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, Teaching Assistants (typically doctoral students) 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 (RYE-Lee), 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 (if any):
- 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.
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.

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: 30 December 2016, version: Spr17, /vi
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 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** (geared towards graduate level students and scholars, peer-reviewed publishing):
- **Chicago/Turabian** [author-date style only] (used for/by manuscripts/publishers, journalists, archives):
- **MLA** (typically required for high school and undergraduate teachers/students; literary studies):

WEEKLY ARTICLES. Bibliographic information for assigned weekly articles will be made available through the Resources section of the Laulima course system. Note: most weeks have readings, some don’t. Always check.

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) library card to access the 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.

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: 30 December 2016, version: Spr17, 1:v
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, I use Laulima to post class materials, email updates/announcements, and to send assignment feedback. You will be using Laulima to submit your assignments and to access course materials and information. It is your kuleana to correctly and effectively navigate Laulima.

Attendance. Attendance to class is your professional obligation akin to showing up for work. At the very minimum, “attendance” means coming to class on time, returning from class breaks on time, and staying for the entire class session. To be excused for lateness or absence due to 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. Unexcused lateness/absences affects your class participation score, which can affect your overall course grade.

Emailing Professor Irvin. Professionally composed email becomes an important part of your coursework during the semester. Thus, be sure to email me using 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, with appropriate address and salutation.

You can review established guidelines for composing professional emails at: http://bit.ly/1IMGzo4. Lastly, due to the nature of LIS 601 assignments, 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 effectively navigating the Laulima platform. Assignments are due by 5:00 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 grading 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.

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: 30 December 2016, version: Spr17, v1i
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 class culture 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 towards the back of the classroom, as opposed to becoming a distraction by trying to sit up front; lateness 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 typically 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 emergent 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:**
  - Please keep your interaction on your devices focused towards class topics. We do use the internet to look up and confirm information. However, please save social media interactions for personal time, unless we’re consulting it for class discourse.
  - *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:** At some point, you may come to realize 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 with students.

- **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 now, 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 in honor of my ancestral traditions. During this period of grace, my head will always be covered, I cannot shake hands or hug (which is really hard for me!), and I cannot be videotaped or photographed. Mahalo to you in advance for respecting and honoring this request.

*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: 30 December 2016, version: Spr17, /vi*
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”

<table>
<thead>
<tr>
<th>MODULE</th>
<th>ASSIGNMENT</th>
<th>DUE DATE(s)</th>
<th>Grade / %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Practicum</td>
<td>Question Set 1</td>
<td>Week 6</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td>Question Set 2</td>
<td>Week 10</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Question Set 3</td>
<td>Week 14</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm</td>
<td>Pathfinder URL</td>
<td>Week 2</td>
<td>(class part.)</td>
</tr>
<tr>
<td></td>
<td>Pathfinder presentation</td>
<td>Week 8</td>
<td>20 %</td>
</tr>
<tr>
<td>LIS Field Research &amp; Critical Inquiry</td>
<td>Research Journal 1</td>
<td>Week 4</td>
<td>10 %</td>
</tr>
<tr>
<td></td>
<td>Research Journal 2</td>
<td>Week 12</td>
<td>10%</td>
</tr>
<tr>
<td>Final</td>
<td>Bibliographic Research presentation</td>
<td>Week 16</td>
<td>30 %</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Class discourse, email reference, student email, office hours, etc.</td>
<td>Weekly, as specified</td>
<td>10 %</td>
</tr>
</tbody>
</table>

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 LIS Research Journal. The Library and Information Science (LIS) Research Journal is a reflective record of your critical response to reading assigned articles in the LIS professional and research literature 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 observational 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 LIS Research Journal is designed to:
- acquaint you with core LIS scholars, research, and publications
- orient you in abstracting (summarizing) and critically reflecting on LIS topics, and
- fortify you in synthesizing your critical inquiry with evolving professional practice within LIS.

DUE: Research Journal #1: Week 4 – Wednesday, 02/01/2017, HST, 5:00 p.m., upload via Laulima.
Research Journal #2: Week 12 – Wednesday, 04/05/2017, HST, 5:00 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 user information needs. You will be assigned queries 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 – Wednesday, 02/15/2017, 5:00 p.m., HST, hardcopy in class, upload via Laulima.
DUE: Question Set #2: Week 10 – Wednesday, 03/15/2017, 5:00 p.m., HST, hardcopy in class, upload via Laulima.
DUE: Question Set #3: Week 14 – Wednesday, 04/19/2017, 5:00 p.m., HST, hardcopy in class, upload via Laulima.

Midterm: Pathfinder. This project is designed to give you experience in identifying and selecting materials relevant to a target audience with an identified information need and presenting those resources 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 - Wednesday, 01/18/2017, 5:00 p.m., HST, post URL to Laulima.
DUE: Pathfinder Complete: Week 8 - Wednesday, 03/01/2017, 5:00 p.m., HST, web-based presentation in class.

Final: Bibliography Research Plan. You will devise a detailed library 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 search techniques and library 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 – Wednesday, 05/03/2017 (last day of class), 5:00 p.m., HST, upload via Laulima + presentation in class.
ASSESSMENT

Reading your work, Writing assignments in this course serve to further prepare you for not only reading professionally, but more so for your composing of LIS research and professional text and resources throughout library school and your career. To support your writing journey, 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 a graduate and professional level. To that end, when reading your work online, I employ “track changes” and comments via Microsoft Word; and, when reading your work via hard copy, I use traditional proofreading marks via the chart below.

Image source: www.teacherr创建.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)

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: 30 December 2016, version: Spr17, /vi
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 UHM 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’s final grades were as follows: A+ = 5; A = 5; A- = 1; B+ = 1; C- = 1.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100+ pts</td>
</tr>
<tr>
<td>A</td>
<td>94 – 99.9</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93.9</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89.9</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 83.9</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79.9</td>
</tr>
<tr>
<td>C</td>
<td>74 – 76.9</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73.9</td>
</tr>
</tbody>
</table>

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

- Question Sets (3): 30%
- Midterm: 20%
- Research Journal (2): 20%
- Final: 30%
- Class Participation: 10%
- Total: 110%

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

Feedback. Scores/Grades are posted to Laulima as part of Instructor feedback on your assignment submissions. If you need to discuss your work, kindly email me to request office hours within one week of the posted score/grade in question. 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.

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: 30 December 2016, version: Spr17, /vi
CLASS SCHEDULE (dates and topics subject to change).

Week 1 – January 11, 2017
History and Foundations of Reference Services
**DUE: Syllabus, distributed in-class**
Course Text: Theory | Chapter 1
Articles: Check Laulima >> “Readings”

Week 2 – January 18, 2017
Models of Reference Services, Ethics
**DUE: Pathfinder URL**
DUE: Citation Style
Course Text: Theory | Chapters 2 and 6
Articles: Check Laulima >> “Readings”

Week 3 – January 25, 2017
The Reference Interview & Ready Reference
Course Text: Theory | Chapters 3 and 13
Course Text: Resources | Chapter 18
Articles: Check Laulima >> “Readings”

Week 4 – February 1, 2017
Building the Search Strategy: Implementing the Search Process
**DUE: LIS Research Journal #1**
Course Text: Theory | Chapter 15
Course Text: Resources | Chapter 19
Articles: Check Laulima >> “Readings”

Week 5 – February 8, 2017
Bibliographic Networks, the Internet
Course Text: Resources | Chapter 16
Articles: Check Laulima >> “Readings”

Week 6 – February 15, 2017
Designing the Pathfinder Tool
**DUE: Question Set #1**
Course Text: Resources | Chapter 17
Articles: Check Laulima >> “Readings”

Week 7 – February 22, 2017
Evaluating Web Resources; Advanced Search Techs
Course Text: Theory | Chapter 15 (hana hou)
Course Text: Resources | Chapters 20, 22 and 23
Articles: Check Laulima >> “Readings”

Week 8 – March 1, 2017
Practitioner Inquiry: Reflective Professional Practice
**DUE: MIDTERM – presentation in-class**
Course Text: Theory | Chapters 9 and 29
Course Text: Resources | Chapter 25
Articles: Check Laulima >> “Readings”

Week 9 – March 8, 2017
Cultural Competency & Serving Diverse Populations
Course Text: Theory | Chapters 11 and 12
Articles: Check Laulima >> “Readings”

**Friday, March 10, 2017, 4:00 p.m. **
Last Day to Withdraw with a “W” grade

Week 10 – March 15, 2017
Information Literacy & Bibliographic Instruction
**DUE: Question Set #2**
Course Text: Theory | Chapter 4
Course Text: Resources | Chapter 28
Articles: Check Laulima >> “Readings”

Week 11 – March 22, 2017
Reader Response & Readers’ Advisory
Course Text: Resources | Chapters 21, 24 and 26
Articles: Check Laulima >> “Readings”

**SPRING BREAK**
March 27-31, 2017
University Closed; No Classes.

Week 12 – April 5, 2017
Evaluating and Assessing Reference Services
**DUE: LIS Research Journal #2**
Course Text: Theory | Chapter 8
Course Text: Resources | Chapter 27
Articles: Check Laulima >> “Readings”

Week 13 – April 12, 2017
Managing the Reference Department
Course Text: Theory | Chapters, 5, 7, and 14
Articles: Check Laulima >> “Readings”

Week 14 – April 19, 2017
Marketing & Promotion of Reference Services
**DUE: Question Set #3**
Course Text: Theory | Chapter 10
Articles: Check Laulima >> “Readings”

Week 15 – April 26, 2017
LIS Professional Philosophy
Course Text: none.
Articles: Check Laulima >> “Readings”

Week 16 (last day of class): May 3, 2017
**DUE: FINAL – presentation in-class**
Finals Week: May 8-12, 2017
End of Semester: May 13, 2017

Please Note: Aspects of this course are subject to change, at the discretion of the Instructor.
Any modifications will be announced and documented in a timely fashion in-class and/or via email.
Version: 29 December 2016, Spr17 / vi.