# LSSL 5334 Information Resources and Services I

**Spring 2018**

*LSSL 5334 is a required course for MLS degree and Library Science Certification.*

**College of Education**

**Department of Library Science**

**Syllabus prepared by Dr. Bell and Dr. Laura Sheneman**

**and adapted by Dr. Kimberly Kinnaird**

**Instructor:** Dr. Kimberly Kinnaird

(817) 707-6772 This is my personal cell phone. You may text between 8 a.m. - 8 p.m. You may call anytime between 5:00 p.m. and 8:00 p.m. Please always add your name in the voice or text message. I work as a middle school librarian during the day so if you text me I will not have a chance to respond until I am out of work.

**Email:** kck017@shsu.edu

**Office hours:** Online and through email. Please contact the instructor to schedule a meeting.

**Day and time the class meets:** No face-to-face meetings required.

**Location of class:** Online

**COURSE DESCRIPTION:** Introduces skills, techniques, and philosophy of the reference process, with emphasis on the interview and strategies. Examines and discusses basic reference tools using specific evaluative criteria. Analyzes library systems, networks, automated databases, latest trends and research in the field of reference. Covers online commercial databases, the Internet, and laser optical disc searching techniques. Required for certification and MLS.

**IDEA OBJECTIVES:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Learning fundamental principles, generalizations, or theories.

Important:

3. Gaining factual knowledge (terminology, classification, methods, trends).

**REQUIRED TEXTBOOK**:  Must get 3rd edition…

Cassell, K. and Hiremath, U. (2013). Reference and information services: An introduction. New York, NY: Neal-Schuman Publishers, Inc. 3rd Edition.

## COURSE FORMAT

This course is an online course.

## COURSE CONTENT

All meetings and work will be done online for this course. Please refer to the Blackboard site for further information on dates and assignments.

## COURSE REQUIREMENTS

## EXPECTATIONS

## LATE ASSIGNMENT POLICY

Late work is not accepted. **It is the responsibility of the student to make sure work arrives at the Blackboard site by 11:59 p.m. on the assigned due dates.** Hardware and/or software failure is not a reason for late work. **At the Instructor's discretion, an assignment may be submitted after the deadline under extenuating circumstances. The Instructor will be the sole determinant as to what is extenuating. Illness the day of the assignment is not extenuating as due dates are posted weeks and months in advance. However, a student should check with the Instructor if he or she knows an assignment will be late. A penalty will be exacted for any late work accepted. Late work during the final week of class, will not, under any circumstances, be accepted. 11:59 p.m. means 11:59 p.m. — not several hours later.** Please be aware that scheduled downtime is posted at the portal for Blackboard and at the SHSU home page most of the time. Unscheduled downtime might be an issue. If that is the case, I will communicate an extension of deadline to students.  However, it is good to plan to submit work ahead of schedule.

## ACADEMIC DISHONESTY POLICY

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. The department chair is informed of any academic dishonesty. Most violations of the policy result in suspension and dismissal from the program.

## TIME REQUIREMENT

This is a graduate class, and students need to set aside time each week for the assignments. It is suggested that the student devote time each day for reading the assigned texts as well. **LSSL 5334 has an extensive amount of assignments. Please make sure you are ready and able to participate in discussions and submit assignments on time during this course…It is by no means a course that can be done with little amount of input!**

**PROFESSIONALISM POLICY**

It is expected that graduate students be active, enthusiastic, and collegial participants during the semester. In addition, it is expected that course work will be completed in a timely and professional manner according to the posted class schedule. Communication with the professor should demonstrate an understanding of professionalism as well. Points are lost if these expectations are not fulfilled.

**EQUIPMENT REQUIREMENTS**

It is expected that candidates who register for online can meet the following minimum software and hardware requirements:

- Technical Requirements - found at http://distance.shsu.edu/TechRequirements.html
- Information Technology Hardware Requirements - found at http://www.shsu.edu/~ucs_www/hardware_requirements.html

**CELL PHONE POLICY**

**Sam Houston State University Academic Policy Statement 100728**

Please visit http://www.shsu.edu/~vaf_www/aps/documents/100728.pdf for information regarding Sam Houston State University Academic Policy Statement 100728, Use of Telephones and Text Messagers in Academic Classrooms and Facilities.

**STUDENT SYLLABUS GUIDELINES**

- SHSU Academic Policy Manual -- Students
  - Procedures in Cases of Academic Dishonesty #810213
  - Disabled Student Policy #811006
  - Student Absences on Religious Holy Days #861001
  - Academic Grievance Procedures for Students # 900823
- SHSU Academic Policy Manual – Curriculum and Instruction
  - Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728

**NCATE Accreditation**

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

NCATE Standards

CAEP Standards

**The Conceptual Framework and Model**

The COE Conceptual Framework establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

**SHSU Dispositions and Diversity Proficiency (DDP) Standards**

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

| | DDP | CF | CAEP | NCATE |
|---|---|---|---|---|
| 1. | Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction. | 2 | 1.1 (InTASC #10) & 3.3 | 1. c., 1.g., & 4. c |
| 2. | Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners. | 2 | 1.5 & 3.4 | 1.b, 4.a., & 6.d. |
| 3. | Practices ethical behavior and intellectual honesty. | 3 | 1.1(InTASC #9) , 3.3, & 3.6 | 1.g. & 4.a. |
| 4. | Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices. | 3 | 3.1, 3.3 | 4.a. |
| 5. | Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners. | 3 & 5 | 1.1 (InTASC #2) | 4.a.& 4.d. |
| 6. | Demonstrates ability to be understanding, respectful and inclusive of diverse populations. | 3 & 5 | 3.1 | 4.a. & 4.d. |
| 7. | Uses assessment as a tool to evaluate learning and improve instruction for all learners | 4 | 1.1 (InTASC #6) | 1.d. & 4.a. |
| 8. | Demonstrates a commitment to literacy, inquiry, and reflection. | 1 & 4 | 1.1 (InTASC #9) & 3.3 | 1. d, 1. g., & 4.a. |
| 9. | Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains. | 5 | 1.1 (InTASC, & #2) | 4.a. |
| 10. | Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners. | 5 | 1.1 (InTASC #2 and #9), & 1.4, 2.3 | 1.c., 3.c., 4.a., & 4.d. |

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

**College of Education Information**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

## Matrix:

| Topic(s)/Objective(s) | Activities/ Assignments (including field-based activities) | Measurement (including performance-based) | ndards Alignment **S**—SPA Standard Alignment **TS**—Texas Educator Standards/Competencies **DDP**—Diversity and Disposition Proficiencies **CF**—Conceptual Framework Indicator **N**—NCATE Standard 1 (if there is no SPA) **NETS** – ISTE NETS Technology Standards |
|---|---|---|---|
| Demonstrates effective use of current and relevant information processes and resources, including emerging technology. | Units 1 - 6 | Textbook Readings Discussion Boards | S-1.1b TS-I.001, II.002, II.003, II.007, II.008 CF-1,2, 3 N-1e DDP 1,2,3,7,8,9 |
| Collaborate with other professionals in professional development activities that support school librarianship and student learning. | Work together to develop materials for teaching about a reference tool | Reference tool presentation | TS – 4.5, 5.11 CF – 1, 3, 5 DDP – 1 NETS – 3, 4, 5 N – 4 |

| | | | |
|---|---|---|---|
| Evaluate instructional strategies and technologies, based on research and experience that help all students learn. | Assess prior knowledge concerning the use of technology<br><br>Complete assignments related to textbook reading | Questionnaire<br><br>Textbook assignments | TS – 4.5<br><br>CF – 1<br><br>DDP – 2<br><br>NETS – 5<br><br>N – 4 |
| Demonstrate communication of information in different formats and for diverse audiences | Design materials to promote use of a reference tool | Reference tool assignment | TS – 6.1<br><br>CF – 1, 5<br><br>DDP – 6<br><br>NETS – 3, 5<br><br>N – 3 |
| Evaluate technologies for use in the school library that help all students learn. | Examine and evaluate various reference tools in print and online<br><br>Journal Readings | Journal Readings<br><br>Evaluating reference service assignment | TS – 3.8, 5.11<br><br>CF – 1<br><br>DDP – 5,6<br><br>NETS – 3<br><br>N – 3 |

**NCATE Unit Standards**

http://www.ncate.org/documents/standards/NCATE%20Standards%202008.pdf

http://www.ncate.org/public/unitStandardRubrics.asp?ch=4

State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp

# ASSIGNMENTS:

On Blackboard under Modules you will find just about the same information as you find here, however, I have included (in as many assignments as I could) an example (provided by previous students) of an excellent submission for that assignment. Remember that this is a semester where some assignments were updated and some were added. So some examples may be a little different. Always follow the instructions.

## 1.INTRODUCTIONS (Due January 24) This assignment is due in BOTH the discussion posting and as an assignment submission by 11:59 p.m. of January 24.

You should do two things to introduce yourself to your professor and classmates. First, introduce yourself via Discussion Board. There will be a forum set up for this. Second, you should use an online message board (Lino, Padlet, Spaaze, etc.) to post facts about yourself. Include the link to your board in your Discussion Board introduction.

There are several great applications you can use to complete the online message board: Here is a great introduction to Lino and Padlet in case you are not familiar with either https://www.youtube.com/watch?v=5_sO12Pj0Gs it's about 15 minutes long….

- Lino (**http://linoit.com**):
  - Lino also has an iPad app you can use.
  - Here is a link to a Lino canvas that anyone can add to. http://linoit.com/users/karinlibrarian/canvases/Digital%20Technology%20for%20 SL MS
- Padlet (**http://padlet.com**):
- Spaaze (**http://www.spaaze.com**): I haven't used this one, but there is a free option and it seems to allow you to include a lot of different things on the boards.

**\*\*\*** Note that these three apps are similar but each has advantages. Favorites are the first two. Lots of people love Padlet, which used to be Wallwisher. For Padlet and Lino, you do not have to sign up or join or anything like that. This is GREAT for using with students for that reason. Look at all and pick one to use. There may be others out there too…see what you can find!

**\*\*\*\*\* Have your Discussion Board Introduction AND your Online Message Board by assigned due date. Also, in Assignments, go to the comments box and provide a link to your online board as well as sharing via discussion. This will allow me to make comments back to you.**

## 2. BARE BONES INTERNET TUTORIAL (Due January 31)

Here is the URL:  http://www.sc.edu/beaufort/library/pages/bones/bones.shtml

Complete all sections down through Troubleshooting (Lessons 1 – 10). Then complete the sections on Google and Yahoo. I will be impressed if you do more! Briefly look at Search Engine Graveyard and Beyond Bare Bones--in your response you can just put a sentence or so about these sections. "Final Exam" is optional.

Prepare a paper (submission) of your understanding of what is presented in the Bare Bones Tutorial (essentially this is a summary of what you have learned and/or found important).

## 3. WEBSITE EVALUATION ASSIGNMENT (Due February 7)

- Conduct a search for web sites on a particular topic. Conduct the search in a manner that you think would be similar to that used by one of your K-12 students. Use a topic that might be a student research topic. State the topic and the age/level of your imaginary researchers. It will be a good idea to use a topic such as a social issue, where people take sides. You will be looking for bias and without controversy bias is harder to identify.
- **Find two (2) sites, all on that one topic, that exemplify two the following four types:**
- **a.** A site with bias. Briefly describe source and tell how you know it is biased. In case you do not know some sites presented by groups will tell you about themselves in the "About Us" section usually at the VERY BOTTOM of the site…if you are thinking they are biased and then you read up about them and realize yes they are then use the "About Us" section to confirm what you were already noticing about the site.
- **b.** A source that lacks credibility due to errors or to the lack of a qualified author/creator. Describe errors or identity of web master. Find something OTHER THAN WIKIPEDIA.
- **c.** A site that is factual and unbiased but is inappropriate because of the level. It could be either too easy or too hard. For example a children's site on zoo animals would be too easy for a high school student. A scholarly study on animal abuse in zoos would be too hard for a younger student. Explain why the site is too easy/hard.
- **d.** A site which is an excellent one for students to use. Look for authority, clarity, lack of bias, etc. Explain why this site is a great resource.

\*\*\* **If you are having trouble with this assignment, it is very likely because your topic does not lend itself…so choose another topic!** Do not start writing until you have FOUND ALL SITES. Be sure you give the exact URL for each site. **Do not use a blog entry. Do not use a subscription database resource**. This purpose of this assignment is to evaluate "informational" sites with multiple pages and links, not single articles. Copy/paste rather than key in to be sure I can get to the site**. I will count off if the link does not work.** Note: During past Fall and Spring semesters the students had to find four (4) websites one covering each one of the above "types" (a, b, c and d). I have changed this assignment so that you only need to find two (2) websites and you can choose which 2 of the above website type (a, b, c, OR d) your website falls under. Make sure you tell me if the website you submit is either a "Site with bias" or "A source that lacks credibility" or "A site that is factual and unbiased but is inappropriate because of the level" OR "A site which is an excellent one for students at your level to use" and explain why.

## 4. SOCIAL BOOKMARKING (February 14)

Join two social bookmarking sites. One of the bookmarking sites should be a traditional listing service such as Diigo or Delicious.

The other should be more visual, such Pinterest, Tumblr, or Symbaloo.

Once you have joined you need to start collecting bookmarks. Thus you should have at least SOME input to the site, not just a black page. Have at least 25 tags for the traditional bookmarking sites and 25 tags for the visual bookmarking sites. Make sure you include "Reference" type tags (such as "Weather Reference", "Atlas Reference", and "Dictionary/Thesaurus References") along with some of the websites you save.

Post a link to YOUR page on that site (your username should be in the URL) to the Blackboard webliography. Further information is set up in the Assignments section on Blackboard.

## 5. TEXTBOOK READINGS PART I (Due February 21)

No chapter summaries will be turned in for textbook reading. Rather turn in submissions that convince me that you read and assimilated the material (realistically this is essentially a type of summary/outline). You should read Part I of the book (notice the book is divided into 4 parts…Part I includes chapters 1, 2, 3) very closely and pay attention to the **discussion of reference interviews**. For this assignment I do envision a Word doc, but welcome other formats. Here are some types of responses:

- ☐ Write a letter to a school board or school/district administrator who as voiced the opinion that librarians are no longer needed because "everything is on the Internet." Explain to the recipient why librarians are needed with emphasis on reference resources and reference instruction/guidance from the librarian.
- ☐ Write in play format a conversation between a librarian and a skeptic with the above content.
- ☐ Write a news article that presents same content.
- ☐ Write speech notes for a presentation.
- ☐ Additional ideas are more than welcome

**\*\*\*** I don't envision this as a Web 2.0 tool project but if you have a great idea, go ahead. Just be sure there is plenty of text that explains and describes.

## 6. ASK A LIBRARIAN A REFERENCE QUESTION (Due February 28)

**\*Note: This assignment is due on the same day as the Virtual Reference Question.**
VISIT a public or school library and approach the information desk or librarian and ask a reference/research question. Do not let them know you are taking this course and approach them with your question as if you were a regular patron. Here is a link to get some question ideas. WRITE up a summary of the experience. Was the librarian helpful, did you get the information you needed? How long was the interview? Did the librarian walk you through the whole process or leave you to find it on your own? Be sure to include your question and the answer the librarian helped you find in your summary. More information on this assignment is provided within the assignment section of Blackboard.

## 7. VIRTUAL REFERENCE ASSISTANCE EVALUATION (Due February 28)

**Note: This assignment is due on the same day as the Ask a Librarian a Reference Question.**
GO to the Newton Gresham Library Home Page. CHOOSE one method to contact a reference librarian at SHSU. You can either Chat Live, Text, Email, or Call. (Chat is available M-F during the day time hours. I'm not sure about evening.) WRITE a summary of the experience. (Refer back to the Reference Interview Assignment) If possible, include a transcript of the Live Chat (Copy and Paste text into a Word Document before you log off), transcribe texts, include email conversation, or paraphrase the phone conversation. Turn it in. Don't forget to let me know how long the interview took. More information on this assignment is provided within the assignment section of Blackboard.

## 8. REFERENCE INTERVIEW ROLEPLAY (Due March 7)

**READ** (reread) Chapter 2 the section that covers a reference interview. Remember that in a reference interview there is a process. Also this is more than likely a question with non-fiction resources/research.

**CHOOSE** a person for your Reference Interview. A student would be best, but if you don't have access to a student you can interview another adult. You will want to come up with a reference question that a student at the level you are role playing would likely have. **RECORD** the interview. (You can use the voice recorder on your cell phone or any other handheld recorder.) You could also use a laptop/mike or laptop with built-in mike. **TYPE** up a transcript of the interview.

**WRITE** a reflection about the whole process.

- How did you go about locating book suggestions?
- Was the patron/student happy with the choices your suggested?
- Did the patron/student leave with a book?
**Put everything together in one document and turn it in.**

## 9. TEXTBOOK READINGS PART II (Parts II, III, and IV of textbook) (Due March 21)

As you recall, you were directed as follows:
- Read Part I very closely, paying special attention to the discussion of reference interviews.
- Skim Part II—You want to be familiar with basic tools for each of the subjects which are given chapters. You should know about resources for students at the level where you work/expect to work. Beyond that you need to have familiarity with resources for all patrons. Do NOT just consider elementary tools if you are in an elementary setting. All students should be confident using and helping others use resources across the k-12 spectrum and beyond.

What about Part III? Go through this section as follows:
- Once again read closely as in Part I
- Pay special attention to Chapter 15

What about Part IV?
- Read Chapters 17, 20, 21 very closely (skip chapter 18...that's another assignment)
- You can move a bit faster through 19

ASSIGNMENTS FOR PARTS III AND PART IV—Create a visual or a Web 2.0 presentation that highlights important points for both these chapters. You can make two separate products or one that encompasses both. I think you can communicate about these sections without as much discussion as I expect for Part I Assignment. What I am envisioning could be presented as:
- Word doc using Chart tools
- Prezi
- Glogster
- Mindmap using a Web 2.0 tool. YOU COULD EVEN DRAW A MINDMAP AND TAKE A PICTURE OF IT.
- Sketchnote

- Other similar tool that offers the ability to share short comments

## 10. RESEARCH MODELS (Due March 28)

Since you have started reading your text and have completed the Bare Bones Tutorial, you have a good idea about how to work with kids doing research. This assignment is the next building block for your repertoire. As a library media specialist, you will need to be prepared to educate both students and teachers on the best way to conduct research. This means more than simply providing the resources. You also need to be prepared to provide the method for them to be successful with their research projects.

Read and make notes on each of the following Research Models:

- Big6 and Super3 http://big6.com/
- FINDS (a Florida Research Model) http://www.floridamedia.org/?page=Prof_FINDS_Research
- Inquiry Research Model http://www.accessola.com/action/positions/info_studies/html/research.htmlGuided Inquiry (Kuhlthau is a name you want to remember. VERY influential in this field.) http://www.schoollibrarymonthly.com/articles/kuhlthau&maniotes2010-v26n5p18.html **and** http://informationr.net/ir/13-4/paper355.html

**WHAT TO TURN IN:** Compile your notes into ONE DOCUMENT. <u>Give me the similarities and differences you see in each</u>. Also, tell me <u>which one you think you'd be likely to use first</u>. Explain why. Use a VERY SIMPLE Word doc Table or an Excel spreadsheet with 3 columns Similarities, Differences, Which one I would use and why. Keep it simple! The main thing about this assignment is that you read the different research models and get introduced to them...


## 11. EVALUATING LIBRARY SERVICES FOR CHILDREN/TEENS (Due April 4)

**VISIT** a school library (any level) and:

1) **Explore** the reference and nonfiction sections

2) **Take pictures** of both areas.

3) **Take selfies** or have someone take shots of you with at least 4 reference books. They may be shelved in circulating books as well as reference section. They should be books of types mentioned in your textbook. Try to find types of books that you have not used in the past.

4) **Look** for resources that meet the needs of a diverse student population. Are there a variety of reading levels available? Are there various formats represented in the collection (audio, large print, graphic novel or at least resources with a lot of images)? Are various cultures represented in the collection?

5) **Visit** with the librarian, if possible, and ask about his/her thoughts on the school reference collection. Ask the librarian about access to the collection. Do students have access to the library during the entire school day? Before school and after school? What about virtual access when the students are at home? Are the virtual resources easy to locate on the library website? Is the library's website easy to find on the school's webpage?

6) **Write** up an evaluation of the reference and nonfiction collections. Include information about amount and variety of materials, both print and electronic, and include quotes from the school librarian, if applicable. **7) Include all this information in one document and turn it in.**

## 12. PATHFINDER (Due April 11)

Choose a topic of interest to students in any age range between Pre-K thru 12. Feel free to align this topic to state standards or subjects being taught in your school (something that is taught during the school year…dinosaurs, insects, World War II, etc.). Your pathfinder should include 15 or more sources, with no more than a third coming from free web resources. Use a variety of sources (no more than one general encyclopedia and no more than one general dictionary) (web site links to encyclopedia or dictionary or titles of books available in the library), including important works at the appropriate level.

So for your 15 or more sources be sure to include:

1. print resources (books) (I highly recommend you include a picture of the cover of the book along with the call number, title of the book, author and reading level) ,
2. subscription databases (EBSCO, BrainPop),
3. other online sources (free websites) (remember no more than 1/3 of your totals should be from free online sources), and
4. periodicals (newspaper articles and/or magazine articles).

So essentially a pathfinder is a list of resources that you could either have printed out and ready to hand out to teachers, parents, and students or a list of resources you could post on your library web page that would give patrons resources they can get to (use) when they are covering the theme.

## 13. REFERENCE TOOL PRESENTATION (GROUP WORK) (Due April 18)

**Create a group of 3 or 4 students.**

You can communicate via, email, or whatever means you prefer. You will choose the TOOL you want to work on by signing up using the Google Doc that is linked on Blackboard. Once you have a group, you are going to work with your group to develop some informational materials for the tool you signed up for. You will need to "meet" to discuss how you want to split up the duties.

**If your group doesn't have 3 or 4 people in it, you will still need to develop all 4 components.**

Here is what I want each group to create for their assigned tool:

1. Poster (this can be a Glogster or a real poster which you take a picture and provide in your assignment)
2. Bookmark (something students/teachers can take home with them). The bookmark should be attractive and include helpful hints or highlights of the reference tool.
3. Information Sheet including available resources (just use your school library for this part) OR You could do a Screencast-o-matic or something similar that you could post on your library website with instructions on how to use an electronic version of your assigned tool. For this you would paste the link to your screencast into a Word document and upload that to the Doc Sharing section.
4. 3 lessons (you can find ideas online) to teach students how to use your resources. (Be sure to include references at the end of this part).

## 14. TEXTBOOK READINGS PART III — Ethics in Reference (Due April 25)

Read Chapter 18 and create an infographic or other visual representation of the information about ethics in the different areas of reference services.

- You can use online tool like Smore (as long as you include copyright compliant images), Infographic tools like Piktochart, Canva, Infogram, Easel.ly, Padlet, Lino, or other pre-approved tool.
- If you really want to be creative, you can sketchnote the chapter. You can do this using paper, markers, and colored pencils or a tablet and stylus. See Dr. Perry's Sketchnoting blog at http://karinlibrariansketchnotes.tumblr.com for some examples or search the Internet for other examples.

## 15. READERS' ADVISORY INTERVIEW (Due May 2)

**READ** your textbook chapter about Reader's Advisory very closely. (This interview will be about finding a book to recommend a student to help them read for pleasure.

**CHOOSE** a person for your Reader's Advisory Interview. A student would be best, but if you don't have access to a student you can interview another adult.

**RECORD** the interview. (You can use the voice recorder on your cell phone or any other handheld recorder.) You can include the recording with the written reflection if you want.

**TYPE** up a transcript of the interview

**WRITE** a reflection about the whole process.

- How did you go about locating book suggestions?
- Was the patron/student happy with the choices your suggested?
- Did the patron/student leave with a book?

**Put everything together in one document and turn it in.**

## 16. 5334 TK20 Assignment (Due May 9)

To satisfy the TK20 Assignment for 5334 you need to do the following:
COMBINE the following assignments into one document
UPLOAD the document to the TK20 Assignment link in the course.

- Evaluating Library Services for Children/Teens
- Research Models
- Reference Interview
- Reader's Advisory
- Pathfinder
- Reference Tool Presentation
- Website Evaluation Assignment
- Ethics in Reference

## DISCUSSION BOARD (all Due May 9)

Maintain an active level. This is a very important component of our classwork. You need to keep up with forums and make frequent comments. Starting new threads shows extra initiative and improves your grade. The points for this assignment are such that a student cannot make a grade of A without participating. **Remember taking part means all through the semester, not just the last 2-3 days of the term.** I will be checking that you post and then respond to another student within that discussion for EACH of the discussions. Talk about your experience and relate it to the textbook if possible. I will just be checking that you posted a substantive post in each discussion board and answered at least one classmate in each discussion board. There are only a few discussions where you will need to post. Make sure your response to someone is more than a, "Great idea!", "I completely agree" type of post…Anything less than one original post for each discussion board and one response to a classmates' post will be a B or less (depending in amount of participation).

| Introduction of Self | January 24 | 50 points |
|---|---|---|
| Bare Bones Tutorial | January 31 | 100 points |
| Website Evaluation | February 7 | 100 points |
| Social Bookmarking | February 14 | 100 points |
| Textbook Reading Part I | February 21 | 100 points |
| Ask a Librarian a Reference Question *This assignment and next one are both due on the same date. | February 28 | 100 points |
| Virtual Reference Question *This assignment and the previous one are both due on the same date. | February 28 | 100 points |
| Reference Interview - Roleplay | March 7 | 100 points |
| Textbook Reading - Part II and more | March 21 | 100 points |
| Research Models | March 28 | 100 points |
| Evaluation of Reference Services for Children | April 4 | 50 points |
| Pathfinder | April 11 | 100 points |
| Reference Tool (Group) | April 18 | 100 points |
| Ethics - Chapter 18 | April 25 | 100 points |
| Readers Advisor Interview - Roleplay | May 2 | 100 points |
| Test | May 9 | 100 points |
| Discussion Board | All discussions by May 9 | 50 points |
| TK20 submission | May 9 | 50 points |

# TOTAL POINTS   1600 points

1440-1600    A (**All assignments must be completed to earn an A. Including Introduction and Discussion Boards.**)

1280 – 1439  B

1120 – 1279  C

1119 or below  F

# BIBLIOGRAPHY

Cassell, K. (2013). Reference and Information Services in the 21st Century: An Introduction.

Third Edition. New York, NY: Neal-Schuman Publishers, Inc.