

10/1	Project #2: Reference Librarian Interview and Analysis - in this unit, students will prepare, facilitate, and document an interview with a reference librarian; moreover, the interview will be further examined through an analysis of the interview responses as they relate to course readings, field excursions, and discussions.	25%
11/12	Project #3: Library Instruction: Lesson plan, LibGuides and Class Facilitation: this final unit will expose students to the end-to-end development of a few key documents and responsibilities of reference librarians. Students will develop lesson plans, presentations, and course pages/LibGuides.	30%
Ongoing	Discussion Facilitation: Throughout the semester, students will lead a class discussion on the assigned readings for class. I'll meet with students a week prior to their facilitation date to offer feedback, to provide any necessary materials for activities, and to offer any strategies and ideas. Students will do this assignment in pairs.	15%
Ongoing	Participation: Regular attendance and participation in class activities are critical. Participation also includes the completion of Sakai forum responses, in-class activities, and thoughtful engagement with class discussions.	10%
Total		100%

Grading policies and Attendance

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.	

***Undergraduate grading scale: 95-100 (A), 90-94 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 70-79 (C, same +/- ranges as above), 60-69 (D, same +/- ranges as above), <60 (F)

	<p>Practices in Guide Creation, Use, and Reference Interactions,” Meeks</p> <ul style="list-style-type: none"> • “The Mother of All LibGuides:’ Applying Principles of Communication and Network Theory in LibGuide Design,” Leibiger and Aldrich, http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/LeibigerAldrich_Mother.pdf <p>Please visit these websites and read through the different pages/tabs:</p> <ul style="list-style-type: none"> • “What is Information Literacy?,” https://www.library.illinois.edu/staff/infolit/ 	<p>Discussion facilitators:</p> <ul style="list-style-type: none"> • Part I: Claire • Part II: Julian, Julie, Taylor, Lindsey
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Week 11: Open Access & OER

	<p><u>For class</u></p> <p>Reading(s): (S):</p> <ul style="list-style-type: none"> • Open Education Resources, https://en.wikipedia.org/wiki/Open_educational_resources • “Navigating OER: The Library’s Role in Bringing OER to Campus,” Hess, Nan, and Riddle • “Engaging with Our Communities: Future Trends and Opportunities for Reference Services,” Thorpe • “Open Educational Resources: Enabling Universal Education,” Caswell, Henson, Jensen, & Wiley, http://www.irrodl.org/index.php/irrodl/article/view/469/1009 <p>Assignment(s): Continue working on project #3</p>	<p><u>In class</u></p> <ul style="list-style-type: none"> • N/A • Use class time to work on project #3 <p>Discussion facilitators:</p> <ul style="list-style-type: none"> • Part I: • Part II:
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Week 12: Makerspaces and Reference Services / The Future of Reference

	<p><u>For class</u></p>	<p><u>In class</u></p>
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	<p>Reading(s): (RIS): Ch. 29. Creating the Future of Reference Service (S):</p> <ul style="list-style-type: none"> • “Unifying Space and Service for Makers, Entrepreneurs, and Digital Scholars,” Nichols, Melo, and Dewland • “Makerspaces: a beneficial new service for academic libraries?,” Curry, https://www.emerald.com/insight/content/doi/10.1108/LR-09-2016-0081/full/html • “Engaging with Our Communities: Future Trends and Opportunities for Reference Services,” Thorpe <p>Assignment(s): Peer review is due on 11/12 by 12pm in Sakai "Assignments"</p>	<ul style="list-style-type: none"> • N/A; Hurricane Zeta power outages <p>Discussion facilitators:</p> <ul style="list-style-type: none"> • N/A
Week 13 & 14: Conferences		
<p>11/16 11/23</p>	<p><u>For class</u> Reading(s): N/A Assignment(s): N/A</p>	<p><u>In class</u> 1:1 Meetings with Maggie</p>
Week 15: Project #3 Presentations		
<p>11/30</p>	<p><u>For class</u> Reading(s): N/A Assignment(s): Project #3 due. Please submit into Sakai Assignments by 12:00pm.</p>	<p><u>In class</u> Project #3 Presentations Discussions led by Laura and Emilie</p>