

INLS 501-001 – Information Resources and Services

Fall 2017

UNC School of Information and Library Science

Class meets: Mondays and Wednesdays, 1:50-3:05 pm

Location: Room Manning Hall 208

Instructor: Heather L. Barnes

Email: hlbarnes@live.unc.edu

Google (Hangouts): 4storyfilms

Office Hours: *Office hours/appointments are by request. Please feel free to email me if you would like to request an in-person meeting time. Students are welcome to contact me via Google Hangouts as well.*

Course Description

Analysis, use, and evaluation of information and reference systems, services, and tools for both printed and electronic delivery. Provides a foundation in electronic information search techniques, question negotiation, interviewing, and instruction.

Prerequisites

None. This course is required for the MSLS program and is recommended to be taken during the first or second semester of the program.

Learning Objectives

- Explore the characteristics of reference services and reference work.
- Utilize, compare, and evaluate reference sources through observation and inspection.
- Recognize the appropriate sources to consult for specific types of questions, subjects, and disciplines.
- Master the basics of electronic database searching. Hone communication skills for conducting effective reference interviews and training sessions.
- Explore the relationships between library instruction, consultations, and reference services.
- Increase awareness of effective reference techniques and programs, including reference desk trends and the use of emerging technologies to support reference services.

Textbook

Upton, M., Hall, C.M., and Cannon, K. (2015). *Information now: A graphical guide to student research*. Chicago; London: University of Chicago Press.

The textbook is available at the UNC Student Stores and on Amazon.com (Kindle app) as an e-book. All other readings are on Sakai, available through the UNC Library system, at the SILS library on reserve, or on the internet.

Course Requirements & Deliverables

Please note: I prefer that you submit all of your assignments via Sakai as instructed. Please be sure to include your last name and the assignment title (i.e.,

Barnes_SemesterProject.doc) in your file name. Assignments should be submitted in MS Word format or as otherwise assigned in the syllabus.

1) Class participation (10 points)

Regular attendance and participation in class activities are critical components of your course grade.

Participation: Class participation is based on my evaluation of your engagement with the course and is based on elements such as arriving to class on time, being prepared for class, completing readings, participating in and leading discussions and activities, and exhibiting collegial and professional standards of behavior. In addition to adherence to the UNC Honor Code (<http://honor.unc.edu/>), which outlines university expectations for academic honesty, I expect that you will demonstrate integrity and professionalism in your participation in this course and fulfillment of all course assignments. For a 3-credit hour course, you should expect to spend approximately 6-9 hours per week (excluding class time).

Attendance: This is a relatively high-enrollment course, which adds to the challenge of monitoring each student's attendance; therefore, I will take attendance each day via a classroom sign-in sheet. Please note that missing more than 4 sessions without making prior, formal arrangements with me may result in additional grade penalties and/or a grade of incomplete.

The following reflects UNC attendance policy:

It is University policy that regular class attendance is a student obligation and that no student has a right or privilege to be absent from class meetings except on the two following grounds.

1. Students are authorized to take up to two excused absences each academic year for religious observances required by the student's faith. Students who wish to request more than two excused absences must contact their instructors for permission. Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester.
2. Students who are members of regularly organized and authorized University activities (for example, varsity sports teams) and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the course instructor before the date(s) of the scheduled absence. Students must be given the opportunity to make up tests and other work missed due to an excused absence on either of these two grounds.

Classroom behavior: We are all professionals who hold a diverse array of perspectives, backgrounds, and opinions. Disrespectful behavior toward other students or the instructor will not be tolerated. Please also take a moment to review UNC's policies on campus-based discrimination and harassment. <http://policies.unc.edu/files/2013/04/PPDHRM.pdf>

Late policy for class attendance and assignments: Please contact me *in advance* by email if you need to miss a class session or arrive late for any reason. All assignments must be submitted by the due date. Late assignments will be penalized at 2 points per day.

2) Reference Source Assessment Paper (5 points)

Please visit the Reference section of Davis Library and select a book (i.e., dictionary, encyclopedia, directory, etc.) on any topic you like **in print**. Look at the **front matter and back matter** (i.e., preface, introduction, table of contents, indexes, etc.) to get a sense of how it is arranged. Please write a brief, 1-2 page description of the book's focus or subject, arrangement and why you selected it. Please include a complete citation in APA format for the book selected.

Due: by 9/1 at 11:55 pm.

3) Short responses (20 points)

You will respond in writing to four questions, which are based on the readings for that day and your own observations. Responses must be clearly written, thoroughly researched, and free of typographical and grammatical errors. Cite all sources/quotes using APA format. Please post responses to the Sakai forum for that topic. Each response should be *approximately 750 words* in length. (5 points each; 20 points total)

Various due dates; see schedule.

4) Information Resource Instruction Session (20 points)

Leading instruction sessions is a critical activity for many reference librarians. For this project, you will design with a classmate a library instruction session focused on a selected resource/database on which you will become the resident experts. In pairs, select and research an online database (for example, PubMed or PsycInfo), a specialized resource (for example, the Southern Oral History Program's online oral history database), or another interesting digital resource. Demo sessions should be approx. **5-7 minutes** in length and include your choice of visual materials for support (i.e. PowerPoint slides or live demo). Share the presentation time - in other words, be sure to allow for each team member to present a substantive portion of the content.

Important dates:

Confirm instruction teams to me by 9/10; submit database selections to me by 9/25.

See schedule for presentation dates.

5) LibGuide (20 points)

Using a range of 10-12 high-quality, carefully chosen sources, each student will create a LibGuide (library guide) on a topic of his/her choice. This could be a university course or a specialized topic in which you have a strong interest. Guides should include a diverse array of books, articles, archival materials, scholarly blogs, and other sources that you find useful in supporting student learning.

LibGuides tend to vary widely in topics, quality, and information arrangement; use your best professional judgment and creativity to design your guides. Please feel free to suggest

improvements to the form -- how might *you* design a more effective, useful, well-researched LibGuide? (For examples of the form, see <http://guides.mclibrary.duke.edu/c.php?g=158201> and <http://uscmcd.sc.libguides.com/c.php?g=377958&p=2558314>).

You may create your LibGuides using the UNC website creation tool, available at <http://web.unc.edu/>. We will discuss in class how to create accounts and get started on this platform. To submit your assignment, please write a brief post in Sakai/Forums that includes a topic statement and a link to your LibGuide.

Topics Due: 9/20

Final Version Due by 11/20 at 11:55 pm.

6) Semester Project - Research Paper (25 points)

You will develop a research topic related to a substantive question in the domains of reference services, library instruction, or another topic related to providing information services, and write a paper that explores the key issues, perspectives, and research literature about your topic. Select a range of high-quality sources, i.e. peer-reviewed journal articles, books, and reference sources to support your research. Possible topics include but are not limited to:

Academic reference services in the digital age

Issues in providing research and instruction services to specific populations (i.e. youth, disabled, elderly)

Impacts of virtual reference on undergraduate student library engagement

Social media and its use in library reference services

Papers should be approx. 10-12 pages and include a complete reference section. Please use APA formatting for your references. Each student will present his/her research during the last week of class in a brief presentation (5 minutes max). Please feel free to include slides and/or handouts with your presentation.

Note: Papers are expected to be free of grammatical errors and typos. Please utilize an editing/proofreading tool such as Grammarly.com to proof your papers before submitting them.

Important dates:

Topic due to instructor: 10/01

Outline due: 10/31

Full paper due by 12/11 at 8 am.

Grading Policies

Semester grades will be determined by the level of participation in class, mastery of course materials, and the quality of written assignments.

Based on UNC Registrar Policy for graduate-level courses, both assignment and semester grades will be H, P, L or F. Few students will obtain an "H," which signifies an exceptionally high level of performance (higher than an "A" in an A-F systems).

The following is a more detailed breakdown:

H = Superior work: complete command of subject, unusual depth, great creativity, or originality.

P = Satisfactory performance that meets course requirements (expected to be the median grade of all students in the course).

L = Unacceptable graduate performance: substandard in significant ways.

F = Performance that is seriously deficient and unworthy of graduate credit

Special Needs and Students with Disabilities

If you need an accommodation for a disability or have any other instructional needs, please feel free to make an appointment to discuss this with me as early in the semester as possible. My appointment and contact information are listed at the beginning of this syllabus.

Diversity Statement

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to: Ensure inclusive leadership, policies, and practices; Integrate diversity into the curriculum and research; Foster a mutually respectful intellectual environment in which diverse opinions are valued; Recruit traditionally underrepresented groups of

students, faculty, and staff; and Participate in outreach to underserved groups in the State. The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness. (Taken from: <http://sils.unc.edu/about/diversity>) If you would like to let me know about your preferred pronoun, please send me an email or you are welcome to talk with me before or after class. For a list of gender non-specific bathrooms, please go to:

<https://lgbtq.unc.edu/resources/resource/resource-guidesgender-non-specific-bathroom-scampus>

Schedule

Please note: This schedule may be modified by the instructor as needed. Consult it often. Complete assignment descriptions are located in the Course Requirements & Deliverables section of this syllabus.

Date	Topics and Required Readings	Deliverables
8/23	Course introduction	
8/28	<p>History of Reference Services</p> <p>Read:</p> <p>Tyckoson, D. A. (2012). Issues and trends in the management of reference services: A historical perspective. <i>Journal of Library Administration</i>, 52(6-7), 581-600. (In Sakai/Resources)</p> <p>Green, S. S. (1876). Personal relations between librarians and readers. <i>Library Journal</i>, 1, 74-81. (In Sakai/Resources)</p>	<p><u>Assignment: Reference book assessment paper</u></p> <p>Please visit the Reference section of Davis Library and select a reference book (i.e., dictionary, encyclopedia, directory, etc.) on any topic you like in print. Look at the front matter and back matter (i.e., preface, introduction, table of contents, indexes, etc.) and make notes on its arrangement. Please write a brief, 1-2 page description of the book's focus or subject, arrangement and why you selected it. Please include a complete citation for the book selected. Due by 9/6.</p> <p><i>**Proper Citation of all your work is very important. If you would like assistance with creating citations, please view this link, provided by the UNC Library: http://library.unc.edu/services/citing/</i></p>
8/30	<p>Library Resources: Organization & Classification</p> <p>Tour of Davis Library -- please meet in the front lobby of Davis at 1:50 p.m.</p> <p>Read:</p> <p>With a New Classification System, the New York Public Library Makes a Change for the Clearer http://www.nytimes.com/2006/08/17/arts/design/17read.html</p> <p>Satija, M. P., & Martínez-Ávila, D. (2017). Mapping of the Universe of Knowledge in Different Classification Schemes. <i>International Journal of Knowledge Content Development & Technology</i>, 7(2), 85-105. (in Sakai/Resources)</p>	

9/6	<p>Library services and the digital information landscape</p> <p>Read:</p> <p>Bandyopadhyay, A., Bandyopadhyay, A., Boyd-Byrnes, M. K., & Boyd-Byrnes, M. K. (2016). Is the need for mediated reference service in academic libraries fading away in the digital environment?. <i>Reference Services Review</i>, 44(4), 596-626. (In Sakai/Resources)</p> <p>Terrell, H. B. (2015). Reference is dead, long live reference: electronic collections in the digital age. <i>Information Technology and Libraries (Online)</i>, 34(4), 55. (In Sakai/Resources)</p>	<p>Short Response #1: (post to Sakai forums by 9/11)</p> <p>Describe your own observations and impressions to date (either as a user or provider of information services) of the impacts of digital services on library reference work. Which components of reference work seem to have changed as a result of the digital shift? Which elements have remained?</p>
9/11	<p>Information literacy standards and library instruction</p> <p>Read:</p> <p>Gall, D. (2014). Facing off: comparing an in-person library orientation lecture with an asynchronous online library orientation. <i>Journal of Library & Information Services in Distance Learning</i>, 8(3-4), 275-287. (In Sakai/Resources)</p> <p>Framework for Information Literacy for Higher Education, available at http://www.ala.org/acrl/standards/ilframework</p>	
9/13	<p>The academic research process</p> <p>Read:</p> <p><i>Information Now</i> - Introduction, chapters 1 and 2 (Textbook)</p> <p>Thomas, S., Tewell, E., & Willson, G. (2017). Where Students Start and What They Do When They Get Stuck: A Qualitative Inquiry into Academic Information-Seeking and Help-Seeking Practices. <i>The Journal of Academic Librarianship</i>. (In Sakai/Resources)</p>	<p>Short Response #2 (post to Sakai/Forums by 9/20)</p> <p>Describe your academic research process. Which online and offline sources do you use when launching a new academic research project? What are some of the most challenging elements of conducting research? Which strategies would you recommend (or not recommend) to beginning researchers?</p>
9/18	<p>Information Sources, Part 1</p> <p>Read:</p> <p>Note: This book is on reserve in the SILS Library.</p> <p>"Dictionaries" pp. 501-523. Bopp, R.E. and Smith, L. (2011). <i>Reference and Information Services : an Introduction</i>. 4th ed. Santa Barbara, Calif.: Libraries Unlimited.</p> <p>"Encyclopedias" pp. 525-53. Bopp, R.E. and Smith, L. (2011). <i>Reference and Information Services : an Introduction</i>. 4th ed. Santa Barbara, Calif.: Libraries Unlimited.</p>	

	<p>Optional: This program may be of interest to some of you.</p> <p>McWhorter, J. (2017). "Words on the Move: Why English Won't - and Can't - Sit Still (Like, Literally)."</p> <p>https://www.c-span.org/video/?419544-1/john-mcwhorter-discusses-words-move</p>	
9/20	<p>Information Sources, Part 2</p> <p>Read:</p> <p>Geographical sources, pp. 555-577. Bopp, R.E. and Smith, L. (2011). <i>Reference and Information Services : an Introduction</i>. 4th ed. Santa Barbara, Calif.: Libraries Unlimited.</p> <p>Biographical sources, pp. 471-499. Bopp, R.E. and Smith, L. (2011). <i>Reference and Information Services : an Introduction</i>. 4th ed. Santa Barbara, Calif.: Libraries Unlimited.</p>	
9/25	<p>Information Sources, Part 3</p> <p>Directories, pp. 411-437. Bopp, R.E. and Smith, L. (2011). <i>Reference and Information Services : an Introduction</i>. 4th ed. Santa Barbara, Calif.: Libraries Unlimited.</p> <p>Ready references sources (yearbooks, handbooks, and almanacs), pp. 439-470. Bopp, R.E. and Smith, L. (2011). <i>Reference and Information Services : an Introduction</i>. 4th ed. Santa Barbara, Calif.: Libraries Unlimited.</p>	
9/27	<p>Electronic Resources (journals, databases, and other subscription-based services)</p> <p>Read:</p> <p><i>Information Now</i>, chapters 3 and 4</p> <p>Bell, S. S. (2015). Librarian's Guide to Online Searching. Chapter 5: "Social Science Databases," pp. 63-92. Chapter 13: "Teaching Other People About Databases," pp. 269-284. Chapter 14: "Database Teaching Opportunities," pp. 285-297. (Book is on reserve at SILS library.)</p> <p>Searching Exercise (TBD) – Library Literature and Information Source, Library and Information Science Abstracts (LISA) and other relevant databases.</p>	<p>NOTE: <u>Please bring laptops to class on this date.</u></p>
10/2	<p>Evaluating Library and Information Resources</p> <p>Read:</p>	<p>Short Response #3 (please post to Sakai forums by 10/09)</p>

	<p>Smith, L.C. (2011) Selection and evaluation of reference sources. In R.E. Bopp and L.C. Smith (eds.), <i>Reference and Information Services: An Introduction</i>, (387-410). Santa Barbara: Libraries Unlimited.</p> <p>Stephen P. Buss (2016) Do We Still Need Reference Services in the Age of Google and Wikipedia? <i>The Reference Librarian</i>, 57:4, 265-271.</p> <p>Bell, S. S. (2015). Librarian's Guide to Online Searching. Read Chapter 12: "Evaluating Databases," pp. 253-268. (RESERVE)</p> <p>Review: Evaluating Sources UNC Libraries Tutorial http://library.unc.edu/support/tutorials/evaluating-your-sources/</p>	<p>Describe the extent to which you believe professional librarians should integrate their personal judgment in assessing the sources they suggest to patrons. Are there any limitations you would apply to this selection process? Are there ethical issues involved that are important to consider?</p>
<p>10/4</p>	<p>The Reference Interview</p> <p>Read:</p> <p>Brown, S. W. (2008). The reference interview: Theories and practice. <i>Library Philosophy and Practice</i>, January, 1-8.</p> <p>Harmeyer, D. (2013). The Reference interview thrives. <i>The Reference Librarian</i>, 54, (4) 345-348.</p> <p>Dear Librarian: New York Public Library's quirkiest inquiries http://www.theguardian.com/books/2015/may/28/librarian-new-york-public-librarys-quirkiest-enquiries</p> <p>Coutts, B. and Etkin, C. (2015). Best of Reference 2015. <i>Library Journal</i>. Retrieved January 10, 2017 from http://reviews.libraryjournal.com/2016/02/best-of/best-print-reference-best-reference-2015</p>	
<p>10/9</p>	<p>The Reference Interview (cont'd)</p> <p>Read:</p> <p>Sisselman, P. (2009). Exploiting the social style of patrons to improve their satisfaction with the reference interview. <i>Library Review</i>, 58, 2 124-133. (in Sakai/Resources)</p> <p>Martin, P. N. (2009). Societal transformation and reference services in the academic library: Theoretical foundations for re-envisioning reference. <i>Library Philosophy & Practice</i>, 1-8. (in Sakai/Resources)</p> <p>Vavrek, B.F. (1968). A theory of reference service. <i>College and Research Libraries</i>, 29: 508-510. (in Sakai/Resources)</p>	
<p>10/11</p>	<p>Mid-term review & planning workshop</p>	

	<p>Time allotted for project collaboration and peer consultation. Please come prepared to discuss (and ask questions about) your Instruction Sessions, LibGuides and/or Semester Research Projects. In small groups, we will learn and use a peer critique approach to discuss and refine our project topics and plans.</p>	
10/16	<p>Library Consultation Services</p> <p>Guest Speaker: Mary White, Global Public Health Librarian, UNC Health Sciences Library</p> <p>Read:</p> <p>Butler, K., & Byrd, J. (2016). Research consultation assessment: perceptions of students and librarians. <i>The Journal of Academic Librarianship</i>, 42(1), 83-86. (In Sakai/Resources)</p> <p>Carrier, H. S., Rogers, E. (2017). A qualitative investigation of patrons' experiences with academic library research consultations. <i>Reference Services Review</i>, 45(1), 18-37. (In Sakai/Resources)</p>	<p>Please prepare 1-2 questions for our guest speaker for this session.</p>
10/18	<p>Virtual Reference Services</p> <p>Read:</p> <p>Tobias, C. and Blair, A. (2015). Listen to what you cannot hear, observe what you cannot see: An Introduction to evidence-based methods for evaluating and enhancing the user experience in distance library services. <i>Journal of Library & Information Services</i>, 9(1-2), 148-156. (in Sakai/Resources)</p> <p>"Guidelines for Implementing and Maintaining Virtual Reference Services" ALA, Reference and User Services Association, 2004 - available at:</p> <p>http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/virtrefguidelines.cfm</p>	
10/23	<p>Instruction in Libraries and Archives</p> <p>Guest Speaker: Melissa Hyland, Law Librarian</p> <p>Review this website for discussion: Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators, 2007.</p> <p>http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.cfm</p> <p>Read:</p>	<p>Please prepare 1-2 questions for our guest speaker for this session.</p>

	<p>Kumar, S. and Edwards, M.E. (2013). "Information literacy skills and embedded librarianship in an online graduate programme". <i>Journal of Information Literacy</i> 7 (1): 3-18. (in Sakai/Resources)</p> <p>Desai, C. M. and Graves, S.J. (2008). "Cyberspace or Face-to-Face: The teachable moment and changing reference mediums". <i>Reference & User Services Quarterly</i> 47(3): 242-254. (in Sakai/Resources)</p>	
<p>10/25</p>	<p>Ethical Aspects of Reference Service</p> <p>Read:</p> <p>Aulisio, G.J. (2013). Copyright in light of ethics. <i>Reference Services Review</i>, 41, 3, 566-575. (In Sakai/Resources)</p> <p>Using Information Ethically. in <i>Information now: A graphical guide to student research</i>.</p> <p>Review the Code of Ethics of the American Library Association:</p> <p>Code of Ethics of the American Library Association: http://www.ala.org/advocacy/proethics/codeofethics/codeethics</p> <p>Copyright and Fair Use for Faculty: The Lawsuits: http://csulb.libguides.com/c.php?g=39326&p=250444</p> <p>Copyright Basics (video) http://www.copyright.com/content/cc3/en/toolbar/education/resources/copyright_basics1.html</p> <p>With the code of ethics and copyright issues in mind, please review the following websites on public services policies. We will discuss them:</p> <p>http://library.buffalo.edu/aboutus/policies-use/reference-policy.html</p> <p>http://www.aurorapubliclibrary.org/about-the-library/policies/reference-services-policy/</p> <p>Review for discussion: Anderson, A.J. (1992). You Killed my Daughter. May 1 1992, Vol. 117, p53-55, 3p.</p>	
<p>10/30</p>	<p>Specialized Services: GIS (Geographical Information Systems Services)</p> <p>Read:</p> <p>Bishop, B.W. and Johnston, M. P. (2013). Geospastial thinking of information professionals. <i>Journal of education for library and information science</i> 54.1: 15-21. (in Sakai/Resources)</p>	

	<p>Dodsworth, E. (2010). Indirect outreach in a GIS environment: Reflections on a map library's approach to promoting GIS services to non-GIS users. <i>Journal of Library Innovation</i> 1.1: 24-34. (in Sakai/Resources)</p>	
11/1	<p>Reference, databases, and library patrons' information seeking processes</p> <p>Read:</p> <p>Holman, L. (2011). Millennial Students' Mental Models of Search: Implications for Academic Librarians and Database Developers. <i>Journal of Academic Librarianship</i>, 37 (1), 19-27. (in Sakai/Resources)</p> <p>Catalano, A. (2013). Patterns of graduate students' information seeking behavior: A meta-synthesis of the literature. <i>Journal of Documentation</i>, 69(2), 243-274. (in Sakai/Resources)</p> <p>McCutcheon, S. (2009). Keyword vs Controlled Vocabulary Searching: the One with the Most Tools Wins. <i>The Indexer</i>, 27 (2), 62-65. (In Sakai/Resources)</p> <p>Instruction sessions (4 teams)</p>	
11/6	<p>Cultural Awareness and Cultural Competence in the profession</p> <p>Read:</p> <p>Oxley, R. (2013). iDiversity and LIS Education: Student-based Groups Promoting Cultural Competence as a Vision for the Profession. <i>Library Quarterly: Information, Community, Policy</i>, 83, 236-242.</p> <p>Lazzaro, A. E., et al. (2014). Cultural competency on campus. <i>C&RL News</i>, 75, 6, 332-335.</p> <p>Cultural Respect: https://www.nih.gov/institutes-nih/nih-office-director/office-communications-public-liaison/clear-communication/cultural-respect</p> <p>Instruction sessions (4 teams)</p>	<p>Short Response #4 (post to Sakai/forums by 11/15) What are some examples of formal library programs of which you are aware that are designed to enhance cultural competency? How do librarians evaluate the effectiveness of these programs? As part of this response paper, please locate a recent (2016-17) news article or blog post on the topic of cultural competency programming and summarize its key points.</p>
11/8	<p>Outreach programs in Libraries</p> <p>Read:</p> <p>Dennis, M. (2012). Outreach initiatives in academic libraries, 2009-2011. <i>Reference Services Review</i>, 40 (3), 368-383. (in Sakai/Resources)</p>	

	<p>Mestre, Lori S. (2010) Librarians Working with Diverse Populations: What Impact Does Cultural Competency Training Have on Their Efforts? <i>Journal of Academic Librarianship</i> 36.6 (November):479-488. (in Sakai/Resources)</p> <p>Instruction sessions (4 teams)</p>	
11/13	<p>Reference work in Special Collections</p> <p>Read: Harris, V.A. and Weller, A.C. (2012), Use of Special Collections as an Opportunity for Outreach in the Academic Library. <i>Journal of Library Administration</i>, 52, 3-4:294-303. (in Sakai/Resources)</p> <p>Perry, M. (2011). A Reference Librarian in Special Collections. <i>Reference & User Services Quarterly</i>, 50, 4:319-321. (in Sakai/Resources)</p> <p>Instruction sessions (remaining teams)</p>	
11/15	<p>Archives Tour with Matt Turi, Wilson Library - Please meet at Wilson Library (main lobby) at 1:50 pm.</p>	
11/20	<p>Reference Services for Specific Populations</p> <p>Read: Collins, L.N, Howard, F. and Miraflor, A. (2009). "Addressing the Needs of the Homeless: A San Jose Library partnership Approach." <i>The Reference Librarian</i>, 50:109-116. (in Sakai/Resources)</p>	LibGuides DUE - post links in Sakai/Forums
11/22	<p>NO CLASS - THANKSGIVING HOLIDAY</p>	
11/27	<p><i>No in-person class session. I will be out of town attending a workshop on this date. Please use the time to work on your research projects, post your abstracts, and prepare for presentations.</i></p>	Post a 200-word "abstract" (brief summary) of your semester research paper on Sakai/Forums. Due by 11:55 pm on 11/27.
11/29	<p>Challenging Situations</p> <p>Read: Rogers, M. (2006). When in Doubt, Throw 'Em Out? <i>Library Journal</i>, 131(10), 82-84.</p> <p>Review these sites. We will discuss specific policies and their appropriateness.</p> <p>Behavior policies Penn State University Libraries https://libraries.psu.edu/policies/ul-ad04</p> <p>Whatcom County Library System, Conduct Policy - Disruptive Behavior http://www.wcls.org/conduct-policy-disruptive-behavior</p>	

	<p>“Randolph County Public Library Disruptive Behavior Policy “on this website: http://www.randolphlibrary.org/librarypolicies.htm</p> <p>“New York Public Library General Rules and Regulations”: https://www.nypl.org/help/about-nypl/legal-notices/rules-and-regulations</p>	
12/4	Semester Research Presentations (part 1)	
12/6	Semester Research Presentations (part 2)	
12/11	All final papers are due to Sakai/Assignments by 8:00 am.	

Syllabus acknowledgments: Many thanks to Professors Claudia Gollop, Angela Murillo, and Emily Vardell for foundational materials that serve as the basis for this course.