concepts from the assigned readings, resources, videos, or lectures. Students will prepare an annotated reading list of 10 - 12 books for a specific user community. Selected book must be available in more than one format (i.e. including digital) and be published within the last two years. Each citation will include a descriptive and evaluative paragraph which provides a basic plot summary, praise and critique, while noting the book’s appeal factors and value to the reader.

Please see sample recommended reading lists:


The Annotated Reading List will be graded based on the Annotated Reading List Rubric.
Library Visit & Interview (20% of grade)
Select a library or information center that serves a specific community or culture (e.g. veterans, LGBT, Latinos, older adults, homeless populations, hearing impaired). Develop a 8 -10 page paper that analyzes the library and the diverse population that it serves. Begin by identifying published information (e.g. library’s mission, strategic goals) and consulting some of the demographic and data resources featured in the different course modules, then interview one key staff member (e.g. outreach librarian, correctional services librarian, collection development manager, LGBT subject liaison, programming librarian) who can provide you with information about the library’s unique programs, services, or collections for the specific community or culture. The Library Visit and Interview paper will reference ideas and concepts from the assigned readings, resources, videos, and lectures.

Important questions to address:
● How does the library and librarian support the specific population’s informational, recreational, and educational interests onsite and online?
● What community partnerships exist?
● How might the library’s services be enhanced or improved?
● What did you learn and discover?

The Library Visit & Interview assignment will be graded based on the Library Visit & Interview Rubric.

Program Proposal (15% of grade)
Prepare a programming proposal for your local public library. The program—which can take place onsite, offsite, or online—aims to support a specific multicultural and diverse population in your user community. The program should be inclusive, aim to broaden cultural awareness, and foster community engagement. The 3 - 5 page program proposal will include:

● An introduction (referencing ideas and concepts from the assigned readings, resources, videos, or lectures)
● Library description and mission
● Program description and purpose
● Target audience
● Staffing requirements
● Community partnerships
● Planning information
● Marketing ideas and social media outreach
● Budget details
● Day-of-event activities
● Expected outcomes
● Five recommended resources and/or readings

Students can use Programming Librarian's Program Model as a format guideline. Please see these sample public programs: Bike Ride: Visualizing the 1919 Chicago Race Riots in Today's City (http://www.programminglibrarian.org/programs/bike-ride-visualizing-1919-chicago-race-riots-
today’s city) and Tales and Travel (http://www.programminglibrarian.org/programs/tales-and-travel).

The Program Proposal assignment will be graded based on the Program Proposal Rubric.

**Your Questions, Concerns, and Comments**

Please contact the instructor directly via Canvas mail with any questions or concerns. If needed, the instructor will also use Canvas Announcements to notify the entire group (e.g., syllabus change, instructor availability, etc.).

If you have problems accessing Canvas, please contact the University Information Technology Services (UITs) Support Center at uits.iupui.edu or 317-274-HELP. All course Announcements will be found in Canvas along with the course schedule, assignments, and other course documents.

**Attendance**

The course will be taught entirely online including web-based readings and resources, threaded discussions, and online presentations.

This course assumes that students can work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, students are encouraged to e-mail or arrange an online chat with the instructor at any time.

A basic requirement of this course is that you will participate in all class activities and conscientiously complete all required course assignments. Students are expected to complete the assignments on time, which is your attendance.

**Incompletes**

Incompletes are not automatically granted. You may arrange a grade of “I” or incomplete for a course with an instructor for special circumstances. Students need to have completed the majority of course work (75%+) at an acceptable level of achievement. You and the instructor must agree upon the terms for completing the course. Students who have multiple incompletes (2 or more) will be blocked from registering for additional LIS courses until there is only one (or zero) outstanding incomplete, or the student presents the department chair with a plan of action for completing all incompletes in a timely way.

Deadlines for the work for an incomplete to be finished are at the instructor’s discretion. The deadline can be no longer than 1 year from the end of the semester, but can be earlier if the instructor specifies that. Left unchanged, an Incomplete automatically becomes an F after one year. See: Student Central: Incompletes (studentcentral.iupui.edu/grades-progress/incompletes.html)
GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (100% to 96%)</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A- (95.9% to 90%)</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+ (89.9% to 87%)</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B (86.9% to 84%)</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B- (83.9% to 80%)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+ through C- (79.9 % to 70%)</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
</tr>
<tr>
<td>D through F (69.9 % &gt;)</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
</tr>
</tbody>
</table>

Note that to satisfy a core requirement, grade must be B- or above. For electives, grade must be C or above (and overall GPA 3.0 or above).

MLIS PROGRAM OUTCOMES

The Master of Library Science (M.L.S.) program prepares students to become reflective practitioners who connect people and communities with information. Upon completion of the M.L.S. program, graduates are prepared to meet the program outcomes.

See MLIS Program goals: (soic.iupui.edu/lis/master-library-science/learning-outcomes/)

ALA CORE COMPETENCIES

A person graduating from an ALA-accredited master’s program in library and information studies should know and, where appropriate, be able to meet the ALA standards.
See: ALA Core Competences of Librarianship (www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

CODE OF CONDUCT

All students should aspire to the highest standards of academic integrity. Using another student’s work on an assignment, cheating on a test, not quoting or citing references correctly, or any other form of dishonesty or plagiarism shall result in a grade of zero on the item and possibly an F in the course. Incidences of academic misconduct shall be referred to the Department Chair and repeated violations shall result in dismissal from the program.

All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code of Student Rights (studentcode.iu.edu/)

All students must also successfully complete How to Recognize Plagiarism: Tutorials and Tests (plagiarism.iu.edu).

You must document the difference between your writing and that of others. Use quotation marks in addition to a citation, page number, and reference whenever writing someone else’s words (e.g., following the Publication Manual of the American Psychological Association). To detect plagiarism instructors apply a range of methods.

**Academic Misconduct**

1. **Cheating:** Cheating is considered to be an attempt to use or provide unauthorized assistance, materials, information, or study aids in any form and in any academic exercise or environment.

   a. A student must not use external assistance on any “in-class” or “take-home” examination, unless the instructor specifically has authorized external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, calculators, computers, and wireless communication devices.

   b. A student must not use another person as a substitute in the taking of an examination or quiz, nor allow other persons to conduct research or to prepare work, without advanced authorization from the instructor to whom the work is being submitted.

   c. A student must not use materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
d. A student must not collaborate with other persons on a particular project and submit a copy of a written report that is represented explicitly or implicitly as the student’s individual work.

e. A student must not use any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.

f. A student must not steal examinations or other course materials, including but not limited to, physical copies and photographic or electronic images.

g. A student must not submit substantial portions of the same academic work for credit or honors more than once without permission of the instructor or program to whom the work is being submitted.

h. A student must not, without authorization, alter a grade or score in any way, nor alter answers on a returned exam or assignment for credit.

2. Fabrication: A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citation to the sources of information.

3. Plagiarism: Plagiarism is defined as presenting someone else’s work, including the work of other students, as one’s own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered “common knowledge” may differ from course to course.

   a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

   b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

   - directly quoting another person’s actual words, whether oral or written;
   - using another person’s ideas, opinions, or theories;
   - paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
   - borrowing facts, statistics, or illustrative material; or
   - offering materials assembled or collected by others in the form of projects or collections without acknowledgment

   c. Interference: A student must not steal, change, destroy, or impede another student’s work, nor should the student unjustly attempt, through a bribe, a promise of favors or threats, to affect any student’s grade or the evaluation of academic performance. Impeding another student’s work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.

   d. Violation of Course Rules: A student must not violate course rules established by a department, the course syllabus, verbal or written instructions, or the course
materials that are rationally related to the content of the course or to the enhancement of the learning process in the course.

e. **Facilitating Academic Dishonesty:** A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct, nor allow another student to use his or her work or resources to commit an act of misconduct.

**OTHER POLICIES**

1. **Administrative withdrawal:** A basic requirement of this course is that students complete all required course activities. If a student is unable to attend, participate in, or complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund. Contact the instructor with questions concerning administrative withdrawal. Learn more at IUPUI Administrative Withdrawal Policy (studentcentral.iupui.edu/register/administrative-withdrawal.html)

2. **Civility:** To maintain an effective and inclusive learning environment, it is important to be an attentive and respectful participant in all course exercises. IUPUI nurtures and promotes “a campus climate that seeks, values, and cultivates diversity in all of its forms and that provides conditions necessary for all campus community members to feel welcomed, supported, included, and valued” (IUPUI Strategic Initiative 9). IUPUI prohibits “discrimination against anyone for reasons of race, color, religion, national origin, sex, sexual orientation, marital status, age, disability, or veteran status” (Office of Equal Opportunity). Profanity or derogatory comments about the instructor, fellow students, invited speakers, or any members of the campus community shall not be tolerated. A violation of this rule shall result in a warning and, if the offense continues, possible disciplinary action.

3. **Communication:** For online courses, the instructor or teaching assistant should respond to emails within two Indiana University working days, which excludes weekends and holidays. The instructor should accept appointments for face-to-face, telephone, or teleconferenced meetings, and announce periods of extended absence in advance.

4. **Conferences:** To present research at an academic conference as speaker is commendable and aligns with the educational and research mission of the school and university. However, instructors can only provide accommodations for absences if a student is presenting work, such as a paper or poster, or is supported by a school or campus-level scholarship. The student should request from the instructor
accommodation for an absence as soon as possible upon paper, poster, or scholarship acceptance. In the request for accommodation for absence, the student should provide supporting documentation of acceptance as well as confirmation from their mentor or campus sponsor that the presentation is to meet a research, educational, or diversity objective. Permission is granted at the discretion of the instructor. Students should not expect an exception for nonacademic conferences or conferences at which the student is not presenting as speaker. Travel arrangements should not be made until the student has received permission from the instructor.

5. **Counseling and Psychological Services (CAPS):** Students seeking counseling or other psychological services should contact the CAPS office at 274-2548 or capsindy@iupui.edu. For more information visit the CAPS website (iupui.edu/health-wellness/counseling-psychology/)

6. **Course evaluations:** Course evaluations provide vital information for improving the quality of courses and programs. Students are not required to complete a course or instructor evaluation for any section in which they are enrolled at the School of Informatics and Computing. Course evaluations are completed in Canvas (Course Questionnaire). Course evaluations are open from the eleventh week. Course evaluations are anonymous, which means that no one can view the name of the student completing the evaluation. In addition, no one can view the evaluation itself until after the instructor has submitted the final grades for the course. In small sections, demographic information should be left blank, if it could be used to identify the student.

7. **Disabilities policy:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES) and complete the appropriate AES-issued before receiving accommodations. Students with learning disabilities for which accommodations are desired should contact the Adaptive Educational Services office on campus, and inform the instructor as soon as possible: Adaptive Educational Services (AES) (diversity.iupui.edu/offices/aes/index.html), or 317-274-3241.

8. **Email:** Indiana University uses your IU email account as an official means of communication, and students should check it daily. Although you may have your IU email forwarded to an outside email account, please email faculty and staff from your IU email account.

9. **Emergency preparedness:** Know what to do in an emergency so that you can protect yourself and others. For more information, visit the emergency management website at Protect IU (protect.iu.edu/emergency-planning/emergency-contact/iupui.html).
10. **University policies**: Numerous policies governing IU faculty and students may be found at University Policies (policies.iu.edu/categories/academic-faculty-students.html).

11. **No class attendance without enrollment.** Only those who are officially enrolled in this course may attend class unless enrolled as an auditor or making up an Incomplete by prior arrangement with the instructor. This policy does not apply to those assisting a student with a documented disability, serving in an instructional role, or administrative personnel. See Register: Get ready to take classes (studentcentral.iupui.edu/register/index.html).

12. **Religious holidays**: Students seeking accommodation for religious observances must submit a request form to the course instructor by the end of the second week of the semester. For information visit You have the right to observe religious holidays (studentcentral.iupui.edu/calendars/holidays/index.html).

13. **Right to revise**: The instructor reserves the right to make changes to this syllabus as necessary and, in such an event, will notify students of the changes immediately.

14. **Sexual misconduct**: IU does not tolerate sexual harassment or violence. For more information and resources, visit Stop Sexual Violence (stopsexualviolence.iu.edu/)

15. **Student advocate**: The Office of Student Advocacy and Support assists students with personal, financial, and academic issues. The Student Advocate is in the Campus Center, Suite 350, and may also be contacted at 317 274-4431 or studvoc@iupui.edu. For more information visit Office of Student Advocacy and Support (studentaffairs.iupui.edu/advocacy-resources/index.html).

**Etiquette:**

This online course provides students with opportunities to establish personal connections, foster peer relationships, discuss meaningful ideas and share their knowledge. In this shared learning environment, students are expected to observe proper netiquette and make all of your interactions courteous and respectful.

Here are five ground rules for online class discussions:

- Be a generous and active participant.
- Provide feedback, share your ideas, and help others learn.
- Save the time of the reader and stay on point.
- Give credit where credit is due and cite your sources.
- Use appropriate language and refrain from using profane, obscene, or vulgar language.
MISSION STATEMENT

The Mission of IUPUI is to provide for its constituents excellence in

- Teaching and Learning;
- Research, Scholarship, and Creative Activity; and
- Civic Engagement.

With each of these core activities characterized by

- Collaboration within and across disciplines and with the community;
- A commitment to ensuring diversity; and
- Pursuit of best practices.

IUPUI’s mission is derived from and aligned with the principal components—Communities of Learning, Responsibilities of Excellence, Accountability and Best Practices—of Indiana University’s Strategic Directions Charter.

STATEMENT OF VALUES

IUPUI values the commitment of students to learning; of faculty to the highest standards of teaching, scholarship, and service; and of staff to the highest standards of service. IUPUI recognizes students as partners in learning. IUPUI values the opportunities afforded by its location in Indiana’s capital city and is committed to serving the needs of its community. Thus, IUPUI students, faculty, and staff are involved in the community, both to provide educational programs and patient care and to apply learning to community needs through service. As a leader in fostering collaborative relationships, IUPUI values collegiality, cooperation, creativity, innovation, and entrepreneurship as well as honesty, integrity, and support for open inquiry and dissemination of findings. IUPUI is committed to the personal and professional development of its students, faculty, and staff and to continuous improvement of its programs and services.