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## INLS501 Syllabus Fall 2020

### INLS 501-0W \*\*\*\* Information Resources and Services

Fall 2020

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**NOTE: This document is subject to change, so please review it regularly.**

#### COURSE DESCRIPTION

This course will focus on various information and reference approaches, services, and tools used in libraries and information centers. We will examine reference sources, both print and digital. The course will cover the following areas: the history and functions of reference service; instructional services, basic database searching, major categories of information and reference tools, including dictionaries, encyclopedias, directories, geographical materials, and other resources as well as issues related to reference and other public service interactions. As a final project, students will create a topical annotated bibliography including the development of a LibGuide.

**REQUIRED TEXTBOOK:** Smith, L.C. and Wong, M.A. (Eds.) (2016). *Reference and Information Services: An Introduction*, 5<sup>th</sup> ed. Santa Barbara, CA, Libraries Unlimited. **Available at the UNC Student Stores**

**OPTIONAL TEXTBOOK:** Upton, M., Hall, C.M., and Cannon, K. (2015). *Information now: A graphical guide to student research*. Chicago; London: University of Chicago Press. **Available at the UNC Student Stores**

*All other readings are available via the UNC Library system <http://www.lib.unc.edu/> or on Sakai.*

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#### COURSE OBJECTIVES:

By the end of the course, students will:

1. Comprehend public service functions in libraries and other information agencies.
2. Know the functions and arrangements of various sources through reading, observation, and inspection.
3. Recognize which types of sources to consult for specific types of questions and how to access them.
4. Understand the basic steps of the reference process, especially question negotiation and search strategy development.
5. Be familiar with methods of user instruction and other forms of information provision.
6. Have developed standards for evaluating and selecting materials, regardless of format, to support a user-oriented service.
7. Have mastered the basics of electronic database searching.
8. Have created a topical annotated bibliography.

The objectives of the course will be achieved with assigned and suggested readings, brief lectures, class discussion, presentations, examination of key information tools and sources, team projects, and possibly other activities.

#### ASSIGNMENTS

Throughout the term, you will receive assignments designed to familiarize you with sources, search methodologies, and the foundations of reference service. All graded assignments are due by **12 midnight** on the due date indicated. Unless **PRIOR** arrangements are made, **5 points will be deducted** each day an assignment is late. The assignments include the following.

**Assignment 1:** Student Questionnaire. Submit completed questionnaire to the instructor via email by **Thursday, 8/27/20** (no grade)

**Assignment 2: Reference Book Assignment.** Over the next week or so, working individually, each of you will visit the Reference section of an academic library and select a *subject-specific* reference book of your choice (i.e., *Dictionary of medieval terms and phrases* or *Encyclopedia of Philosophy*, etc.). This selection is usually a **printed reference book**. **\*\*With the current pandemic situation, I am giving you greater flexibility so use a virtual reference book instead of a print reference book.\*\***

Examine the **front matter and back matter** (i.e., preface, introduction, table of contents, indexes, etc.). Please write a brief (1-2 pages maximum) description of the book's topic, arrangement (i.e., contents pages, indexes, usefulness, etc.), and discuss at least one specific feature of the book's arrangement or design. Submit to Assignments section of Sakai. **Due by email to the instructor on: 9/10/20. [10 points]**

**Assignment 3: Consultation Search Exercise** (work in pairs). Each pair will:

- Receive an authentic consultation question.
- Seek to find a variety of sources (reference and other sources) that address or possibly answer the relevant question(s) or issue(s) contained in the query.
- Select 3-4 sources that you will also evaluate/critique, based on evaluation criteria covered in our Selection and Evaluation of Reference Sources session.
- Your team will submit a brief report (3-4 pages, 1 ½ or double-spaced) that will include evaluations of sources selected.
- **Don't forget to provide proper citations for your sources.**

**Due: 10/08/20 – Submit the brief report to me via email [20 points].**

**Assignment 4: Source Group Report.** This assignment asked that you cover a specific resource type. Each team will be assigned by me and . . .

- Be assigned a specific resource type (ex., dictionaries, directories, etc.)
- Seek to find a variety of reference sources as examples.
- Select no more than three (3) sources to evaluate and describe how each one may be used.
- Submit a brief report (1-4 pages, 1 ½ or double-spaced) consisting of a brief abstract or summary for each title selected on your evaluations.
- Submit this assignment to the **Forums section on Sakai**
- Be prepared to ask questions of your classmates and respond to questions as well regarding sources selected and evaluated.

**Due: 10/22/20 - [20 points].**

**Assignment 5: Final project: Annotated Bibliography**, (final term project including **LibGuide** & presentation).

For the term project, you will complete a subject **Annotated Bibliography**. An **Annotated Bibliography** is a bibliographic guide that is designed to introduce a user or patron to the literature of a specific subject area or topic. Its arrangement often, but not always reflect the usual questions asked during a literature search and the introductory steps of the research process. An **Annotated Bibliography** is not intended to be an exhaustive bibliography, but rather, an introduction to the various types of information and information sources for a particular topic. **Annotated Bibliographies** are not limited to reference sources and usually contain a listing of key journals, standard monographs, and even multimedia sources related to a subject area. **Annotated Bibliographies** may vary in length depending on the audience and available materials.

See guidelines for this assignment in Sakai (*Assignments* section). Students are to work on this project individually.

**Due: 11/16/20 – [30 points]**

Also, review the **Course Description** for expectations and deadlines for all assignments

**\*\*For more information on annotated bibliographies, see links below:** <https://guides.library.cornell.edu/annotatedbibliography>

<https://writingcenter.unc.edu/tips-and-tools/annotated-bibliographies/>

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

**Assignment: Class participation.** This includes, but is not limited to, forum discussions of assigned readings, in-class group work, and participation in other class activities. **[20 points]**

Reading assignments and exercises are due on the dates listed in the syllabus. The readings listed for each topic are required, unless noted otherwise. Your ability to discuss the readings, signing up and leading at least one class discussion during the semester will be considered as the major aspect of your class participation grade.

**NOTE: For group work,** on each assignment please indicate the names of all contributors but **only submit ONE document**, in a unified format and arrangement. **In other words, the assignments are to appear as a team effort THIS IS IMPORTANT!!**

### Assignment 5

#### Annotated Bibliography final project grading

*Due dates and grading*

Date	Due	Points
9/10/20	Submit <b>Annotated Bibliography subject selected</b> for the final project. Briefly provide your reason for selecting it. Submit to our Sakai discussion forum.	20
10/16/20	Submit <b>Introduction/overview</b> (1-2 paragraphs) and 5 (five) resources you intend to include in your <b>Annotated Bibliography</b> with an annotation for each of the resources. Submit to your Dropbox.	30
11/9/20	Post an abstract or short summary of your Final Project to Sakai Forum. Include the topic, intended audience, and <b>1-2 things that you which to point out or highlight about your Annotated Bibliography.</b>	20
11/16/20	Submit your completed Annotated Bibliography as a LibGuide (or a web site or a brief PowerPoint presentation), including annotation in a Word document of the remaining 5-7 resources.  <b>Also, as a separate report, submit evaluations for resources selected. This report is due via email to the instructor by midnight.</b>	30
		100 points

\*See links below for help with citing and creating annotations for your work:

Creating citations = <http://guides.lib.unc.edu/citing-information/home>

#### BASIS FOR GRADING:

Semester grades will be determined by the level of participation in class discussions and the quality of written assignments.

Grades will be assigned on an H/P/L/F basis. Under this scheme few students will obtain an "H" grade, which signifies a higher level of achievement than an "A" might in other schools' A-F grading systems. This is not to say that earning an "H" is an impossible task, but rather, that the attainment of an "H" in any SILS course denotes a significant academic achievement. Incompletes will not be assigned on an automatic basis. Rather, they will only be issued in cases of extenuating circumstances such as severe health problems late in the semester. In general, the following grading framework will apply:

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

P+ Above average performance: solid work that extends somewhat beyond what was required to complete the assignment, good command of the material, etc.

P Completely satisfactory performance: good solid coverage and work. A "P" will be given when a student completes an assignment satisfactorily and according to the instructions.

P- Marginal performance: not wholly satisfactory (on the whole good, but flawed in some respect)

L Unacceptable performance: substandard in many respects (seriously deficient)

F Performance substandard in many/all respects; completely lacking in merit (unworthy of credit)

NOTE: Most students earn a "P" of some variety.

#### For assignment grades:

H+ = 99-100 (a true rarity except in very objective test situations for any class)

H= 97-98

H-= 96

P+/H= 95 These are all A's in most schools.

P+= 93

P/P+= 90

P= 87

P/P-= 85 These are all B's in most schools.

P-= 83

P-/L= 80

L= 70-79 This is a C in most schools.

F= 69 and below This is an F in most schools.

#### For semester grades:

H= 94.5 and above (due to rounding up to 95)

P+= 89.5-94.49 (+/- will not show on your grade transcript)

P= 84.5-89.49

P-= 79.5-84.49

L= 69.5-79.49

F= anything below 69.5

Attendance at each class session is expected. **If you must miss a class**, please make arrangements with one of your classmates concerning note taking. It is probably a good idea for everyone to have a **"note buddy"** in case of illness and/or emergencies occurs and you have to miss a class. The instructor is not a good source of notes as her outlines may not reflect actually goes on in class discussion. The following regulations on a student's class attendance were adopted by the Faculty Council:

Regular class attendance is a student obligation, and a student is responsible for all the work, including texts and written work, of all class meetings. No right or privilege exists which permits a student to be absent from any given number of class meetings.... **If a student misses three consecutive class meetings** or misses more classes than the instructor deems advisable, the instructor will report the facts to the student's academic dean for appropriate action...

If you need to miss a class in order to attend a conference, symposium, etc. just let me know. If you happen to miss an in-class writing assignment or activity during your absence, you could make up for it with a short 3-5 minute share-out about the conference you attended and what you learned and did there.

#### Email correspondence

Email is my preferred method of contact outside of the classroom. Typically I respond to emails within 24 hours, but in some instances in make take up to 48 hours. Please check your UNC email often for updates about deadlines, feedback, and schedule modifications.

**THE Honor Code:**

All students are expected to follow the Honor Code: <http://honor.unc.edu/>

**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 **Accessibility Resources and Services**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. [See the ARS Website for contact information: accessibility.unc.edu.](http://accessibility.unc.edu)

Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the [ARS website under the About ARS tab.](#)

## Letters of recommendation

As a professor, I consider it an honor to write letters of recommendation for students. It brings me joy to help support students in this capacity! However, I found letter writing to be especially tricky when I've only known a student for a semester. As such, I have designed the assignments in this course to allow students to demonstrate their leadership, communication, intellectual rigor, and social adeptness. Please take advantage of these assignments with this in mind if you intend to ask me for a letter of support. Moreover, here are other items to note:

- Please allow me a month lead time to write the letter.
- Please attach your CV/resume, description of the program/opportunity you're applying for, and instructions on the letter submission process.
- Please keep me updated! Despite the outcome of your application, I would love to hear the results and if there any other ways I could help support you.

Have a great semester! I hope you enjoy this course and all of your courses. If you have any questions concerning the course, please let me know and we will discuss them.

Date	Topic: <b>Course Introduction and Reference Services</b>  <b>History and Concepts</b>	Due date
8/24	<p><b>Introductions</b>, course overview, assignments, and UNC Libraries <a href="http://library.unc.edu/">http://library.unc.edu/</a> - <b>Student Questionnaire</b>, questions, etc.</p> <ul style="list-style-type: none"> <li>• Chapter 1 History of Reference</li> <li>• Chapter 6 Models of Reference</li> <li>• Chapter 13 Selection and Evaluation of Reference Sources</li> </ul> <p><b>Readings:</b> in Sakai, UNC Library system, or on the Web.</p> <p>-----</p> <p><b>Davis Library</b> Visit (use virtual option instead)</p> <p><b>Assignment: Reference book assessment paper</b></p>	Student Questionnaire Due: <b>8/27/20</b>

	<p><b>During the next two weeks, following the visit,</b> please return to Reference section of Davis Library and select a book (i.e., dictionary, encyclopedia, directory, etc.) on any topic you like <b>in print</b>. Look at the <b>front matter and back matter</b> (i.e., preface, introduction, table of contents, indexes, etc.) to get a sense of how it is arranged. Please write a brief, <b>2-3 page, double-spaced</b> description of the book's focus or subject, arrangement and why you selected it. Please include a complete citation for the book selected. Please submit this assignment via email to your instructor by midnight on <b>9/10/20</b>.</p> <p><b>vargha@email.unc.edu</b></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:</i>  <a href="http://library.unc.edu/services/citing/">http://library.unc.edu/services/citing/</a></p>	
<p><b>8/31</b></p>	<p>Class discussion on the <b>Reference book assessment assignment</b></p> <p><b>Readings/Discussion:</b></p> <p>Green, S.S. (1993). Personal relationships between librarians and readers. <i>Library Journal</i>, [originally published, October 1, 1876], 84-85.</p> <p>Dear Librarian: New York Public Library's quirkiest inquiries  <a href="http://www.theguardian.com/books/2015/may/28/librarian-new-york-public-librarys-quirkiest-enquiries">http://www.theguardian.com/books/2015/may/28/librarian-new-york-public-librarys-quirkiest-enquiries</a></p> <p>Dar, M., Knapp, M., Lothrop, P. et al. (2017). Best of Reference 2016. <i>Library Journal</i>, (3/1/2017), Vol. 142. Located in the 'Library &amp; Information Science Source' database in <a href="http://www.lib.unc.edu">http://www.lib.unc.edu</a> <b>Library &amp; Information Science Source</b> database [you may read it &amp;/or listen to it]. Or use this link <a href="http://reviews.libraryjournal.com/2017/03/best-of/best-reference-titles-of-2016/">http://reviews.libraryjournal.com/2017/03/best-of/best-reference-titles-of-2016/</a></p> <p><b>Discussion question:</b> Over time, what specific changes do you think may have contributed to the evolution of in reference services?</p>	<p><b>Reference book assessment assignment</b></p>
<p><b>9/8</b></p>	<p><b>Ethical Aspects of Reference Service</b></p> <p><b>Readings/Discussion:</b></p> <p>Knox, E.J.M. (2016). Ethics. In Smith, L.C. and Wong, M.A. (Eds.). <i>Reference and Information Services: An Introduction</i>, 5th ed., (pp. 27-38). Santa Barbara, Calif.: Libraries Unlimited. <b>Note:</b> please scan the Appendix to this chapter.</p> <p>Aulisio, G.J. (2013). Copyright in light of ethics. <i>Reference Services Review</i>, 41, 3, 566-575.</p> <p><b>Please pay particular attention to Code of Ethics of the American Library Association (below)</b></p> <p>Code of Ethics of the American Library Association:  <a href="http://www.ala.org/advocacy/proethics/codeofethics/codeethics">http://www.ala.org/advocacy/proethics/codeofethics/codeethics</a>  <a href="http://www.copyright.com/content/cc3/en/toolbar/education/resources/copyright_basics1.html">http://www.copyright.com/content/cc3/en/toolbar/education/resources/copyright_basics1.html</a></p> <p>With the <b>code of ethics</b> and <b>copyright issues</b> in mind and for class discussion, please review the website below related to public services policies.</p> <p>Aurora Public Library (IL)  <a href="http://www.aurorapubliclibrary.org/about-the-library/policies/reference-services-policy/">http://www.aurorapubliclibrary.org/about-the-library/policies/reference-services-policy/</a></p> <p><b>Discussion:</b></p>	<p><b>Assignment 2</b></p> <p><b>Reference book assessment</b></p> <p>Due on <b>9/10/20</b></p> <p><b>Email to instructor</b></p>

	<p>Anderson, A.J. (1992). You Killed my Daughter. <i>Library Journal</i>. 117, May 1 (53-55).</p>	
<p>9/14</p>	<p><b>Reference Interview Part I</b></p> <p><b>Readings/Discussion:</b></p> <p>Kern, K.M and Woodard, B.S. (2016). The Reference Interview. In Smith, L.C. and Wong, M.A. (Eds.). <i>Reference and Information Services : An Introduction</i>, 5th ed., (pp. 63-97). Santa Barbara, Calif.: Libraries Unlimited.</p>	
	<p>Harmeyer, D. (2013). The Reference interview thrives. <i>The Reference Librarian</i>, 54 (4) 345–348.</p> <p>=====</p> <p><b>Overview of Reference Sources – part I</b></p> <p>Dictionaries</p> <p>Encyclopedias</p> <p>-----</p> <p><b>Selection and Evaluation of Reference Sources</b></p> <p><b>Readings/Discussion:</b></p> <p>Singer, C. (2016) Selection and evaluation of reference sources. . In Smith, L.C. and Wong, M.A. (Eds.). <i>Reference and Information Services : An Introduction</i>, 5th ed., (pp. 367-395). Santa Barbara, Calif.: Libraries Unlimited.</p> <p>Buss, S.P, (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><b>QUESTIONS:</b></p> <p><b>Selection and evaluation of sources and services has always been an important part of librarianship. However, what we evaluate and how we evaluate source has evolved over time. In the future, what aspects of evaluation do you think will remain? Are there any that you think will fade away?</b></p> <p>-----</p> <p><b>Overview of Reference Sources – continued</b></p> <p>Geographical sources</p> <p>Biographical sources</p> <p><b>Guest Speaker Virtual</b></p>	
<p>9/21</p>	<p><b>Reference Interview Part II</b></p> <p><b>Reading/Discussion–</b></p> <p>Sisselman, P. (2009). Exploiting the social style of patrons to improve their satisfaction with the reference interview. <a href="#">Library Review</a>, 58.2, 124-133.</p> <p>-----</p> <p><b>Overview of Reference Sources – continued</b></p> <p>Directories</p> <p>Ready references sources (year books, handbooks, and almanacs)</p>	<p><b>Last day to change final project topic.</b></p>

	<p>-----</p> <p><b>Library Consultation Services</b></p> <p><b>Readings/Discussion</b></p> <p>Yi, H. (2003). Individual research consultation service: an important part of an information literacy program. <i>Reference Services Review</i>, 31, 4, 342-350.</p> <p>-----</p> <p>Guest speaker TBA. 'Consultation services in the library'.</p>	
<p><b>9/28</b></p>	<p><b>Virtual Reference Services</b></p> <p><b>Readings/Discussion:</b></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 &amp; Information Services</i>, 9(1-2), 148-156.</p> <p>"Guidelines for Implementing and Maintaining Virtual Reference Services" ALA, Reference and User Services Association, 2004</p> <p><a href="http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/virtrefguidelines.cfm">http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/virtrefguidelines.cfm</a></p> <p><b>Searching Exercise 1 – OPAC; Library Literature and Information Science and Library and Information Science Abstracts (LISA).</b> See Sakai for exercise</p> <p>-----</p> <p><b>Chat session</b></p> <p><b>Guest:</b> Speaker , User Experience and Assessment TBA</p>	
<p><b>10/5</b></p>	<p><b>Instruction</b></p> <p><b>Readings/Discussion:</b></p> <p>Holliday, W. (2016) Instruction. In Smith, L.C. and Wong, M.A. (Eds.). <i>Reference and Information Services: An Introduction</i>, 5th ed., (pp. 98-131). Santa Barbara, Calif.: Libraries Unlimited</p> <p>Read through this website for discussion: Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators, 2007.</p> <p><a href="http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.cfm">http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.cfm</a></p> <p><b>Readings/Discussion:</b></p> <p><b>Optional reading:</b></p> <p>Desai, C. M. and Graves, S.J. (2008). "Cyberspace or Face-to-Face: The teachable moment and changing reference mediums". <i>Reference &amp; User Services Quarterly</i> 47(3): 242-254.</p> <p>-----</p> <p><b>Guest:</b> = Instructional Services Librarians UNC Libraries TBA</p>	<p><b>Assignment 3 Consultation Question Report due 10/8/20 by midnight</b></p> <p>-----</p>
<p><b>10/12</b></p>	<p><b>Database Searching</b></p>	<p>Assignment 5 <b>Draft only</b> Submit</p>

	<p>Wong, M.A. (2016). Search Strategies for Online Resources. In Smith, L.C. and Wong, M.A. (Eds.). <i>Reference and Information Services: An Introduction</i>, 5th ed., (pp. 413-436). Santa Barbara, Calif.: Libraries Unlimited.</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.</p> <p>Database searching – PLEASE YOUR BRING LAPTOP</p> <p>-----</p>	<p>introduction and overview (1-2 paragraphs by midnight <b>10/16/20</b></p> <p><b>plus</b></p> <p>And five sources that you plan to include in your annotated Bibliography</p> <p>by midnight <b>10/16/20</b></p>
<p><b>10/19</b></p>	<p><b>Challenging Situations</b></p> <p><b>Readings/Discussion:</b></p> <p>Behavior / conduct policies</p> <p>Penn State University Libraries</p> <p><a href="https://libraries.psu.edu/policies/ui-ad04">https://libraries.psu.edu/policies/ui-ad04</a></p> <p>Whatcom County Library System (Bellingham, WA), Conduct Policy - Disruptive Behavior</p> <p><a href="http://www.wcls.org/conduct-policy-disruptive-behavior">http://www.wcls.org/conduct-policy-disruptive-behavior</a></p> <p><b>Review</b> “Randolph County Public Library Disruptive Behavior Policy” <a href="http://www.liberty-nc.com/index.asp?SEC=455FB0CB-556E-412A-92D6-5A898BE3BEAD&amp;DE=A98DFFE9-B604-4C82-A34C-5EA6142EA7FC&amp;Type=B_BASIC">http://www.liberty-nc.com/index.asp?SEC=455FB0CB-556E-412A-92D6-5A898BE3BEAD&amp;DE=A98DFFE9-B604-4C82-A34C-5EA6142EA7FC&amp;Type=B_BASIC</a></p> <p><b>Additional behavior policies are at the end of the PPT slides.</b></p> <p>-----</p> <p><b>GIS -Geographical Information Systems Services session</b></p> <p><b>Readings/Discussion:</b></p> <p>Weessies, K.W. and Dotson, D.S. (2013). Mapping for the Masses: <b>GIS</b> Lite and Online Mapping Tools in Academic Libraries. <i>Information Technology &amp; Libraries</i>, 32 (1), 23-35,</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.</p> <p>-----</p> <p><b>GIS/Data Visualization session. Guest speaker TBA</b></p>	
<p><b>10/26</b></p>	<p><b>Source Group Presentations. Taking no more than 15 minutes</b> to discuss a specific resource type in Sakai Forum.</p> <p>Also, handouts are to be submitted to the <b>Forums section on Sakai</b></p> <p>-----</p> <p><b>Guests: Reference Panel TBA</b></p> <p><b>Reference Panel – A Great opportunity to meet professionals in our field!</b> Librarians representing academic, special, public, and school libraries will share experiences, provide advice, and take your questions.</p>	<p><b>Assignment 4</b></p> <p><b>Source Group presenta-tions.</b> Handout should be in Sakai by now or (see assignment instructions).</p>
<p><b>11/2</b></p>	<p><b>Reference work in Special Collections</b></p> <p><b>Readings/Discussion:</b></p>	

	<p>Altman, B. and Prange, C. S. (2015). <b>Reference</b> Work in <b>Special Collections</b>: The Impact of Online Finding Aids at Florida State University Libraries. <i>Reference Librarian</i>, 56 (3), p189-195.</p> <p>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.</p> <p><b>Guest: speaker</b> –Manuscripts Reference Librarian TBA</p>	
<p>11/9</p>	<p><b>In class, brief presentation on your topic, audience, and things you would like to point out very briefly about your Annotated Bibliography. You will each have 5 minutes, no more, to present.</b></p> <p>-----</p> <p><b>Cultural Awareness and Cultural Competence in the profession</b></p> <p><b>Readings/Discussion:</b></p> <p>Lazzaro, A. E., et al. (2014). Cultural competency on campus. <i>C&amp;RL News</i>, 75, 6, 332-335.</p> <p>Cultural Respect: <a href="https://www.nih.gov/institutes-nih/nih-office-director/office-communications-public-liaison/clear-communication/cultural-respect">https://www.nih.gov/institutes-nih/nih-office-director/office-communications-public-liaison/clear-communication/cultural-respect</a></p> <p>=====</p>	<p><b>Post abstract</b> of final project to Sakai discussion board</p>
<p>11/16</p>	<p>=====</p> <p><b>Reference Services for Specific Populations</b></p> <p><b>Readings/Discussion:</b></p> <p>Lilienthal, S.M. (2011). The Problem is the not the homeless. <i>Library Journal</i>, 136 (16), 30-34,</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), 479-488.</p> <p>Small Group discussion session</p>	
<p>11/16</p>	<p><b>Final Annotated Bibliography projects Due Today</b></p> <p>{Please send me a LibGuide &amp; brief PowerPoint deck</p> <p>And as a separate report submit evaluations for resources selected.</p> <p>link to final project via email.}</p>	<p><b>By midnight</b></p>
	<p><b>HAVE A GREAT HOLIDAY BREAK!!!!</b></p>	