



University of Hawaii at Manoa Library and Information Science Program



LIS 601 – Introduction to Reference and Information Services

Fall 2016

Tuesdays 1:00 p.m. - 3:40 p.m. Hamilton Library, 2K

COURSE DESCRIPTION

Introduces the philosophy, principles, and practices of reference/information services in libraries and information centers. Examines the nature of reference work, human information needs, and information literacy. Studies the characteristics and application of bibliographic control, reference research, and electronic information retrieval systems. Provides practical experience in the evaluation and use of bibliographic and web-based materials, reference interviewing and search techniques. Includes ethnographic and inquiry-based field work.

Prerequisite: This course is a core course in the University of Hawai'i-Mānoa Library and Information Science (UHM LIS) Program curriculum. As such, students should take this course as early in their degree program as possible. LIS 601 also serves as the prerequisite for the UHM LIS core course, LIS 663 Database Searching.



LIS 601 FACULTY AND STAFF

Faculty. Aloha! My name is Vanessa Irvin and I go by “Professor Irvin” or “Dr. V” within the LIS ‘Ohana.

My contact information is as follows:

Office Location: Hamilton Library 003B
 Office Phone: (808) 956-6703
 Office Hours: By appointment only, *email your request*
 Email: irvinv@hawaii.edu
 URL: <http://www2.hawaii.edu/~irvinv>

Staff. For Fall 2016, the teaching assistants (TA) for LIS 601 are: Wiebke Reile and Cissy Crosby. The TAs are your allies and can be pivotal to you successfully navigating this course. Thus it is in your best interest to interact with the TAs with aloha at all times, as your relationship with them is professional and thus is part of class participation.

O’ahu students:

- Your TA is Wiebke (VEEB-Kah) Reile, CIS PhD doctoral student | email: wreile@hawaii.edu
 - Wiebke is accessible for help on all things assignment-oriented and Professor Irvin-oriented.
 - Wiebke sits at the back of class and is a participant observer of class discourse.

Hālāwai students:

- Your TA is Christine “Cissy” Crosby, CIS PhD doctoral student | email: ccrosby@hawaii.edu
 - Cissy is accessible for help on all things Hālāwai-oriented and Professor Irvin-oriented.
 - Cissy sits at the front of class and is a participant observer for the Hālāwai community.



*Note: Aspects of this course are subject to change, at the discretion of Professor Irvin.
 Any modifications will be announced and documented in a timely fashion in-class, via Laulima, and email.
 Last update: 20 August 2016, version: F16b, /vji*

COURSE EXPECTATIONS

The culture of this class is unique. Thus, the following points are for your understanding:

- It is anticipated that you understand that LIS 601 is a graduate-level course that is reading, writing, research, and fieldwork intensive. According to university guidelines, you should expect to spend at least nine (9) hours each week beyond class time engaged in using your text(s), conducting research, actively participating in any Laulima discussions (if applicable), visiting libraries and their collections, and using a variety of print and online resources to compose, submit, and discuss your work.
- It is anticipated that you understand that class lectures, activities, and course materials are presented to appeal to a wide audience of varying levels of understanding in a collaborative environment. Depending on your sensibilities, wording and tone of instructions may at times sound elementary, redundant or abrupt; however, this is not the intent. The intent of repeating instructions and/or responses is to render instructions in as detailed and as clear of a manner, as possible, for a diverse learning community.
- It is anticipated that you possess the [professional expectations](#) and [computer literacy skills](#) competencies per the stipulations of the UHM LIS program.
- It is anticipated that you will attend class, arriving on time, and staying for the entire class period.
- It is anticipated that you read and follow all policies and instructions for class culture, discourse, and assignments.
- It is anticipated that you adhere to on-time and correct submission of all assignments.
- It is anticipated that as a graduate student, you comply with the university's [academic integrity](#) policy.

COURSE CONTENT

LIS 601 is a core course in the LIS Program curriculum, enabling students to:

- Efficiently locate print and online reference sources and specific information in them.
- Efficiently use print and online indexes.
- Evaluate reference sources using standard criteria.
- Cite sources precisely in notes and bibliographies using a standard citation style manual.
- Prepare a guide to assist library users in locating information on a specific topic in a particular library.
- Design a strategy for locating information on a specific subject employing print and online sources.
- Critically annotate sources of information.
- Conduct and analyze information/reference interviews.
- Conduct online searches using controlled vocabulary, natural language and Boolean strategies in the online catalog, a variety of databases, and on the Internet.
- Express an integrated philosophy of reference and information service.
- Express values that promote accurate and helpful public service.

TEACHING PHILOSOPHY

LIS 601 emphasizes the development of professional attitudes, knowledge, and skills critical for understanding reference queries and performing targeted information retrieval, reference interviewing, information problem solving, and user instruction. Learning to conceptualize queries, to ask meaningful questions, and to search for and to evaluate results in the pursuit of providing accurate information to library users requires a no-fault attitude toward inevitable search errors, and using mistakes as learning opportunities through error analysis. The broad goal of the course is to help you acquire the ability to approach reference queries from an LIS perspective and to internalize best practices from an LIS framework.

TEACHING METHODS

LIS 601 is presented using a variety of pedagogical approaches, including but not limited to: round table discourse, search and database demonstrations, critical evaluation of ethnographic data, collaborative problem-solving, in-class and online small group discussions, role play, community events, and guest speakers.

RESEARCH METHODS

LIS 601 focuses on how librarians and information professionals use established resources to fulfill information seeker needs. Research methods include action research, critical evaluation, ethnography, practitioner inquiry, and case studies. A key component to this course is hands-on searching and retrieval of resources and the information within them.

STUDENT LEARNING OUTCOMES (SLOs)

LIS 601 aligns with the LIS Program's curriculum's instructional framework, the [Student Learning Outcomes](#), as follows:

- SLO1. Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and related professions.
 - Apply LIS theory and principles to diverse information contexts.
 - Demonstrate understanding of the historical context of reference and information service.
 - Develop and apply critical thinking skills in preparation for professional practice.
 - Craft and articulate a professional identity.
- SLO2. Develop, administrate, assess and advocate for information services by exercising principled communication, teamwork and leadership skills in a collaborative environment.
- SLO3. Organize, create, archive, preserve, retrieve, manage, evaluate and disseminate information resources in a variety of formats.
 - Search, retrieve and synthesize information from a variety of systems and sources.
- SLO4. Evaluate and use the latest information technologies, research findings and methods.
 - Integrate emerging technologies into professional practice.
 - Apply current research findings to professional practice.
- SLO5. Engage in projects and assignments dealing with diverse communities representing varied points of view.
 - Communicate and collaborate with diverse colleagues, information seekers and community stakeholders.

TEXTS & MATERIALS

REQUIRED COURSE TEXT. Cassell, K. A., & Hiremath, U. (2013). *Reference and information services in the 21st century: An introduction, 3rd edition*. NY: Neal-Schuman. | ISBN-13: 978-1555708597

REQUIRED CITATION STYLE. Choose one of the 3 major citation styles to structure your writing for the semester. Decide on one style and stick to it for the entire semester. I will be asking you for your chosen citation style by Week 2 of the semester. Once your style is recorded, you cannot change it, no exceptions. What this means is that you will be spending the semester honing and mastering a citation style based on your area of interest within librarianship as follows:

- APA (graduate level students and scholars, peer-reviewed publishing):
 - American Psychological Association. (2009). *Publication Manual of the American Psychological Association, 6th edition*. Washington, DC: APA. | ISBN-13: 978-1433805615
- Chicago/Turabian [author-date style *only*] (manuscripts/publishers, journalists, archives):
 - Turabian, K. L. (2013). *A Manual for Writers of Research Papers, Theses, and Dissertations, 8th Edition: Chicago Style for Students and Researchers*. Chicago: University of Chicago Press. / ISBN-13: 978-0226816388
- MLA (high school and undergraduate teachers/students; literary studies):
 - The Modern Language Association of America (MLA). (2016). *MLA Handbook for Writers of Research Papers, 8th Edition*. NY: Modern Language Association. | ISBN-13: 978-1603292627

REQUIRED WEEKLY ARTICLES. Bibliographic information for additional weekly articles will be made available through the *Resources* section of the Laulima course system (<https://laulima.hawaii.edu>).

Other textual requirements:

- UH email
- UH Hamilton Library [research tools](#)
- Web-based logon online resources as introduced and required
- Hawaii State Public Library System (HSPLS) [catalog](#) and [databases](#)

COPYRIGHT NOTICE

Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference and use, only. Course alumni's projects may be presented to demonstrate formatting and content requirements for various assignments. At no time are you permitted to further copy nor distribute course materials (instructor's nor course alumni's) without express written consent of the course Instructor.

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ALOHA. 'OHANA. KULEANA.

LIS 601 is an intensive core course within the LIS Program curriculum, and as such, its agenda aligns with the [Program's vision, values and mission](#) which are rooted within the Hawaiian values of *aloha*, *'ohana*, and *kuleana*. With these values in mind, the following intentions are anticipated for all LIS 601 students:

Hālāwai. Hālāwai is the UHM LIS Program's Adobe Connect platform which meets the class attendance needs for LIS students who live in Hawai'i, but not on O'ahu. According to [UHM LIS Program policy](#), Hālāwai is available *for neighboring island students only*. To honor the specific needs of our neighboring island 'ohana, there are no O'ahu exceptions for Hālāwai in LIS 601.

Laulima. Laulima is the UH course management system. In LIS 601, Laulima is used to email/post updates, announcements, and grades. You will be using Laulima to submit your assignments and to access course information. Thus, it is your *kuleana* to learn how to correctly and effectively navigate Laulima.

Attendance. At the very minimum, "attendance" means coming to class on time and staying for the entire period. If you are late or absent because of illness or another emergency, please submit evidence. For an excused absence, you must email appropriate documentation to me at least two weeks in advance of the anticipated missed class session, in order to receive accommodations for due dates and missed work.

Emailing Professor Irvin. I receive an exorbitant amount of university-related and professional email from various places all over the world. So when you email me use your UH email only, putting the correct course number in the email subject line so that I receive your query as priority email. This stipulation is very important. If you don't do this, your email will likely be missed. This should be done consistently throughout the course, even as we get to know one another. For example:

From: youremailaddress@hawaii.edu
Subject field: LIS 601: Reference Interview, Query 12.2

Additionally, be sure that your emails are professional in tone and presentation, especially because email becomes an important part of your coursework during the semester. Established guidelines for composing professional emails are located at: https://www.training.nih.gov/writing_professional_e-mail. Lastly, due to the nature of LIS 601 projects, unless otherwise requested, *I do not accept assignments via email*.

Submitting Assignments. You are responsible for the correct and on-time submission of your work; this includes being familiar with how Laulima works. Assignments are due by 1:00 PM Hawaii Time, on the date due (usually on class day), unless otherwise specified. ***Late assignments*** are subject to a 20% deduction off your earned score, and forfeits Instructor feedback. (I do not grant extensions so please do not ask). If you cannot submit your assignment by the date due, you need to inform me in as much advance as possible. Late and/or incorrectly submitted assignments go to the bottom of my queue behind the students who submit correctly and on time. Thus, if you submit late, expect a delay in communications and response. *Note: I do not accept assignments by email.*

Support Services. Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili'uokalani Center for Student Services, Room 312. More information is available at the CSDC website: <http://manoa.hawaii.edu/counseling/>.

Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: <http://manoa.hawaii.edu/titleix/>.

KOKUA. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I am happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations for LIS 601. KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center (QLC) for Student Services. All KOKUA accommodations are confidential. *Special accommodations cannot be made unless documented and prescribed by KOKUA.*

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ALOHA. 'OHANA. KULEANA. (continued)

Professionalism and Class Participation. Professionalism involves taking *kuleana* for your communications and interactions with your classmate-colleagues and LIS 601 faculty and staff. Class participation includes taking personal *kuleana* in exhibiting *aloha* in all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course. Positive dynamics ensures a good learning experience for the LIS 601 'ohana, and is mutually observed and assessed by the LIS 601 faculty and staff, accordingly. Refer to the [Professional Expectations Notice](#) and the UHM LIS Program requirements for student [Computer Literacy Skills](#) for details on the prerequisite technical and professional competencies you need in order to successfully experience this course. *Note: Be aware that your professional behaviors are easily observed and evident to faculty and staff who write references for scholarships, internships, and applications.*

Important considerations for exhibiting *aloha* for LIS 601 participation include:

- Arrival to class:
 - On-time arrival is anticipated. When arriving, strive to sit towards the front of the classroom to create an effective interactive setting for classroom discussion with our Hālāwai community.
 - If you arrive late to class, be considerate and find a seat in the back of the classroom, as opposed to becoming a distraction by trying to sit up front; it disrupts in-classroom and Hālāwai participation.
- Respecting class time (“class time” is based on the clock on the classroom wall):
 - Return from class breaks on time.
 - During class presentations, be sure to speak within the time you’ve been allotted so that everyone else gets equal time to present their work.
 - On the rare occasion that class lasts a few minutes longer because classmate-colleagues are finishing their presentations (e.g. midterm and finals time), be supportive: stick and stay.
- Class discourse:
 - Because we are on dual platforms (face-to-face and Hālāwai), *all of us* must be mindful to speak clearly so that everyone can hear and respond to what is being shared.
 - The classrooms in the LIS ‘Ohana carry sound very easily. When you have side conversations, particularly during lectures or presentations, the vitality of the class decreases. Please be mindful.
- Being flexible:
 - Because collaborative work is organic, consider the class schedule as tentative and subject to change, depending on the dynamism and identified pedagogical needs of the class group, and/or based on LIS, university, and even world developments and events. Be sure to read all class-wide email that is sent by LIS 601 faculty and/or staff, and take notes on in-class announcements so that you are informed of all updates.
- Devices:
 - *In consideration of all during class, turn off or set vibrate to your mobile devices.*

Working with Professor Irvin. In the spirit of *kuleana*, I’d like to share the following FYIs:

- Confetti FYI: My passion for and commitment to the sanctity of LIS as a contemporary vocation with ancient foundations, is exhibited via my high standards for excellence. I am committed to ensuring that my work with you fortifies you to create and deliver *excellent* reference and information services.
- Neutral FYI: As we work together, you might observe that we may be one or two degrees of separation from one another on social media. My [social media policy](#) explains my approach to online networking.
- Gentle FYI: If you see a date/time error in the course schedule or in other course material, kindly let me know so that I can make the correction. I have been teaching LIS for over a decade, and this is something that I am constantly working to perfect (there’s always “some” thing, so I apologize in advance).
- Important request: I am undergoing an intensive religious conversion experience. During this period of grace, I cannot be shake hands or hug (which is really hard for me!), and I cannot be videotaped or photographed. I thank you in advance for respecting and honoring this request.

ACADEMIC HONESTY AND INTEGRITY

In keeping with the American Library Association's [Code of Ethics](#) (2008), the UHM LIS Program expects its students to conduct themselves in a respectful, responsible, ethical, and professional manner. To this end, the department applies the university's [Academic Integrity Policy](#) with vigor.

Additionally, due to the significance of copyright within the realm of library and information science, the UHM LIS Program anticipates your compliance to its [professional expectations](#). In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, the LIS Program, the university, and any outside entities that you may be working with as a part of this course. Successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. The first incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of “0” for the assignment in question and possible reportage to the Graduate Dean. Additional incidences of plagiarism and/or academic dishonesty results in a failing course grade of “F” and required reportage to the Graduate Dean.

“THE WORK”

MODULE	ASSIGNMENT	DUE DATE(s)	Grade / %
Reference Practicum	Question Set 1 Question Set 2 Question Set 3	Week 6 Week 10 Week 14	30 %
Midterm	Pathfinder / LibGuide URL Pathfinder / LibGuide	Week 2 Week 8	20 %
Field Research & Critical Inquiry	Field Research Journal 1 Field Research Journal 2	Week 4 Week 12	20 %
Final	Bibliography Research Plan	Week 16	30 %
Class Participation	Class participation, email reference, student email, office hours, etc.	Weekly, as specified	10 %

Featured LIS 601 Student Work. Exemplary midterm and final projects are posted on the [LIS 601 LibGuide site](#) to give you samples of how the major projects are to be formatted and presented. These posted projects *are samples only*, and reflect assignment guidelines for that particular semester. However, LIS 601 students invariably find alumni samples useful for learning what kinds of topics can be researched and how to compose important resources for librarianship. In turn, your work may be featured for the semester in which you are enrolled. Featured work is featured with student permission, in compliance with U.S. Copyright law (see copyright statement on page 3 of this syllabus).

LIS 601 ASSIGNMENTS

The Library Field Research Journal. The Library Field Research Journal is a reflective record of your critical response to reading assigned articles in the professional and research literature of library and information science (LIS) and synthesizing with your experience of reference services in a library of your choice. This assignment is submitted in two stages, at the beginning of the semester, and towards the end of the semester. This work is an ethnographic observation field study that will give you experience in critically observing and reflecting on reference services in librarianship. This work allows you to synthesize LIS research with the course text, class discourse, and your field observations. Assignment guidelines will be distributed/posted for details for completing this assignment.

The *Library Field Research Journal* is designed to:

- acquaint you with core LIS professional/scholarly journals
- orient you in abstracting (summarizing) and reflecting critically on LIS literature, and
- fortify you in synthesizing your critical inquiry with evolving professional practice within LIS.

DUE: Library Research Journal #1: Week 4 – Tuesday, 09/13/2016, HST, 1:00 p.m., upload via Laulima.
Library Research Journal #2: Week 12 – Tuesday, 11/08/2016, HST, 1:00 p.m., upload via Laulima.

Reference Services Practicum (Question Sets). Starting Week 3 of the semester, you will continuously use the course text to read and learn about various reference resources and tools to discern how to seek and find data to meet patron information needs. You will use assigned queries (provided via assignment guidelines) to find information in reference tools presented in the course text. These experiences will build your ability to think like a reference librarian and acquire and apply information seeking best practices developed by the Reference and User Services division of the American Library Association (RUSA). Assignment guidelines will be distributed/posted for details for completing this assignment.

DUE: Question Set #1: Week 6 – Tuesday, 09/27/2016, 1:00 p.m., HST, hardcopy in class, upload via Laulima.
DUE: Question Set #2: Week 10 – Tuesday, 10/25/2016, 1:00 p.m., HST, hardcopy in class, upload via Laulima.
DUE: Question Set #3: Week 14 – Tuesday, 11/22/2016, 1:00 p.m., HST, hardcopy in class*, upload via Laulima.

**There's no class on November 22nd for the Thanksgiving holiday. O'ahu students: Deliver the hard copy of your Question Set #3 to my office at Hamilton 003B, by the due date and time. I will not be there after 1:15 p.m.*

Midterm: Pathfinder / LibGuide. This project is designed to give you experience in identifying and selecting materials relevant to an identified information need and presenting them in a user-friendly web-based format. Assignment guidelines for this assignment will be distributed/posted by Week 3 of the semester.

DUE: Pathfinder URL: Week 2 - Tuesday, 08/30/2016, 1:00 p.m., HST, post URL to Laulima.
DUE: Pathfinder Complete: Week 8 – Tuesday, 10/11/2016, 1:00 p.m., HST, web-based presentation *in class*.

Final: Bibliography Research Plan. You will devise a bibliography research plan to create a research foundation for an assigned information need. This project will allow you to be creative in your discernment of relevant and meaningful materials to meet the research needs of the assigned topic. Assignment guidelines for this assignment will be distributed/posted by Week 12 of the semester.

DUE: Week 16 – Tuesday, 12/06/2016, 1:00 p.m., HST, upload via Laulima + presentation *in class*.

ASSESSMENT

Reading your work. Please be sure to have someone proofread your writing before submission. (Everyone, even professional authors, always employ a second pair of eyes to their writing.) Writing assignments in this course serve to further prepare you for not only reading, but for your composing LIS research and professional text throughout your career. I will be reading and editing your work as part of a conversation between you and I, to respond to your thoughts and ideas, and to contribute to the improvement of your writing skills on an academic and professional level. To that end, I employ traditional proofreading marks as illustrated on the chart below, when I read and assess student work.

PROOFREADING MARKS	
Marks & Meanings	Examples
≡	capitalize They fished in lake tahoe.
/	make it lowercase Five \$tudents missed the βus.
sp.	spelling mistake The day was cloudy and cold.
⊙	add a period Tomorrow is a holiday ⊙
↷	delete (remove) Kim knew the the answer.
^	add a word Six ^{pups} were in the litter.
^,	add a comma He ate peas, corn and squash.
↷	reverse words or letters An otter swam in the bed kelp.
∨	add an apostrophe The child's bike was red.
“”	add quotation marks “Why can't I go?” she cried.
#	make a space He read two#books.
○	close the space Her favorite game is soft ball.
¶	begin a new paragraph We had fun. ¶ Next we went to

Image source: www.teachercreated.com

General Assessment Rubric. Unless otherwise specified, assessment for assignments is on a point-for-percentage basis, and typically based on the following criteria:

- Ø Clear conveyance of originality and depth of ideas, insights and critical assessments
- Ø Demonstration of ability to use scholarly sources to support ideas and opinions
- Ø Compliance with assignment criteria, format, and standards
- Ø Timeliness of submission (submitting on time by the date/time due)

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ASSESSMENT (continued)

Grading Scale. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per [university policy](#), a final grade of “C” and above is considered “passing” for graduate level courses, however, per [LIS program policy](#), **for LIS 601**, you must pass this course with a final grade of “B-” or higher. Any grade lower than B- requires a retake of LIS 601. Based on the grading scale for LIS 601 (below), last semester final grades were as follows: A+ = 8; A = 3; A- = 2; B+ = 4; B = 2; C = 1.

A+ 100+ pts	B+ 87 – 89.9	C+ 77 – 79.9
A 94 – 99.9	B 84 – 86.9	C 74 – 76.9
A- 90 – 93.9	B- 80 – 83.9	C- <= 73.9

Successful application of class discourse and course material includes, but is not limited to: critical thinking and insight exhibited in inquiry journals, willingness to conduct research to deliver a topic-oriented resource for a target audience via your pathfinder and bibliography plan, keen observations in your fieldwork, and respect for academic honesty standards and intellectual property in all your work. Other competencies are in focus according to rubrics and checklists for major assignments. Assignment grade weights:

• Question Sets (3):	30%
• Midterm – Pathfinder/LibGuide:	20%
• Field Research Paper (2):	20%
• Final - Bibliography Research Plan:	30%
• Class Participation:	10%
Total	110%

Note: To earn an A- and above in this course, you must have completed all assigned work.

Feedback. Assignment scores are posted to Laulima throughout the semester. If you need to discuss your work, kindly email me to request office hours within one week of the posted score/grade. Retroactive grading/reevaluation of assignments is not available for this course (for example, graded work posted Week 9 is not eligible for additional feedback if requested beyond Week 10 of the semester).

Extra Credit. Individual extra credit is not available for this course, no exceptions. On rare occasion, I may identify and offer a special *class* opportunity for extra credit. In the exceptional event of a class-wide extra credit opportunity, I reserve the right to award individual points *at my discretion, and: points earned (or not) are non-negotiable.*

Incompletes. Incomplete grades (INC) are issued at the professor’s discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term. An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to Week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your assignment scores, kindly email me at: irvinv@hawaii.edu.

CLASS SCHEDULE (*dates and topics subject to change*).**Week 1 – August 23, 2016**Introductions and Syllabus*DUE: Syllabus in class***Week 2 – August 30, 2016**Philosophy & Ethics of Reference Svcs

Text: Cassell & Hiremath, Chapter 1, 18

Articles: *Check Laulima >> “Resources”**DUE: Pathfinder URL***Week 3 – September 6, 2016**The Reference Interview & Ready Reference

Text: Cassell & Hiremath, Chs 2, 5-7, pp. 469-472

Week 4 – September 13, 2016Building The Search Strategy: Boolean Logic,Subject Headings & Natural LanguageArticles: *Check Laulima >> “Resources”**DUE: Library Field Research Journal #1***Week 5 – September 20, 2016**Bibliographic Networks, the Internet

Text: Cassell & Hiremath, Chapters 3-4 and 13

Articles: *Check Laulima >> “Resources”***Week 6 – September 27, 2016**Databases & Indexes

Text: Cassell & Hiremath, Chapters 8-10, 12

*DUE: Question Set #1***Week 7 – October 4, 2016**Evaluating Web Resources & Adv Search TechniquesArticles: *Check Laulima >> “Resources”***Week 8 – October 11, 2016**Practitioner Inquiry: Studying Professional PracticeArticles: *Check Laulima >> “Resources”**DUE: MIDTERM – Pathfinder / LibGuide***Week 9 – October 18, 2016**Reader Response & Readers’ Advisory

Text: Cassell & Hiremath, Chapters 11, 14

Articles: *Check Laulima >> “Resources”******Friday, October 21, 2016, 4:00 p.m.********Last Day to Withdraw with a “W” grade*****Week 10 – October 25, 2016**Information Literacy & Bibliographic Instruction

Text: Cassell & Hiremath, Chapter 16

Articles: *Check Laulima >> “Resources”**DUE: Question Set #2***Week 11 – November 1, 2016**Cultural Competency & Serving Diverse Populations

Text: Cassell & Hiremath, Chapter 15

Articles: *Check Laulima >> “Resources”***Week 12 – November 8, 2016**Considering Reference Policies

Text: Cassell & Hiremath, Chapters 17, 20

Articles: *Check Laulima >> “Resources”**DUE: Library Field Research Journal #2***Week 13 – November 15, 2016**Managing the Reference Department

Text: Cassell & Hiremath, Chapter 19

Articles: *Check Laulima >> “Resources”***Week 14 – November 22, 2016 (No Class)**Reference 2.0: Social Media & Reference Services

Text: Cassell & Hiremath, Chapter 21

Articles: *Check Laulima >> “Resources”**DUE: Question Set #3, deliver to Hamilton 003B*****THANKSGIVING BREAK*****Nov 23-25, 2016**University Closed; No Classes.***Week 15 – November 29, 2016**Future of Reference Services

Text: Cassell & Hiremath, Chapter 22

Articles: *Check Laulima >> “Resources”***Week 16 (last day of class): December 6, 2016***DUE: FINAL - Bibliography Plan*

Finals Week: December 12-16, 2016

End of Semester: December 17, 2016

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