



FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

LIS5916 – Community Engagement (3 credits)

FALL 2022, [COURSE MEETING DAY/TIME], COLLABORATE

Mode of Instruction: Online

Students all meet with instructor for class synchronously, using a multi-media conferencing system such as Collaborate, at a specific class time indicated in the University's course schedule for each semester. Additional asynchronous interactions (e.g., discussion forums) among students and with instructor may also be required to complete the course.

Instructor:

Email:

Office:

Phone:

Course Location/Website: Canvas

Office Hours:

Teaching Assistant:

TA Email:

COURSE DESCRIPTION:

Students will explore how libraries and other information organizations can effectively serve the informational, recreational, and social service needs of their defined user base through partnerships and collaborations with community and governmental agencies.

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

1. Describe critical librarianship and the importance of social justice for information programs and services.
2. Determine community needs and aspirations.
3. Identify potential partnerships and collaborations with community and governmental agencies.
4. Develop information programs and services that are responsive to community needs and aspirations using outcome-based methods.
5. Evaluate information programs and services.

COURSE MATERIALS:

Textbook (TBD)

Readings are available on websites or in the FSU Libraries databases.

COURSE ASSIGNMENTS AND EVALUATION:

Social service organization interview

Outcome-based Planning and Evaluation Project:

- Community assessment
- Program/service proposal
- Evaluation plan
- Project presentations

Attendance/participation

Social service organization interview: Choose a social service organization in your local community and then interview someone who works with the organization. In the written assignment, provide a summary of the interview, a reflection on the role(s) of the organization within the community, how this organization and the library might collaborate to meet community needs or otherwise support each other, and a reflection on what you learned from conducting the interview. Detailed instructions and a grading rubric are provided on the course website.

Outcome-based Planning and Evaluation Project: This project consists of four parts, as described below. Detailed instructions for the overall assignment and for each part along with a grading rubric for each part are provided on the course website.

(a) Community assessment: Choose a library and conduct an assessment of community needs, focusing on a subpopulation of the community (e.g., children, small business owners, immigrants, etc.). Gather information about the community and the subpopulation of your choice and discuss which needs are not currently being met, or not being met very effectively, that the library might respond to.

(b) Program/service proposal: Based on your community assessment, decide what outcome(s) you would like to target. Then, design a program or service for that group, that would address the outcome(s) chosen.. What would the program/service entail? What resources would you need in order to deliver the program/service? What possible partnerships or collaborations with other community agencies might be possible? Establish indicators of success for your program. How would you advertise the program/service to the target group?

(c) Evaluation plan: Using the indicators developed above, create a plan to evaluate the effectiveness of the program/service you described in the program/service proposal assignment. Will you employ both formative and summative assessment? What measurements would you use and why?

(d) Project presentations: Present the three parts of your outcome-based planning and evaluation project to the class, using slides and/or other visuals.

Discussion board postings: Post a response to the discussion topic posted each week. Your response will receive full credit if it is on topic, of the minimum required length, and posted by the deadline (exactly one week from when the discussion topic is posted).

Attendance: Attend class regularly.

GRADE CALCULATION:

Social service organization interview	200 pts
Outcome-based Planning and Evaluation Project	
Community assessment	200 pts
Program/service proposal	200 pts
Evaluation plan	200 pts
Project presentations	50 pts
Discussion board postings (5 pts each)	75 pts
Attendance (5 pts each)	75 pts
TOTAL	1000 pts

GRADING SCALE

A	930 - 1000	C	730 – 769
A-	900 – 929	C-	700 – 729
B+	870 – 899	D+	670 – 699
B	830 – 869	D	630 – 669
B-	800 – 829	D-	600 – 629
C+	770 – 799	F	0 – 599

COURSE SCHEDULE:

WEEK	TOPICS TO BE COVERED	ASSIGNMENT DUE
1	Course Introduction	
2	A little theory: Critical librarianship	
3	Understanding your library: Vision, mission, goals. The library's place in the community	
4	Understanding your community I: Existing resources, people as informants Government resources	
5	Understanding your community II: Collecting empirical data	Social service organization interview
6	Working with your community: Action (or participatory) research	
7	What to do with all that data? Gap analysis	
8	Using data to inform program and service development: Outcome-based planning and evaluation	Community assessment
9	Establishing partnerships	
10	Working with diverse populations: Cultural competency	
11	Working with vulnerable populations (trauma-informed care, Whole person librarianship). Collaborating with social workers	Program/service proposal
12	Working with children and young adults: Advocacy	
13	Using data to evaluate services and programs	
14	Self-care: Avoiding burnout	Evaluation plan
15	Presentations in class	Presentations
16	Finals week	NO FINAL EXAM

SCHOOL POLICIES

Copyright Statement:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated

further. They are provided in compliance with the provisions of the Technology, Education, And Copyright Harmonization (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

Sexual Harassment Policy:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/graduate/information/university_notices/

iSchool Hardware and Software Requirements:

A list of all hardware and software requirements for students participating in the School of Information (iSchool) courses can be found at the following location:

<http://ischool.cci.fsu.edu/academics/online/requirements/>

Student Eligibility for an Incomplete Grade:

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory.

UNIVERSITY POLICIES

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Academic Success:

Your academic success is a top priority for Florida State University. University resources to help you succeed include tutoring centers, computer labs, counseling and health services, and services for designated groups, such as veterans and students with disabilities. The following information is not exhaustive, so please check with your advisor or the Dean of Students office to learn more.

Americans With Disabilities Act:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons

with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

1. must register with and provide documentation to the Office of Accessibility Services (OAS);
2. must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
3. should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Syllabus Change Policy:

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

Confidential campus resources:

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

University Counseling Center
Askew Student Life Center, 2nd floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu/>

University Health Services
Health and Wellness Center
(850) 644-6230
<https://uhs.fsu.edu/>