LIS 705: Asian Research Materials & Methods
Spring 2012

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Course Homepage:
http://www2.hawaii.edu/~asaton/lis705/

Office Hours: by Appointment (please send e-mail)

Classroom: Online course

Schedule: This class is completely asynchronous; however, modules and readings must be completed by the Wednesday 11:59 am (Hawaii Time).

Course Catalog Description & Prerequisites

LIS 705 Asian Research Materials & Methods

Bibliography, reference tools, and research methods in sources on Asia in Western and Asian languages. Discussion of published and archival repositories. (Cross-listed as ASAN 705 and HIST 705.) Prerequisites: None

You do not need to be able to read a second language in order to do well in this course; however, you should understand that this course is designed to prepare Asian Studies Subject Specialists. The majority of positions require an applicant to have near native fluency in at least one Asian language. It is also helpful to have taken courses in reference, cataloging, and collection management before taking this course.

Required Textbook


Additional Readings

Additional readings may be assigned. Some of these required readings are available from Laulima https://laulima.hawaii.edu/portal or indicated in the syllabus.

Note: If you need reasonable accommodations because of the impact of a disability, please:
[1] contact the Kokua Program (V/T) at 808-956-7511 or 808-956-7612 in room 013 of the Queen Liliʻuokalani Center for Student Services;

[2] speak with me privately to discuss your specific needs. I will be happy to work with you and the KOKUA Program to meet your access needs related to your documented disability.

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**ALA Core Competencies**

2. Resource Building  
3. Knowledge Organization  
4. Technological Knowledge  
5. Knowledge Dissemination--Service  
7. Knowledge Inquiry—Research

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**Student Learning Outcomes (SLOs)**

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

SLO 4: Evaluate and use the latest information technologies, research findings and methods.

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

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**Course Learning Objectives**

This is an elective course, enabling you to:

1. Become acquainted with the development of Asian Studies Librarianship, and how area studies librarians help researchers in Asian Studies;

2. Become familiar with some of the leading reference/information sources on Asia in English and Asian languages;

3. Become familiar with some issues related to cataloging, transliteration, and classifying materials on Asia, especially in Asian scripts;

4. Demonstrate mastery of bibliographic instruction and subject bibliography.

5. Develop an understanding of current and developing issues in managing Asian Studies Collections, including fundraising, and managing paraprofessionals and volunteers;

6. Prepare to join the professional world of ethical service and employment as an Asian Studies Librarian.
LIS Research Methodologies

Research is an important part of the work and expertise of modern LIS professionals. This course utilizes the following research methods, as selected from "Qualitative and Quantitative Research Methods Taught and Utilized in LIS Program Courses":

- Information Retrieval
- Instructional Design

Technology Requirements

This course requires students to use a computer to produce all written assignments. Students also are required to have sufficient internet connectivity and computer equipment to participate in various aspects of coursework.

Students are also required to use their UH e-mail account for correspondence with the instructor and classmates and use the course management platform, Laulima. Students are expected to be able to videotape their online bibliographic instruction and create a LibGuide.

Grading

| Reference Tool Exploration Assignment (RTEA): Chinese/Japanese/Korean (15% x 3) | 45 % |
| Laulima Postings (1% each post x 5) | 5 % |
| Bibliographic Instruction—LibGuide | 25 % |
| Bibliographic Instruction—Video | 10 % |
| Bibliographic Instruction—Teaching Plan | 15 % |
| **Total** | **100 %** |

Extra Credit -- Comments on at least 4 Bibliographic Instructions in Module 15 (1 %)

Grading Scale:

| 100- 98 A+ | 97-94 A | 93-90 A- |
| 89 – 87 B+ | 86-83 B | 82-80 B- |
| 79 – 77 C+ | 76-73 C | 72-70 C- |
| 69 – 67 D+ | 66-63 D | 62-60 D- |

Grading Policy

(a) Assignments are due on the Wednesday by 11:59 am (Hawaii Time) indicated in the syllabus. One point per day late will be subtracted from your final grade (starting from the time the assignment is due). However, you are allowed to hand in one delayed-assignment without any penalty if you submit it within 3 days (starting from the time the paper is due). No assignments will be accepted after the last day of the course.

(b) Because this is an online course you will be expected to:

1) Read the syllabus carefully and check schedule and due dates often.
2) Check your UH e-mail often and respond the instructor’s e-mails as soon as possible.
### Course Schedule (Subject to Change)

*JEAL* = *Journal of East Asian Libraries* (online open source)

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<th>11 January 2012</th>
<th>Introduction</th>
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<td><strong>Lectures/Videos:</strong></td>
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<td><strong>Class Overview</strong></td>
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<td><strong>Introducing Asian Studies</strong></td>
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<td><strong>[Video/iTunesU]</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>Watch “Video Tour to Laulima”</strong></td>
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<tr>
<td><strong>Readings:</strong></td>
<td><strong>General</strong></td>
<td>Noriko Asato, “LIS Education and the Changing Face of East Asian Librarianship.” 2009 <em>Asia-Pacific Conference on Library &amp; Information Education &amp; Practice</em>: 1-7. [Resources/Laulima]</td>
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<tr>
<td><strong>Assignment Due:</strong></td>
<td></td>
<td>Nothing</td>
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<tr>
<td>Module 2</td>
<td>Bibliographic Instruction General Asian Databases</td>
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<td>18 January 2012</td>
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</table>
| Lectures/Videos: | • Bibliographic Instruction [Module 2/Laulima]  
• General Asian Databases [Module 2/Laulima] |
Ellen Hammond, "Problem-based Learning for Information Literacy in Japanese Studies.” NCC's T-3 Instruction Materials  
Information Literacy Competency Standards for Higher Education, Association of College & Research Libraries  
Project SAILS Skill Sets for the 2011-2012 Academic Year  
"Tips and Techniques for Library Instruction” ForLibrarians. University of Texas Austin.  
| Assignment Due: | Laulima Posting 1: Reaction to Readings in Module 1 |

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<tr>
<th>Module 3</th>
<th>Chinese Reference Sources</th>
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| Lectures/Videos: | • Chinese Reference Sources [Modules 3&4/Laulima]  
• Chinese Database-CAJ  
• Chinese Database-Du Xiu  
• Chinese Database-People’s Daily [Videos/iTunesU] |
| Readings: | “China.” *Encyclopedia Britannica*  
http://www.britannica.com.eres.library.manoa.hawaii.edu/  
Wen-Ling Liu, "Commercial Databases in East Asian Studies.” *JEAL* |


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### Module 4

1 February 2012

**Chinese Reference Sources-continue**

**Lectures/Videos:**
- How to Use *LibGuide*  
  [Video/iTunesU]

**Readings:** Chinese Reference Sources-continue

**Assignment Due:** Nothing

### Module 5

8 February 2012

**Japanese Reference Sources**

**Lectures/Videos:** Japanese Reference Sources  
[Modules 5&6/Laulima]

**Readings:**  
- "Japan.” *Encyclopedia Britannica*  
  [http://www.slideshare.net/arg_editor/cjm-ceal-draft20100325](http://www.slideshare.net/arg_editor/cjm-ceal-draft20100325)

**Assignment Due:** Reference Tool Exploration Assignment (RTEA) 1: Chinese

### Module 6

15 February 2012

**Japanese Reference Sources-continue**

**Lectures/Videos:** Nothing

**Readings:** Japanese Reference Sources-continue

**Assignment Due:** Nothing

### Module 7

22 February 2012

**Korean Reference Sources**

**Lectures/Videos:** Korean Reference Sources  
[Modules 7&8/Laulima]

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LIS 705 / Spring 2012 / Asato
**Readings:**

- "Korea." *Encyclopedia Britannica*  
- "About Korea Collection." UH Korea Collection  
  [http://www.hawaii.edu/asiaref/korea/korea.files/about.htm](http://www.hawaii.edu/asiaref/korea/korea.files/about.htm)

**Assignment Due:** RTEA 2: Japanese

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**Module 8**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>29 February 2012</td>
<td>Korean Reference Sources-continue</td>
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**Lectures/Videos:** Nothing

**Readings:** Korean Reference Sources-continue

**Assignment Due:** Nothing

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**Module 9**

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<th>Date</th>
<th>Topic</th>
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<td>7 March 2012</td>
<td>Cataloging &amp; Classification for Asian Studies Collections, Part 1</td>
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**Lectures/Videos:**

- Classification Schemes: Nippon Decimal, Harvard Yenching etc.  
  [Video/iTunesU]
- Introduction Scripts: CJK/ Unicode  
  [Readings]
- Transliteration Schemes  
  [Readings]

**Readings:**

- **General**
  - Amy Tsiang, "Cataloging Outsourcing -- Practice and Thinking" *JEAL* 139 (2006): 53-56. [Resources/Laulima]

- **Chinese**
  - Jianye He, "Bridging the East and the West: A Case Study of Name Authority Control in Resource Sharing and Overseas Chinese Librarians' Role." *JEAL* 146 (2008): 32-43. [Resources/Laulima]


Lily Hu, Patrick Lo & Tam Owen, "Chinese Name Authority Control in Asia: An Overview." *Cataloging & Classification Quarterly* 39 (2004): 465-488. [Resources/Laulima]


**Japanese**

Naoko Harai, "Japanese scripts and UNIMARC" *Cataloguing and Bibliographic Control*, 36 (2007): 55-58. [Resources/Laulima]


**Korean**


SungKyung Kim, "Romanization in Cataloging of Korean Materials." *Cataloging & Classification Quarterly* 43 (2006): 53-76. [Resources/Laulima]


Southeast Asian

Assignment Due: RTEA 3: Korean

### Module 10
14 March 2012
Cataloging & Classification for Asian Studies Collections, Part 2

#### Lectures/Videos:
- Relevant Cataloging Issues
  [Videos/iTunesU]

#### Readings:
Cataloging & Classification for Asian Studies Collections—continue

Assignment Due: Nothing

There is no class on the week of 21 March 2012.

Have a good spring break!

### Module 11
28 March 2012
Collection Management for Asian Collections

#### Lectures/Videos:
- Vendors
- Approval Plans
- Foreign Currency Issues
- Cooperative Acquisitions (PL-480 Plan, NCC, etc)
- Exchange
- Grey Literature
- Censorship
- Remote Storage
- Consortia
- Serials
- Intellectual Property
  [Video/iTunesU]

#### Readings:

**General**


**Chinese**


**Japanese**


Rika Ito, “Japan: A Publisher's View.” *Publishing Research Quarterly* 21 (2005): 66-68. [Resources/Laulima]


**Korean**


Jaeyong Chang and Mikyung Kang, ”Group Purchasing of Online Korean Databases” *JEAL* 140 (2006): 80-87. [Resources/Laulima]

**South Asia**

James Simon, ”Southeast Asia Microform Project: 35 Years of International Collaboration.” *Focus* 25 (2005). [Resources/Laulima]


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<thead>
<tr>
<th>Assignment Due:</th>
<th>Lauimla Posting 3: Reaction to Readings in Modules 9 &amp; 10</th>
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<td><strong>Module 12</strong></td>
<td><strong>Library Management for Asian Collections</strong></td>
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<td>4 April 2012</td>
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<tr>
<td>Lectures/Videos:</td>
<td>– Library Management for Asian Collections</td>
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<td></td>
<td>[Video/iTunesU]</td>
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<td>Readings:</td>
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<td>Lauimla Posting 4: Reaction to Readings in Module 11</td>
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<td><strong>Module 13</strong></td>
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<tr>
<td>11 April 2012</td>
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<tr>
<td>Lectures/Videos:</td>
<td>– Special Collections</td>
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<td>– Preservation / Conservation of Asian Materials</td>
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<td>– Curating Exhibits (Physical and Virtual)</td>
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<td>Readings:</td>
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<td>&quot;About the Collection.&quot; South Asia Collection at UH Hamilton <a href="http://www.hawaii.edu/asiaref/sasia/about.htm">http://www.hawaii.edu/asiaref/sasia/about.htm</a></td>
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<td>Committee on South Asian Libraries and Documentation (CONSALD) <a href="http://www.lib.virginia.edu/area-studies/SouthAsia/Lib/consald.html">http://www.lib.virginia.edu/area-studies/SouthAsia/Lib/consald.html</a></td>
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<td>Assignment Due:</td>
<td>Lauimla Posting 5: Reaction to Readings in Module 12</td>
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<td><strong>Southeast Asia–In Class Session</strong></td>
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### Lectures/Videos:
- Funding Issues (Grants, Philanthropy)
- Security for Asian Studies Libraries
- Public Relations for Asian Studies Libraries
- Staffing (Hiring/Managing Volunteers, Paraprofessionals)

### Readings:
- “About the Collection.” Southeast Asia Collection at UH Hamilton
  [http://www.hawaii.edu/asiaref/seasia/about.htm](http://www.hawaii.edu/asiaref/seasia/about.htm)
- Virginia Jing-yi Shih, “The Birth of CORMOSEA.” CORMOSEA Archives
- “Web Resources.” CORMOSEA
  [http://www.cormosea.org/webresources.htm](http://www.cormosea.org/webresources.htm)
- Johnson Paul and Lucy A. Tedd, ”CONSAL XII and the new Secretary General of IFLA” *Program* 38 (2004): 154-156. [Resources/Laulima](http://www.cormosea.org/archives/archives-main.html)

### Assignment Due:
Nothing

### Module 15
25 April 2012

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<tr>
<th>Lectures/Videos:</th>
<th>Student Presentations – Bibliographic Instruction</th>
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<tbody>
<tr>
<td>Readings:</td>
<td>Nothing</td>
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</table>
| Assignment Due:  | On Laulima post a link to your BI Video
Also attach your link to LibGuide |

### Module 16
2 May 2012

| Lectures/Videos: | Service and Professional Associations
Employment: Preparing yourself for the Market and Tenure
The Future of East Asian Librarianship
Conclusion
[ iTunesU]
Course Evaluation |
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<tbody>
<tr>
<td>Readings:</td>
<td>Nothing</td>
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| Assignment Due:  | Course Evaluation
Laulima Posting 6 (comments on at least 4 BIs by classmates in Module 15) – extra credit |
Instructions for Assignments

EXPECTATIONS FOR ALL ASSIGNMENTS

Plagiarism, if caught, will result in failing the class. It also will be reported to the department for appropriate action. This is a major departmental concern, as reflected in the “Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii” (see the Appendix).

As a review, any quotes should either be placed in quotation marks or block quotes for longer extracts. Block quotes are single-spaced and indented on both sides and do not use quotation marks. You do not need to put these in italics. Either type of quotation or paraphrased information should be cited.

You may use any recognized citation style (Chicago, APA, ASA, MLA) to cite sources of quotations or other information as long as you are consistent in doing so, and that you cite the specific page. If you will be citing the same source (such as in the article critique), then I suggest you use parenthetical references such as the MLA style. For example, you can write (Daniels 1995, 15), or (Daniels 15) if you have only one citation by Daniels, or (15) if you only cite one article.

For papers using parenthetical references, you need to submit a bibliography of works cited. You do not need a bibliography, however, if you use complete citations in the footnotes. Information from personal conversations, letters, e-mail, and Internet or database-derived content should also be cited with the date (and URL for the Internet).

In addition to being careful with citations, you should limit the number of times that you use quotations except for interviews. Quotations should be selected to show the tone of an author or demonstrate precise definitions. Any time that you introduce a quotation or information, you should preface it with some information about the source. For example:

In a Library Journal interview, Flushing (NY) Branch Librarian, Esther Y. Cheng, claimed, "...".

This context shows the reader the credibility of the source and its value. Quotes should not be used simply as if they were your own words to make your argument. Because of that papers should rarely start or end with quotes.

Use 12-point Times (or Times New Roman) font and double-space your written assignments and leave a 1-inch margin on all sides. Footnotes and block quotations should be single-spaced. Each page should be paginated.

Papers should be spell-checked and proofread. My interest is to see that you follow the instructions and are able to develop a logical, analytical, well-written paper, and provide evidence for your observations.

INSTRUCTIONS FOR SPECIFIC ASSIGNMENTS

Please post all of your assignments on Laulima (either as cut and paste text or as an attachment, as per specific instructions).

Assignments are due on Wednesdays at 11:59 am (Hawaii time). One point per day late will be subtracted from overdue assignments (starting with the time papers are due). However, you are allowed to hand in one delayed-assignment without any penalty if you submit it within 3 days (starting from the time the paper is due).
If you can’t drop your assignment because it is past the deadline and dropbox was closed already, you can still send it to me as an e-mail attachment. No assignments will be accepted after the last day of the course.

**Laulima Postings: Reaction to Readings** (1% each post x 5)

**Student Learning Outcome:**

SLO 1: Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and the related professions.

**Research Method:** No one particular method

Your reaction/comments on the assigned readings should be between **2 to 3 paragraphs, or 150-200 words in length** and posted on Laulima’s “Discussion.” The due date for each assignment is listed in the syllabus.

For each module, there are more than several assigned readings. You should read them and post your “critical” reactions/comments within the length indicated above.

Some sessions include more than a dozen readings; however, you should read as many of them as possible according to your areas of language/interest/desired specialty. In other words, you can select readings based on the areas of your interests and focus. This assignment is not meant to check if you have done all required readings, but encourage you to read a variety of articles with a critical mind. The more you read, the more you will gain from this course and build a firm foundation for your future career as an Asian Studies Specialist.

**Grading Criteria:**

Your assignment will be evaluated based on how clearly it demonstrates **your understanding, critical thoughts, and analysis based on your readings** (1%). The length of this assignment is very limited, so your assignment will be evaluated based the factors mentioned above, not how comprehensively you summarize the readings.

**Reference Tool Exploration Assignment (RTEA):**

Chinese/Japanese/Korean (15% x 3)

**Student Learning Outcomes:**

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

**Research Method:** Information Retrieval

The entire paper should be between **5 and 10 pages in length (double-spaced in 12-point Times font)**. The due date for each assignment is listed in the syllabus.
This set of assignments is designed to help you develop competence as a user and evaluator of specialized Asian Studies references tools. Asian Studies Librarians need to become expert information searchers and also need to be able to select materials for purchase and instruction.

You will have one assignment dealing reference tools for each of the three CJK studies (China, Japan, Korea). For each language/area, you should select one of two scenarios provided and respond to the reference request. Be sure to include each of the following steps in your response. You are strongly encouraged to look at the sample I created to guide you (in the "Instructions-RTEA” file in "Resource”/Laulima). These instructions apply to each RTEA.

You should try to minimize repeating the same sources for all three areas, so you might want to save some general sources, such as the Bibliography of Asian Studies for another area.

PART 1: You will choose one scenario from the two options. First, include this brief scenario in your paper. You should not consult the instructor to learn anything beyond what you are already given. (Please identify this section as Part 1, and others as Part 2, etc.).

If you prefer to come up with an alternative scenario, you may propose one to your instructor for her approval. You should do this as soon as possible since you only have two weeks to complete the assignment. In other words you should e-mail the instructor with information on the user and his/ her information need.

PART 2: While working on this assignment you should develop a brief 75-100 word abstract on the topic (from the scenario). Your abstract should include relevant keywords or concepts. (You might find it easiest to keep working on this as you go through the assignment, and then edit it down when you finish everything else).

PART 3: You are to use the LIS 705 textbook to locate ideal reference tools to help you answer the reference question described in the scenario. You should select at least one resource from four of the following five categories:

- Category 1) Dictionaries [general]
- Category 2) Encyclopedias [general]
- Category 3) Bibliographic Databases
- Category 4) Subject Bibliographies [published or online]
- Category 5) Specialized Reference Tools [specialized dictionaries, encyclopedias, handbooks. etc.].

Be sure to label each Category. You should place an asterisk mark (*) in front of each item you include, which is selected from the textbook. You are welcome to include reference sources introduced in modules and additional reference tools, but these should not be marked with an *. You may also explore other resources as well.

You should keep a narrative report on how you used the various reference tools. What search methods did you use. How effective were they? The evaluation of your paper will be based on your selection of a variety of appropriate tools that evidence of appropriate use of the LIS 705 textbook and good searching skills. While you are doing this, you should be taking notes for PARTS 5 and 6.

PART 4: This should be the desired “product” you would give to the user indicated in the scenario. Unless otherwise instructed, this should consist of a Selected Bibliography of 10 books or articles that best meet the client’s needs. Pay attention to the language(s) the user wants the information in. The citations should be complete in the Chicago (Humanities) style.
Add a quick note where you located the item (again noting sources from the textbook with an asterisk).

You will also be evaluated by the quality / relevance of your answers. Please number each of your ten citations and divide them by format (books and articles). Do your best to translate titles of works in foreign languages.

PART 5: Comments on the Selected Reference Sources
Although you made some notes on the sources you selected in PART 3, you should make some more general observations on some of the tools you used. The format for these comments can be an informal journal or essay. You can make observations on how useful a source might be. For example, explain how you experimented with various terms, truncation, and language interfaces on a database. For published sources, you might evaluate aspects like the clarity of the organization, index, cross-referencing, etc. The majority of the section should focus on sources derived from the LIS 705 textbook, but you can also comment on additional sources you locate. The main goal for this section is to provide evidence that you are fully experimenting with various reference tools and developing an eye how best to use and evaluate various reference sources. If you are stuck, think of traditional reference criteria such as: Relevance, Accuracy, Authority, Ease of searching, Cross-References, Transliteration, Standardization, Bias, Updating, Quality of Binding, Paper, etc.

PART 6: Reflections on the Search Process
The final section of the assignment is a brief reflective journal (using first-person) on the search process. When you look back on this assignment, you should ask yourself a variety of questions, such as:
- How might I have done this search differently?
- What skills should I work on to become a better searcher?

In this section your paper will be evaluated on evidence that you are becoming a professional / critical searcher, and that you are setting goals for future development.

Grading Criteria:
1. Variety of appropriate tools/resources were used such as the textbook and online resources (3%)
2. Selected Bibliography is professional and best meets the client’s needs in terms of the quality and relevance (10%)
3. Self-examination/reflection of search process was insightful (2%)

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Bibliographic Instruction (BI)
Video, LibGuide, Teaching Plan

Student Learning Outcomes:

SLO 2: Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork and leadership skills.

SLO 3: Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate information resources in a variety of formats.

SLO 4: Evaluate and use the latest information technologies, research findings and methods.

SLO 5: Engage in projects and assignments dealing with multicultural communities and representing diverse points of view.

Research Method: Information Retrieval and Instructional Design
The BI assignment consists of three parts: a **Video (10-15 min)**, a **LibGuide (subject guide)**, and a **1-2 page teaching plan** (double-spaced in 12-point Times font). The due date for the assignment is listed in the syllabus.

You should save your file for your BI teaching plan as “**Your last name-BTeachingplan.doc**” (e.g. Asato-BTeachingplan.doc). All parts of BI assignment should be submitted using Laulima’s “**Discussion**.”

One of the main assignments in this course will be to create a bibliographic instruction lesson. Asian specialist librarians are often asked to provide lessons for graduate or undergraduate courses on a specific topic. You will be creating a specialized annotated bibliography and also delivering a presentation by videotaping your BI session. Details follow:

**STEP 1:**
Solicit instructor approval for your topic by defining (a) the topic, and (b) the course, and (c) if the course is a graduate or undergraduate course, (d) identify the students’ language abilities. This should be something new to you that you have not worked on in another course or ones that you selected for RTEAs.

*Example:*
- I would like to introduce reference materials on Tibetan Buddhism for an introductory graduate course in Asian religious studies at the University of San Pedro (USA).
- I would like to offer reference materials on Political Science for a graduate seminar in Japanese studies at the University of San Pedro (USA).

**STEP 2-a:**
Watch the video ”**How to Create a LibGuide,**” on iTunesU and familiarize yourself how to create your guide. **LibGuide** is a commercial web-based detailed pathfinder system.

**Step 2-b:**
After your instructor has approved your topic, you should prepare entries and their annotations on the topic. It should be presented using **LibGuide**, which should contain 30 well-selected items (both print and electronic resources). You should also include:

1. Encyclopedias
2. Bibliographies
3. Dictionaries
4. Subject Guides
5. Journals
6. Indexes
7. Databases and other electronic tools

You should apply professional judgment in your selection. For example undergraduate students in a course on Korean literature in translation might be best introduced to indexes of literature as well as general encyclopedias and biographical guides on Korea in English. However, a graduate seminar on Korean literature would rely mostly on more advanced reference tools in Korean. You should not be reviewing individual literary works or authors, but rather emphasize reference tools. I would encourage you to aim for a variety of types of sources. Up to half of your sources may be electronic sources – of which there should be a mix of open source and subscription-based items.

Each item included in the **LibGuide** should be provided with its title and short annotation. Items in foreign languages should be included in the original script, and if possible with Romanized title. Titles should also be translated [in square brackets]. Each entry should be
followed by a brief (25-75 word) overview giving a scope note and suggestions on how to use the tool.

**STEP 2-c:**
Post the URL of your LibGuide to “Discussion” in Laulima so other students can see it and give you their feedback.

**STEP 3-a:**
You are to prepare a 10-15 minute BI session and videotape it as if you were introducing the reference materials to students who are taking part in an online course. (Your target audience is the online students, not the 705 instructor or classmates).
You should:

1. introduce yourself
2. briefly mention the course you are doing this for
3. define the subject and related terms or concepts
4. identify the main subject headings
5. introduce some of the primary reference tools

Parts (1) to (4) should only take a minute or two. You don’t need to review each item in your LibGuide, but should take some time to give an overview of the most important sources and give detailed introductions on how to use each of the main sources. Give suggestions on how to best use each source. For example, it would be good to point out if a book has something unique about its index or way of locating information. Be sure to explain if a work has a certain bias, shortcoming, or strength.

For digital resources be sure to discuss the various ways of searching in both advanced and beginners mode. For example, can one do Boolean searching or does it handle full-text keyword searching? You are encouraged to use screen-shots (e.g. PowerPoint slides) rather than walking through a database search as the former can be time consuming.

You can prepare yourself for this workshop by (a) reviewing other bibliographies and articles on the topic, (b) reading reviews of printed and electronic tools, (c) consulting with experts (as long as you explain this is part of an assignment), and (d) familiarizing yourself with the individual tools by conducting mock searches.

**STEP 3-b:**
Create a 10-15 minute online video. Your video can be recorded using video or PowerPoint with audio. I’d recommend to video your demonstration using QuickTime Player (free program): Screen Recording Function, but Camstudio (open source) or any other screen recording programs would be fine.

How to Screen Record with Apple’s QuickTime Player [video]

Imagine that this course is online and offered every semester, so the instructor asked the library to create a video that could be used in class.

You may want to use PowerPoint slides or walk students through your LibGuide (as a starting point). Photos, and illustrations showing database screens, or pages of ready reference books certainly add to your talk. If you have a MAC you might want to use iMovie to combine video with your PowerPoint presentation.

**STEP 3-c:**
Posting your Bibliographic Instruction video.

1. Upload your BI video to YouTube or another online video site.
2. Go to Laulima/Discussion/BI
3. Use the "Post Reply" button to begin writing your name and the title of your BI session.
4. Post the URL to create a link to your video.
5. Or, as a challenge, use the "Source" tool in the tool menu to paste the embed code from your YouTube video.  
   Instructions for embedding video

**STEP 4-a:**
The last part of this BI assignment is to create a **1-2 page Teaching Plan** (double-spaced in 12-point Times font). You created your BI video as it were for an online course. **This teaching plan should be produced as if it were for a face-to-face BI session.** So it should include some activities involving students and actual demonstrations and exercises. It should include:

1) Instructor (your name):
2) Class:
3) Subject of the Lesson:
4) Audience (Description of students, # of students, language ability):
5) Instruction Goals (ACRL Standards/SAILS Skill Sets):
   Note: See the assigned reading materials for "ACRL Standards/SAILS Skill Sets"
6) Performance Objectives:
7) Instructional Situation (Physical Descriptions):
8) Lesson Plan:
   a. Total Length of the BI session
   b. Activities and the length
   c. Methods (demonstration/group work/hands-on etc.), which could be combined with (b).
   d. Assessment of the BI session

**STEP 4-b:**
You should save your file as **“Your last name-BIteachingplan.doc”** (Asato-RTEAChinese.doc) and submit it as an attachment to Laulima/Discussion/BI with your BI video and **LibGuide**.

**STEP 5:**
**EXTRA-CREDIT (1%)**
Watch your classmates’ BI assignments and post your comments on at least 4 BIs in Laulima/Discussion/Comments on BIs. You could earn up to 1% to your final grade.

**Grading Criteria:**

**[LibGuide] <25%>**
1. Selected items are most useful and appropriate for the user group and their research needs (15%).
2. It included all resources [1. Encyclopedias ~ 7. Databases] indicated above both in print and electronic resources (5%).
3. Annotations of entries are useful and accurate (5%).

**[Video] <10%>**
1. Selected items are most useful, balanced, and appropriate for the user group and their research needs (5%).
2. Instructions are clear, useful, and well organized (10%).
3. Overall video production is professional with high quality in terms of visual and sound effects (5%).

**[Teaching Plan] <15%>**
1. All components indicated in **STEP 4-a** are included (2%).
2. Contents including activities, delivery, and methods are most appropriate and effective for the user group and their research needs (10%).
3. Method of assessment is most relevant and meaningful (3%)
Appendix: Professional Expectations for Library and Information Science Graduate Students at the University of Hawaii

[1.0] LIS graduate students are responsible for observing the highest standards of intellectual and personal honesty in every aspect of their careers at the University of Hawaii. The University’s Student Conduct Code represents a zero tolerance policy, the penalties for academic dishonesty are severe and ignorance is not an acceptable defense. Students are required to be familiar with University policies on academic integrity including:

The University of Hawaii Student Conduct Code
http://www.manoa.hawaii.edu/students/conduct/ and
http://www.manoa.hawaii.edu/students/conduct/impermissible_behavior.html

The University of Hawaii at Manoa Campus Policies
http://www.catalog.hawaii.edu/about-uh/campus-policies1.htm

[2.0] The field of Library and Information Science promotes ethical conduct of its members through published codes of ethics and standards of conduct. LIS students as pre-professionals are expected to adopt and to enact these standards and codes in their degree work in classes, written assignments, oral presentations, group work, at internship, practicum and fieldwork sites, and in personal, Internet and phone communications related to their LIS studies. Students are required to be familiar with the ethical guidelines of professional associations including but not limited to the following:

ALA Code of Ethics
http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm

Guidelines for Behavioral Performance of Reference and Information Service Providers
http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesbehavioral.htm

ASIST Professional Guidelines
http://www.asis.org/AboutASIS/professional-guidelines.html

Society of American Archivists Code of Ethics
http://www.archivists.org/governance/handbook/app_ethics.asp

[3.0] Principles of Ethical Conduct:

[3.1] Propriety. Students should maintain high standards of personal conduct in the capacity of identity as a student of the University of Hawaii.

[3.2] Competence and Growth. Students should strive to become proficient in academic performance and professional practice, functions, and activities.

[3.3] Development of Knowledge. Students should take responsibility for identifying, developing, and fully utilizing knowledge for academic assignments and professional practice.

[3.4] Scholarship and Research. Students engaged in study and research should be guided by the conventions of scholarly inquiry and academic integrity. Students must be familiar with and follow the requirements on each course syllabus.

[3.5] Service. Students should regard as primary the service obligation to internship, practicum, fieldwork or community sites, as well as to student professional organizations.

[3.6] Confidentiality. Students should respect the privacy of information users and hold in confidence all information obtained in the course of professional service at practicum, community, internship and fieldwork sites.
[3.7] **Commitments to Organizations.** Students should adhere to commitments made to practicum, community, internship and fieldwork sites, as well as to student professional organizations.

[3.8] **Respect, Fairness and Courtesy.** Students should treat staff, student colleagues, professionals and faculty with respect, courtesy, fairness, and good faith in all communication settings, including online, classrooms, group meetings, internship and fieldwork sites, and faculty and departmental offices.

[3.9] **Integrity.** Students should act in accordance with the highest standards of professional integrity to uphold and advance the values, ethics, knowledge, and mission of the profession as outlined in professional codes of ethics and standards of conduct.