

St. Catherine University
Master of Library and Information Science Program
LIS 7620: Literacy and Community Engagement

3 Credit Course

Prerequisite: LIS7010 & LIS 7040

Fall 2015

Wednesday, 6-9 p.m., Coeur de Catherine (CDC) Room 020

Syllabus date: September 7, 2015

Note: Please check the syllabus date, and make sure that you have an updated version of this syllabus before you come to the first class.

Instructor: Sook Lim, Associate Professor

Office: CDC Room 46

Office Hours: 4:30 to 5:45 PM on Wednesday, Thursday; and by appointment

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Email: slim@stkate.edu (best way to contact me)

Homepage: <http://sooklim.org>

Course syllabus at <http://www.sooklim.org/teaching/teaching.html> & D2L (A final version of this syllabus will be available on both my website and D2L.)

Course Description

This course is designed to enhance students' learning experience and their sense of civic responsibility, not only through readings and discussions, but also by engaging service activities for a local community or library. This course focuses on community engagement and a variety of literacy issues. It provides students with educational opportunities to apply the knowledge and skills obtained from class to a local community through direct service or project-based community engagement. A minimum of 25 hours of direct service or service-learning project over the course of the semester is required. Students will closely work with people in a local community or library to deliver the tangible outcomes through a project by the end of the course.

Course goal

This course is designed to enhance students’ understanding of community needs for literacy and their sense of civic and professional responsibilities through their direct service or project-based work for and with a community agency or library.

Course objectives

After completing this course, you (students) will be able to:

- Analyze the community needs which an agency or organization serves for
- Analyze critical issues related to their service-learning project
- Connect the service experience to course contents
- Develop a sense of the professional responsibilities for literacy and information services in the public interest
- Develop a project in response to identified needs

Course objectives	Assessment
<ul style="list-style-type: none"> • Analyze the community needs which an agency or organization serves for 	Community project
<ul style="list-style-type: none"> • Analyze critical issues related to their service-learning project 	Community project & final reflection essay
<ul style="list-style-type: none"> • Connect the service experience to course contents 	Reflection logs; reading responses; & reflection essay
<ul style="list-style-type: none"> • Develop a sense of the professional responsibilities for literacy and information services in the public interest 	Reflection logs & reflection essay
<ul style="list-style-type: none"> • Develop a project in response to identified needs 	Community project

Relevant MLIS Student Learning Outcomes

- Identify and analyze information needs and opportunities of individuals and organizations (SLO1).
- Demonstrate critical thinking by integrating relevant models, theories, research and practices (SLO2).
- Demonstrate management, interpersonal and organizational skills (SLO3).

- Communicate knowledge from library and information studies and related disciplines (SLO5).
- Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information (SLO6).
- Demonstrate awareness of diverse groups and how to serve them effectively (SLO7).

The objective for the community partner(s)

- To provide the community partner(s) with certain benefits by satisfying the community needs

Required Text

None

Useful Books

Butin, D. (2010). *Service-learning in theory and practice: The future of community engagement in higher education*. Palgrave Macmillan.

Stoecker, R. and Tryon, E. (2009). *The unheard voices: Community organizations and service learning*. Temple University Press. [e-book at St. Kate's Library]

Clayton, P., Bringle, R. and Hatcher, J. (Eds.). (2013). *Research on service learning: Conceptual frameworks and assessment*. Sterling, VA: Stylus Publishing, LLC.

Useful Resources

Campus Compact at <http://www.compact.org>

Community Work and Learning at St. Catherine University at <https://www2.stkate.edu/cwl/home>

Michigan Journal of Community Service Learning at <https://ginsberg.umich.edu/mjcs/>

<http://quod.lib.umich.edu/m/mjcs/3239521> (free browse)

Morgridge Center for Public Service at the University of Wisconsin-Madison at <http://morgridge.wisc.edu/programs/servicelearning/>

National Service-Learning Clearinghouse at <http://www.servicelearning.org>

Service-Learning Initiative at the Ohio State University at <http://service-learning.osu.edu/resources1.html>

Course Technology

Desire to Learn (D2L)

Assignments

- Reflection logs (36 points)
- Reading responses and discussion questions for two topics (5 points)
- Community project (35 points)
- Final reflection essay (10 points)
- Class participation (14 points)
- Service hours: A minimum of 25 hours of service is required through direct service, community project or a combination of both. I highly recommend you to do direct service for at least 10 hours in addition to your community project.

1. Six reflection logs integrating/reflecting readings (regular reflection logs, 6 points per week = a total of 36 points)

Starting in the third or fourth week of the class, you will need to regularly write two-three paragraphs (roughly 300-400 words) reflecting on what happened in class and/or community being served, what is happening in the project and what you are learning or feeling about. The purpose is to help you become conscious of what you are experiencing and learning, and to help me learn what I need to help clarify. You should connect your service experiences to course readings in your reflection. Submit your reflection to Discussions on D2L by 9 PM on Tuesday of the following class of each assigned week. The readings each week may not always be directly linked to the type of your service at the community agency. Try to connect the readings you have read to your learning through service activities.

2. Reading responses for weeks without a reflection log (2.5x2=5 points)

Each student will choose two topics from the weeks when you don't write a reflection log and post his/her response to the readings and offer a question (s) to explore during the class discussions. Write a paragraph (about 150 words) describing one or two key points and/or interesting aspects of a reading (or readings) and a discussion question. Post your response and/or questions to Discussions on D2L by 9 PM on Tuesday, coming immediately before the class meeting. All other students are expected to read their classmates' contributions and questions before the class. I encourage you to post your reaction to your classmate's question/ response.

3. Community project (35 points)

As you meet with community members, you will develop a specific project related to literacy,

which can be beneficial to the community agency or members served (e.g., technology or literacy training program, social media use guidelines, reading program, financial literacy program, guidelines for health information on the Internet, etc.). You are expected to work with the community member(s) when you develop your project. I encourage you to plan and complete this project collaboratively with your classmates. Your reactions will contribute to your online participation points.

[I will give you more guidelines after you meet the community member(s)]

4. Final reflection essay (10 points)

Reflection activities provide a method or methods for you to process what you learned through the service experience and how these experiences relate to academic course content. Your essay (about 2-3 pages) should reflect your learning experience by discussing the following questions:

- What are critical issues you have identified in relation to your service-learning project and/or your direct service work?
- How do you connect your service experience to the course content?
- How do you describe your personal relevant in your service work?
- How do you connect your service experience to your sense of civic and professional responsibilities?
- Integrate the course readings and/or relevant literature into your reflection.

5. Participation (14 points)

Online participation points (7 points)

Students' additional postings and reactions to their classmates' responses to the readings and/or question to the class will contribute to class participation points. Those who actively participate in both online and in-class discussions will have more class participation points. See Participation below for the details.

- 4 or more topics: 7 points
- 3 topics: 6 points
- 2 topics: 5 points
- 1 topics: 4 points

Notes: I will also consider the quality of reactions (e.g., extra bonus point(s) of thoughtful reactions throughout the semester). There will be a bonus point(s) for significant contributions.

In-class participation points (7 points)

- Regular attendance, frequent contribution or thoughtful and insightful ideas: 7 points
- Regular attendance and moderate contribution: 6 points
- Two unexcused absences or occasional contribution: 5 points
- Three or more absences: 3 or lower points

6. Minimum amount of service hours

Many academic service learning centers recommend at least 25 hours of service over the course of the semester in order for the course to be considered service-learning.

Course policies

1. Regular class attendance is expected of all students. Attendance means that (1) students are expected to arrive at class on time and stay for the duration of the class; and (2) students, whether present or not, are responsible for in-class content. First day attendance is required. It is very difficult to keep up without attending every class. If you know you have to miss class, you should notify me in advance. If you miss more than two classes, your attendance will affect your grade through your participation points. If this is the case, you would not be able to obtain more than 40 % of participation points.
2. Class participation is critical in your learning process. Your participation grade will be based on the quality and quantity of your contributions to course discussions. You are fully expected to complete the readings and to participate in both online and in-class discussions.
3. All assignments are due on the specified dates. Absence from class is not an excuse for a late assignment. In the event of an emergency that prevents you from submitting an assignment on the specified date, you should contact me and get my permission in advance. Without my permission, there will be a penalty for a late assignment (a 5% reduction in grade for each day or hour late).
4. In case of an excused absence, make-up course requirements must be scheduled at a mutually convenient time. It is the student's responsibility to arrange a make-up schedule with me. In case of an unexcused absence, make-up of course requirements that were missed must be completed by the student within two school days of their original date. If not completed within this timeframe, the total point value of this course requirement is forfeited.
5. INCOMPLETE GRADE: A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at the instructor's discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. The instructor may establish a due date after the normal deadline if you request it and special circumstances warrant it. The instructor will submit an alternate grade that will automatically be recorded if you do not complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and your instructor must be approved by the appropriate academic dean.
6. Writing is one of the most important skills in your graduate education. You are expected to understand the elements of good formal writing at the graduate level, and you should

work hard to improve your writing skills. If you need some help with your writing, St. Catherine University provides writing assistance through the O'Neill Writing Center (room 21) in the Coeur de Catherine building.

7. You are responsible for checking your St. Kate's email account for messages from me. Check your email at least once a day.
8. You are expected to conduct yourself in accordance with the highest standards of academic honesty and integrity. Appropriate credit must be given to original creators of all works used. Please see the college's Academic Integrity Policy at http://minerva.stkate.edu/academiccatalog.nsf/web_retrieve/mina-7lgbze?OpenDocument.

Students with Disabilities

St. Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact me and the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at [651-690-6563](tel:651-690-6563) to discuss academic adjustments or accommodations (<https://www2.stkate.edu/oneill-center/home>)

Assessment

Grading Scale

- A: 95-100%, Excellent
- A-: 90-94%, Very good, Needs a few work
- B+: 87-89%, Needs some work
- B: 83-86%, Needs significant work
- B-: 80-82%, Poor
- C: 70- 79%, Unacceptable for graduate work
- F: Below 70%, Fail

General grading criteria for papers/ essays

- *Substantive analysis*: Do you considerably analyze the arguments you examine and seriously engage with alternative arguments? Are the ideas or arguments developed sufficiently?
- *Evidence*: Do you cover the relevant literature sufficiently? Are your arguments supported by evidence? Do you cite the relevant literature? Are your information sources credible?
- *Clarity of presentation*: Are terms defined? Are your ideas clearly expressed? Is your paper focused or does it wander? Are your main points clearly presented? Does each paragraph have a central idea that a reader can easily identify?
- *Coherent organizations*: Is your paper organized logically? Is the sequence of points made logical and clear?

- *Originality of ideas (bonus points)*: Do your own views and voice come through clearly? Does your paper have a creative or unique point of view?
- *Difficulty of your topic or issue (bonus points)*: Does your paper deal with an unusual challenge? Is your paper intellectually demanding?
- *Citations and format*: Have you cited ideas and facts that are not your own? Are references in correct APA style (both in the text and list of references)? Is your tone appropriate for an academic paper? There should be few spelling and grammatical errors. Your paper should have the format below.

All assignments are expected to have:

- Your name, date submitted, and assignment title
- Page numbers
- An original title for the assignment if any
- 1” margins
- 12 point Times New Roman or a similarly readable font style
- Subheadings with the document (if more than 4 pages)
- APA citations of works cited
 - If you are not familiar with APA format, please visit the SCU Library website at <http://libguides.stkate.edu/citationguides>

Course Outline and Schedule

(Note: Schedule and readings subject to change)

Part I: Background of Service Learning

Week 1. 9/9, Introduction to course

[Meet the community partners]

Harkavy, I. and Hartley, M. (2010). Pursuing Franklin’s ream: Philosophical and historical roots of service-learning. *American Journal of Community Psychology*, 46. 418-427.

Service-Learning Program (2015). Overview of service-learning, the Marquette University.
http://www.marquette.edu/servicelearning/about_overview.shtml

Week 2. 9/16, Differences between service learning and other types of experiential learning

Moore, D. T. (2010). Forms and issues in experiential learning. *New Directions for Teaching and Learning*. 124, 3-13.

Lim & Bloomquist (in press). Distinguishing service learning from other types of experiential learning. *Education for Information*.

Part II. Conceptual Frameworks and Research Approaches

Week 3. 9/23. Conceptualizing service learning, debates and issues

Butin, D. (2010). Conceptualizing service-learning. In *Service-learning in theory and practice: The future of community engagement in higher education* (pp. 3-22). Palgrave Macmillan. [e-reserves]

Chupp, M. and Joseph, M. (2010). Getting the most out of service learning: Maximizing student, university and community impact. *Journal of Community Practice*, 18, 190-212.

Fish, S. (2004, May 21). Why we built the ivory tower. *The New York Times*.
<http://www.nytimes.com/2004/05/21/opinion/why-we-built-the-ivory-tower.html>

Due: Reflection log1

Week 4. 9/30. Partnerships and service-learning models

Stoecker, R. and Beckman, M. (2009). Making higher education civic engagement matter in the community. *Campus Compact*.

<http://www.compact.org/wp-content/uploads/2010/02/engagementproof-1.pdf>

Stoecker, R. and Tryon, E. (2009). Motivations of community organizations for service learning. In R. Stoecker and E. Tryon (Eds.), *The unheard voices: Community organization and service learning* (pp. 19-37). Temple University Press [e-book via St. Kate's Library]

Clayton, P., Bringle, R., Senor, B., Huq, J. and Morrison, M. (2010). Differentiating and assessing relationships in service-learning and civic engagement: Exploitative, transactional, or transformational. *Michigan Journal of Community Service Learning*, 16(2), 5-22,
<http://quod.lib.umich.edu/cgi/p/pod/dod-idx/differentiating-and-assessing-relationships-in-service.pdf?c=mjcsli;idno=3239521.0016.201>

Week 5. 10/7. Community-based research/ project-based research

Stoecker, R., Loving K., Reddy, M. and Bollig, N. (2010). Can community-based research guide service learning? *Journal of Community Practice*, 18: 280-296.

Stoecker, R. (2013). Head and hand together: A project-based research model. In *Research Methods for Community Change: A project-based approach* (pp.75-101). Thousand Oaks, CA, Sage Publications. [e-reserves]

Due: Reflection log2

Part III. Library, Literacies and Community Engagement

Week 6. 10/14. Understanding underserved populations

[Guest speaker—tentative]

Gehner, J. (2010). Libraries, low-income people, and social exclusion. *Public Library Quarterly*. 29 (1). 39-47.

Muggleton, T. H. and Ruthven, I. (2012). Homelessness and access to the informational mainstream", *Journal of Documentation*, 68 (2), 218 – 237.

Kong, L. (2013). Failing to read well the role of public libraries in adult literacy, immigrant community building, free access to learning. *Public Libraries*, 52 (1).

<http://publiclibrariesonline.org/2013/03/failing-to-read-well-the-role-of-public-libraries-in-adult-literacy-immigrant-community-building-and-free-access-to-learning/>

Optional reading:

Yi, Y. J. (2015). Compliance of section 508 in public library systems with the largest percentage of underserved populations, *Government Information Quarterly*, 32(1), 75-81.

Week 7. 10/21. Library and civic engagement

Smith, M. (2012). Making a difference: Civic engagement at the public library. *Public Libraries*. 51(4). <http://publiclibrariesonline.org/2012/10/making-a-difference-civic-engagement-at-the-public-library/>

Cocciolo, A. (2013). Public libraries and PBS partnering to enhance civic engagement: A study of a nationwide initiative. *Public Library Quarterly*. 32 (1). 1-20.

Taylor, N. G., Jaeger, P., McDermott, A. J., Kodama, C. M., Bertot, J. C. (2012). Public libraries in the new economy: Twenty-first-century skills, the Internet, and community needs *Public Library Quarterly*. 31(3). 191-21

Due: Reflection log3

Week 8, 10/28. Literacies and community

New Literacies (2014). In Wikipedia. https://en.wikipedia.org/wiki/New_literacies

Brandt, D. (2001). The means of production. In *Literacy in American lives* (pp. 169-186). e-book at St. Kate's Library

Harris, B. (2008). Communities as necessity in information literacy development: Challenging the standards. *Journal of Academic Librarianship*. 34(3). 248-255.

Week 9. 11/4. Community needs and literacies

Friedland, L., Napoli, P., Ognyanova, K/ Weil, C. and Wilson III, E. (2012). Review of the literature regarding critical information needs of the American public. Submitted to the Federal

Communications Commission. At

https://transition.fcc.gov/bureaus/ocbo/Final_Literature_Review.pdf

[Read Executive Summary, Introduction and Critical Information Needs of the American Public.]

Anderson, K., Barblett, L., Barratt-Pugh, C., Haig, Y. & Leitão, N. (2013). Better beginnings: Public libraries making literacy link with the adult community, *Libri: International Journal of Libraries & Information Services*, 63 (4), pp. 272-281,

Adkins, D., Bossaller, J. and Thompson, K. (2009). Describing vernacular literacy practices to enhance understanding of community information needs: A case study with practical implications. *Reference & User Services Quarterly*, 49 (1), 64-71.

Due: Reflection log4

Week 10. 11/11. Community needs and traditional literacy

[Work on your community project or at the community agency- TBD]

Sawyer, P. (2009). The writing program and the call to service: A progress report from a land grant university. *Michigan Journal of Community Service Learning*. 15(2). 68-76.

<http://quod.lib.umich.edu/cgi/p/pod/dod-idx/writing-program-and-the-call-to-service-a-progress-report.pdf?c=mjcsli;idno=3239521.0015.206>

Hart, S. and King, J. (2007). Service learning and literacy tutoring: Academic impact on pre-service teachers. *Teaching and Teacher Education*. 23, 323-338.

Richards, J. C. (2013). Transformations in graduate education majors' relational care in a service learning writing course, *Reading Improvement*, 50(1), pp. 19-29.

Week 11. 11/18. Community needs and digital literacies

Visser, M. (2013). Digital literacy and public policy through the library lens. *Maine Policy Review*. 22 (1). 104-113. At <http://digitalcommons.library.umaine.edu/mpr/vol22/iss1/27>.

Jaeger, P. T., Bertot, J. C., Thompson, K., Katz, S. M. and DeCoster, E. J. (2012).

The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. *Public Library Quarterly*. 31 (1). 1-20.

Albertson, D., Perry, A, and Whitaker, M. S. (2011). Developing and organizing a community engagement project that provides technology literacy training to persons with intellectual disabilities. *Journal of Education for Library and Information Science*, 52 (2). 142-151.

Optional reading:

Lambert, F. (2010). Online community information seeking: The queries of three communities in Southwestern Ontario. *Information Processing and Management* 46. 343–361.

Due: Reflection log5

Week 12. 11/25, No Class!

Happy Thanksgiving

Week 13. 12/2. Community needs and other literacies

[Final readings: focus one type of literacy or a few types of literacies??-TBD]

Family literacy

Higgins, N. (2013). Family literacy on the inside. *Public Libraries*. 52 (1).
<http://publiclibrariesonline.org/2013/03/family-literacy-on-the-inside/>

Financial literacy

Smith, C. A. & Eschenfelder, K. (2013), *Public Libraries in an age of financial complexity: Toward enhancing community financial literacy*, *Library Quarterly*, 83 (4), 299–320.

Or view: University of Wisconsin-Madison Center for Financial Security, “Public Libraries as Financial Literacy Providers [video],” December 17, 2012,
www.youtube.com/watch?v=AX6TillaozM.

Health literacy

Ginossar, T. and Nelson, S. (2010). Reducing the health and digital divides: A model for using community-based participatory research approach to e-health interventions in low-income Hispanic communities. *Journal of Computer-Mediated Communication*. 15 (4). 530-551.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2009.01513.x/full>

Optional readings:

Allen, N. (2010). Making a difference: The western Australian better beginnings family literacy program. *Aplis* 23(1). 33-37.

Monsour, M. (2012). Libraries innovate with new financial education program. *Public Libraries*. 51(2). <http://publiclibrariesonline.org/2013/04/libraries-innovate-with-new-financial-education-programs/>

Ports, K. A., Ayers, A., Crocker, W., Hart, A., Mosavel, M. & Rafie, C.(2015). Community perceptions and utilization of a consumer health center. *Journal of the Medical Library Association*, 103 (1), pp. 35-39.

Crooks, C. & Bernstein, S. (2014), Addressing community health care needs by creating

service learning partnerships, *Journal of Instructional Psychology*. 41(1-4), p60-63.

Part IV: Outcomes and Implications of Service Learning

Week 14. 12/9. LIS literacy projects and outcomes of service learning

Bishop, A., Bruce, B. and Jeong, S. (2009). Beyond service learning. In L. Roy, L., K. Jensen, K. and A. Meyers (Eds.), *Service learning: Linking library education and practice*. (pp. 16-31). Chicago. IL: American Library Association. [e-reserves] –Focus on pp. 24-30.

Naidoo, J. C. (2009). Puentes de la comunidad. In L. Roy, L., K. Jensen, K. and A. Meyers (Eds.), *Service learning: Linking library education and practice*. (pp. 83-94). Chicago. IL: American Library Association. [e-reserves]

Overall, P. (2010). The effect of service learning on LIS students' understanding of diversity issues related to equity of access. *Journal of Education for Library and Information Science*. 51 (4). 251-266.

Further readings:

Stoecker, R. and Tryon, E. (2009). Epilogue: The two futures of service learning. In R. Stoecker and E. Tryon (Eds.), *The unheard voices: Community organization and service learning* (pp. 187-192). Temple University Press [e-book via St. Kate's Library]

Butin, D. (2010). Living with (in) the future: Higher education trends and implications for service-learning. In *Service-learning in theory and practice: The future of community engagement in higher education* (pp. 143-153). Palgrave Macmillan.

Due: Reflection log6

Week 15, 12/16, Final presentation

[Presenting at the community agency or inviting the community partner(s) to class]

Due: Final reflection essay and final project