COURSE DESCRIPTION.
Examine resources and materials targeted for diverse user groups in libraries and community organizations, locally and globally. Surveys issues and trends related to diversity initiatives affecting the publishing industry, libraries, and cultural institutions worldwide. Prerequisite: There is no prescribed prerequisite for this course, however, successful completion of LIS 601 ensures maximum theoretical and practical skills for the most optimal experience in this class. Student Learning Outcome: LIS 693, Multicultural Resources for Diverse User Groups, fulfills Student Learning Outcome 5 - Engage with diverse communities and/or indigenous cultures, of the UHM LIS Program Curriculum.

COURSE CONTENT.
Principal topics approached in this course include:
- Reading, evaluating, and reviewing text/materials/resources from multiple culture
- Self-reflection and self-assessment of multi-cultural identity constructs
- Identification of user groups in various library settings
- Determining established cultural competency models in LIS and in the humanities
- Exploring resources targeted to diverse user populations
- LIS professional identity and literacy practices
- Globalization and cultural inclusion

INSTRUCTOR.
Faculty, Aloha! My name is Vanessa Irvin and I go by “Professor Irvin” or “Dr. V” within the LIS ‘ohana.

Office: Hamilton Library 003B
Phone: (808) 956-6703
Office Hours: By appointment, email your request
Email: irvinv@hawaii.edu
URL: http://www2.hawaii.edu/~irvinv

TEACHING PHILOSOPHY.
This course emphasizes the development of professional attitudes, knowledge, and skills critical for understanding and embracing diverse approaches for planning and actualizing professional librarian practices. The broad goal of this course is to help students acquire the ability to take a reflective stance towards ways in which the enact collection development, reference interviewing, and public services within librarianship.

TEACHING and RESEARCH METHODS.
This course is taught using a variety of pedagogical approaches, including but not limited to: seminar discourse, lectures, videos, website evaluations, reflective writing, collaborative problem-solving, online discussions, written examinations, and guest speakers. Research methods include ethnography, practitioner inquiry, case studies and critical evaluation.
COURSE EXPECTATIONS.
The culture of this class is unique. Thus, the following points are for your understanding:

- It is anticipated that you understand that LIS 693 is a graduate-level course and that per university guidelines, you should expect to spend at least nine (9) hours each week beyond class time engaged in using your course materials, conducting research, actively participating in any online discussions (if applicable), visiting libraries and their collections, and using a variety of print and online resources to compose, submit, and discuss your work.
- It is anticipated that you understand that class lectures, activities, and course materials are presented to appeal to a wide audience of varying levels of understanding in a collaborative environment. Depending on your sensibilities, wording and tone of instructions may at times sound elementary, redundant or abrupt; however, this is not the intent. The intent of repeating instructions and/or responses is to render instructions in as detailed and as clear of a manner, as possible, for a diverse learning community.
- It is anticipated that you possess the professional expectations and computer literacy skills competencies per the stipulations of the UHM LIS program.
- It is anticipated that you will attend class, arriving on time, and staying for the entire class period.
- It is anticipated that you read and follow all policies and instructions for class culture, discourse, and assignments.
- It is anticipated that you adhere to on-time and correct submission of all assignments.
- It is anticipated that as a graduate student, you comply with the university’s academic integrity policy.

ACADEMIC HONESTY AND INTEGRITY.
Accredited by the American Library Association (ALA), the UHM LIS Program maintains alignment with the ALA Code of Ethics (2008). Thus, the UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. To this end, UHM LIS applies the university's Academic Integrity Policy with vigor.

Additionally, due to the significance of copyright within the realm of library and information science, the UHM LIS Program anticipates your compliance to its professional expectations. In turn, this course adheres to established copyright, internet, and intellectual property standards. Copyright Notice: Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107).

Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course. Successful execution of all U.S. copyright/intellectual property standards counts significantly towards your assignment scores/grades. The first incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean. Additional incidences of plagiarism and/or academic dishonesty results in a failing course grade of “F” and required reportage to the Graduate Dean.
COURSE MATERIALS.

Assigned Course Management System for this course = Slack (http://www.slack.com)
- This course will be presented on Slack, a work-based digital media interface that corporations, non-profits, and educational institutions are using across the world. It is the latest app that intersects features from multiple social media sites into one interactive platform. You will find that Slack is very easy to use and to engage in online conversation with colleagues across the miles, oceans, and continents.
- Once you click on the url for the Slack LIS693Fall17-uhmlis team at: (https://lis693fall17-uhmlis.slack.com), you should be able to log in with your hawaii.edu email (only), then follow the links to download and install the app (for free) on to your device.
- Be sure to format your class profile name as follows: firstinitial_lastname (example: v_irvin). Additionally, you must use your first and last name as consistent with your university ID on your account profile and provide a profile pic.
- Slack can be installed on your desktop, laptop, tablet, and phone, synchronized for notifications and for receiving and sharing information and resources. Being on Slack will allow us to cut down on email and to more easily follow conversational threads and share resources, all in one place. Slack can be private (which our group work will be), and it is even possible to do video chat via Slack.
- If this is your first time using Slack, there will be a channel called #learningcurve where you can practice the various features of the interface. As a graduate information sciences student, it is anticipated that you will self-sufficiently navigate this assigned course management system.

Course Text. There is no required textbook for this course. Instead, readings will come from a variety of LIS scholarly articles, web resources, fiction and non-fiction works. Readings will be posted weekly.

Scholarly/Professional Literature. Weekly topics will be conceptually framed in accordance with assigned scholarly and professional literature to read, think about, write about, and discuss via your writing assignments and particularly during class discourse. It is anticipated that in addition to the assigned readings that you will independently read, cite, and discuss relevant texts to add to class seminar discussions. Bibliographic data for assigned weekly articles will be made available through via assigned course management system for this course.

Multi-cultural Literature. This course features weekly reading and review of multi-cultural literature as an immersive means of learning more about diverse populations within the LIS environment. This portion of this course is structured as an individual reading program where you will read a diverse array of assigned (and self-chosen) texts that reflect various cultural experiences. While it is impossible to offer a complete representation of all cultural groups, this reading program provides a lens through which you can gain a heightened appreciation for varied human experiences and apply your reading and learning responses to composing professional artifacts that reflect your overall approach to the intent of this course.

LIS 693(Irvin) Citation Style = APA.
- Should be readily available at UHM Bookstore in Campus Center. | Also available via Amazon priority shipping.

OTHER MATERIALS REQUIREMENTS.
- UH email
- UH Hamilton Library research tools
- Web-based logon online resources as introduced and required
- Hawaii State Public Library System (HSPLS) library card to access the HSPLS catalog and databases

Note: Aspects of this course are subject to change, at the discretion of the Instructor. Any modifications will be announced and documented in a timely fashion via the assigned course management system (Laulima or Slack) for this class. Last syllabus update: 21 August 2017, lis693(irvin)_syllabus_fall17c / vi.
ALOHA, ‘OHANA, KULEANA.

LIS 693 aligns its agenda with the UHM LIS Program’s vision, values and mission which are rooted within the Hawaiian values of aloha, ‘ohana, and kuleana. With these values in mind, the following intentions are anticipated for LIS students:

Courseware Technology = Slack. Slack (http://www.slack.com) is a social media platform targeted towards corporate, non-profit, and educational institutions as a digital workspace for working groups. Slack is used in higher education as a more user-friendly course management system. For this course, Slack will be employed to be used to post class readings and materials, to email updates/announcements, and to send assignment feedback. You may be required to use Slack to submit your assignments and to access course materials and information. It is your kuleana to correctly and effectively navigate Slack. (Slack can be downloaded and installed (for free) on all your devices).

Attendance. Attendance in this online course constitutes you consistently checking in to class, via Slack, at least three (3) times a week. At the very minimum, “attendance” means posting your original contributions to class discourse as well as reading and responding to at least three (3) of your classmate-colleagues’ postings as well. Maximum class attendance includes commenting on class channels with substantive contributions that are supported by class assigned literature and research (and beyond). To be excused for lateness or absence due to illness or another emergency, please submit evidence. For an excused absence, you must email appropriate documentation to me at least two (2) weeks in advance of the anticipated missed class sessions, to receive accommodations for due dates and missed work. Unexcused lateness/absences affect your class participation score, which can affect your overall course grade.

Emailing Dr. V. For LIS 693, professionally composed email becomes an important part of your coursework during the semester. Thus, be sure to email me using your UH email only, putting the correct course number in the email subject line so that I receive your query as priority email. This stipulation is very important. If you don't do this, your email will likely be missed. This should be done consistently throughout the course, even as we get to know one another.

For example: From: youremailaddress@hawaii.edu 
Subject field: LIS 693: Service Plan Question

Additionally, be sure that your emails are professional in tone and presentation, with appropriate address and salutation. You can review established guidelines for composing professional emails at: http://bit.ly/1IMGzo4. Lastly, due to the nature of LIS 693 assignments, unless otherwise requested, I do not accept assignments via email.

Support Services. Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: http://manoa.hawaii.edu/counseling/. Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/.

KOKUA. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I am happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations for LIS 693. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Liliʻuokalani Center (QLC) for Student Services. All KOKUA accommodations are confidential. Special accommodations cannot be made unless documented and prescribed by KOKUA.

Professionalism and Class Participation. Professionalism involves taking kuleana for your communications and interactions with your classmate-colleagues and LIS 693 faculty and staff. Class participation includes taking personal kuleana in exhibiting aloha in all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course. Positive dynamics ensures a good learning experience for the LIS 693 ‘ohana, and is mutually observed and assessed by the LIS 693 faculty and staff, accordingly. Refer to the Professional Expectations Notice and the UHM LIS Program requirements for student Computer Literacy Skills for details on the prerequisite technical and professional competencies you need in order to successfully experience this course. Note: Be aware that your professional behaviors are easily observed and evident to faculty and staff who write references for scholarships, internships, and job applications.

Note: Aspects of this course are subject to change, at the discretion of the Instructor.

Any modifications will be announced and documented in a timely fashion via the assigned course management system (Laulima or Slack) for this class.

Last syllabus update: 21 August 2017, lis693(irvin)_syllabus_fall17_r1c.
STUDENT LEARNING OUTCOMES (SLOs).

The UHM LIS Program’s curriculum is framed around the following student learning outcomes:
- SLO1 | Service | Design, provide, and assess information services
- SLO2 | Professionalism | Apply history and ethics to develop a professional LIS identity
- SLO3 | Resources | Create, organize, manage and discover information resources
- SLO4 | Technologies | Evaluate and apply information technologies
- SLO5 | Cultures | Engage with diverse communities and/or indigenous cultures
- SLO6 | Management | Demonstrate skills necessary to manage and work effectively within information organizations

LIS 693’s course deliverables provide introductory information and/or discourse to address all the SLOs, as follows:

<table>
<thead>
<tr>
<th>MODULE</th>
<th>SLOs Addressed</th>
<th>ASSIGNMENT</th>
<th>DUE DATE(s)</th>
<th>Grade / %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Inquiry</td>
<td>SLO2 SLO5</td>
<td>Cultural Narrative (Parts I and II)</td>
<td>Part I: Wk 4</td>
<td>15 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part II: Wk 12</td>
<td>15 %</td>
</tr>
<tr>
<td>Research &amp; Planning</td>
<td>SLO1 SLO2 SLO5 SLO6</td>
<td>International Service Plan</td>
<td>Week 14</td>
<td>20 %</td>
</tr>
<tr>
<td>Professional Learning &amp; Review</td>
<td>SLO1 SLO3 SLO5</td>
<td>Multi-cultural Reading Program (Parts I and II)</td>
<td>Part I: Wk 8</td>
<td>20 %</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Part II: Wk 16</td>
<td>20 %</td>
</tr>
<tr>
<td>Seminar Discourse</td>
<td>SLO2 SLO4 SLO6</td>
<td>Class discourse, email reference, student email, office hours, etc.</td>
<td>Weekly, as specified</td>
<td>20 %</td>
</tr>
<tr>
<td>(Class Participation)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>110%</td>
</tr>
</tbody>
</table>

However, to fulfill UHM LIS Program requirements, LIS 693 – Multicultural Resources for Diverse User Groups fully and specifically aligns with SLO5 - Cultures: Engage with diverse communities and/or indigenous cultures.

Submitting Assignments. You are responsible for the correct and on-time submission of your work; this includes effectively navigating the assigned class course management platform (Laulima or Slack). Assignments are due by 11:59 PM HST, on the last day of the week due (see course schedule at end of syllabus), unless otherwise specified. Late assignments are subject to a 20% deduction off your earned score, and forfeits Instructor feedback. (I do not grant extensions, so please do not ask). If you cannot submit your assignment on time, you need to inform me in as much advance as possible. Late and/or incorrectly submitted assignments go to the bottom of my grading queue behind the students who submit correctly and on time. Thus, if you submit late, expect a delay in communications and response. I do not accept assignments by email. For Slack courses, submit your assignments via Direct Message (DM) upload to your Instructor.
ASSESSMENT.

Grading Scale. A point-for-percentage evaluation scale is used to assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per university policy, a final grade of “C” and above is considered “passing” for graduate level courses, however, per LIS program policy, a GPA of 3.0 is required for continued registration and graduation from the LIS program.

<table>
<thead>
<tr>
<th></th>
<th>A+ 100+ pts</th>
<th>B+ 87–89.9</th>
<th>C+ 77–79.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95–97.9</td>
<td>B 84–86.9</td>
<td>C 74–76.9</td>
</tr>
<tr>
<td>A–</td>
<td>90–94.9</td>
<td>B– 80–83.9</td>
<td>C– 70–73.9</td>
</tr>
</tbody>
</table>

Extra Credit. Extra credit is not available for this course, no exceptions.

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irvin@hawaii.edu.
ASSIGNMENTS
Below is a brief overview of the major deliverables for this course. For detailed information and instructions for all assignments, be sure to read the “Assignment Guidelines” via Slack >> Syllabus.

**CULTURAL NARRATIVE PAPER**
This narrative is rendered in two parts:

- part one is a 5-10 paged paper submitted at the beginning of the term, and part two is a 5-10 paged paper submitted towards the end of the term. Each installment should be a thoughtful, reflective treatment of your own insights about your evolving understandings of your socio-cultural librarian identity and how your professional identity helps you to understand others in the world. Each installment is to be a synthesis of your own critical inquiry into the development of your professional identity, supported via citing of varied course readings and overall LIS research to articulate your conceptual framework.

**INTERNATIONAL SERVICE PLAN**
This assignment involves composing a 5-10 paged planning guide for your anticipated work/service as an international librarian with a volunteer/internship service entity (e.g. Peace Corps, Fulbright, etc.). This process documents required articulation of the type of information organization you assume this scenario involves – such as: a university town academic library in Asia, a mid-sized regional museum in Germany, a main corporate information center in India serving 14 international sites, or another type of library or information organization beyond American shores. While this task’s scenario is rhetorical, the location and information for the organization that you choose must be situated in real life.

**MULTICULTURAL READING PROGRAM**
We will be reading a total of 18 texts of various formats, reading levels, and genres. The reading program is a combination of required titles mixed with a few of your own “picks”.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asia Diaspora</th>
<th>Underserved</th>
<th>Hawaiian / Polynesian</th>
<th>LGBTQ</th>
<th>Multicultural Reference “Cultures Around the World”*</th>
</tr>
</thead>
</table>

*Note: ASPECTS OF THIS COURSE ARE SUBJECT TO CHANGE, AT THE DISCRETION OF THE INSTRUCTOR. ANY MODIFICATIONS WILL BE ANNOUNCED AND DOCUMENTED IN A TIMELY MANNER VIA THE ASSIGNED COURSE MANAGEMENT SYSTEM (Laulima or Slack) FOR THIS CLASS. LAST SYLLABUS UPDATE: 21 AUGUST 2017, lis693(irvin)_syllabus_fall17c / vi.
CLASS SCHEDULE
Weekly Readings available on Slack via: weekly channel, the “all files” directory, and the pinned items area. Assignments are due by 11:59 PM HST, on the last day of the week due.

MODULE 1 | Weeks 1-2 | August 21 – September 3
Topic | QUESTIONING: Who Are We, The Librarians?
Seminar Discourse | Class participation via Slack

MODULE 2 | Weeks 3-4 | September 4 – September 17
Topic | CONSIDERING: Identity, Isms, Privilege/Bias
Seminar Discourse | Class participation via Slack
ASSIGNMENT DUE: Cultural Narrative I

MODULE 3 | Weeks 5-6 | September 18 – October 1
Topic | UNDERSTANDING: Library User Groups
Seminar Discourse | Class participation via Slack

MODULE 4 | Weeks 7-8 | October 2 – October 15
Topic | COLLABORATING: Multicultural Resources (print)
Seminar Discourse | Class participation via Slack
MIDTERM: Multicultural Reading Program I

MODULE 5 | Weeks 9-10 | October 16 – October 29
Topic | COLLABORATING: Multicultural Resources (electronic)
Seminar Discourse | Class participation via Slack
*Last Day to Withdraw with a “W” grade, October 20, 2017*
*HLA/HASL Joint Conference, October 27-28, 2017*

MODULE 6 | Weeks 11-12 | October 30 – November 12
Topic | COLLABORATING: Multicultural Resources (audio visual)
Seminar Discourse | Class participation via Slack
ASSIGNMENT DUE: Cultural Narrative II
*Veterans Day (observed) – UH Closed, November 10, 2017*

MODULE 7 | Weeks 13-14 | November 13 – December 3
Topic | SERVING: International Librarianship
Seminar Discourse | Class participation via Slack
ASSIGNMENT DUE: International Service Plan
*UH Thanksgiving Break, 10pm November 22 – 8am November 28, 2017 – no classes*

MODULE 8 | Weeks 15-16 | November 20 – November 26
Topic | REFLECTING: Our Diverse Selves
Seminar Discourse | Class participation via Slack
FINAL DUE: Multicultural Reading Program II
* Finals Week = December 11 – Saturday, December 16, 2017 *

Note: Aspects of this course are subject to change, at the discretion of the Instructor.
Any modifications will be announced and documented in a timely fashion via the assigned course management system (Laulima or Slack) for this class.
Last syllabus update: 21 August 2017, lis693(irvin)_syllabus_fall17e / vi.