

The Graduate Program of
Library and Information Science
University of Western Ontario
Presents...



LIS 9003, Section 002
Fall 2014, NCB 293

Office hours: by appointment (Friday mornings before or after class, or online)

Instructor:

Angela Pollak

apollak@uwo.ca

Teaching Assistant:

Davin Helkenberg

dhelkenb@uwo.ca

Course Description

Quests for knowledge have driven individuals and society—in all cultures and in all time periods—to preserve, seek, use and share information across a spectrum of work, leisure, and everyday life contexts. LIS 9003 introduces students to the contemporary theory and practice of providing information services to a diverse group of stakeholders in a diversity of situations. We explore the terrain of basic print, digital and human information sources at our disposal today, including an introduction to the principles and technologies that support searching and retrieval. Positioned within theory, we test best practices and techniques to communicate and satisfy requests for information. Finally, we examine how information professionals in both traditional and non-traditional career paths successfully mediate access to information in innovative ways.

Course Objectives

1. To introduce students to the theory and practice of using basic information sources in information providing contexts, including libraries and information centres;
2. To introduce students to appropriate and effective ways of helping both individuals and groups with their information needs by providing personal assistance to users and by giving instructional presentations to groups;
3. To provide students with an opportunity to practice the techniques of negotiating questions, finding appropriate sources, and answering questions;

Teaching Methods

Instruction in this session of LIS 9003 follows the flipped classroom model. In the flipped classroom, the preparatory work is self-directed, and in-class work is collaborative. Reading, lecturing and exploring happens at home, while class time is reserved for hands-on activities, workshops, questions, and interactive discussions. You benefit from the opportunity to direct the passive learning at your own pace, while active learning and discovery happens in the classroom with the instructor and your peers as your guide. For more information about this model of teaching and learning, see the *Flipped* folder in Refworks.

Homework	In-Class
Readings (theoretical, practice)	Group activities and discussions
Selected podcasts/videos/presentations	Small group presentations
Assignments	Some lecturing
	Guest speakers

Recommended Texts and Tools

See the class RefWorks account (User: LIS9003F2014, PWD: FIMS) for a list of course readings. Online articles are available through Western Libraries. Books and book chapters are available through the GRC and/or Western Libraries.

Those of you who are considering a career in Reference Services may wish to purchase one or more of the following books:

Bopp, R., & Smith, L. C. (2011). *Reference and information services: An introduction* (4th ed.). Santa Barbara, Calif.: Libraries Unlimited.

Cassell, K. A., & Hiremath, U. (2013). *Reference and information services: An introduction* (3, UK ed.). London: Facet. (Note: This book is available to you online through the ProQuest Graduate Education Program until December 2014.)

Mulac, C. (2012). *Fundamentals of reference*. Chicago: American Library Association. (Note: This book is available to you online through the ProQuest Graduate Education Program until December 2014.)

Please note that the entire class has full read and write access to the material in the class RefWorks account. That means 45 of us will be using it collaboratively. As a courtesy to your peers, please do not delete any material – even material you previously added. Someone may go back to look for it. If you accidentally remove an entry, please correct the error or notify me so I can do so. You do not need a personal RefWorks account for this class. However, you may wish to create one anyway, particularly if you want to save any of the course material for future reference or to add non-LIS9003 related material for use in other classes. Simply export the content from the class account and import it into your own.

If you have access to personal technology (laptops, tablets, phones etc.), *please bring it to class with you*. You may find it useful during activities and discussions.

Course policies

Personalization – There is a degree of flexibility built in to this session of the LIS 9003 curriculum to allow you to tailor your learning to your own interests and strengths (See Evaluation for more information). However, if this syllabus does not address one or more of your personal goals for the course, please contact me to discuss your options. I am happy to consider alternative ways of making the content and/or evaluation more personally meaningful to you.

Writing – Professional, grammatically correct writing is expected. This means that spelling, punctuation, and grammar count. If this is a challenge for you, find someone whose writing skills you trust to proofread your written work, or visit the Writing Support Centre <http://www.sdc.uwo.ca/writing/> for assistance. Grades for work submitted with sloppy spelling/proofreading errors will not exceed 78%.

Plagiarism—I expect that you will produce your own original work for this course. Whenever you take an idea, or a passage from another author, you must acknowledge your debt both by using quotation marks where appropriate and by proper citation referencing. Plagiarism is a major academic offence (see Scholastic Offence Policy Section 10 in the School of Graduate and Postdoctoral Studies Academic Calendar at <http://grad.uwo.ca/calendar.htm>).

Attendance—Attendance at all classes is mandatory. Punctuality is also important, particularly if we have guest speakers at the beginning of class. Please see the section on attendance in the MLIS Graduate Handbook. Exceptions are at the discretion of the instructor and only if you consult with me in advance. Make-up contributions will be required. *Chronic lateness or missing a class on more than two occasions is grounds for failure in the course.*

Communication—Please post all general questions to the appropriate section on OWL so that everyone in the class can benefit from seeing both the question and answer. If your question is individual in nature, the best way to reach me outside of class time is via email. I check email regularly through the day and will respond as quickly as possible. Weekend and evening response times may be somewhat slower. Please send all messages to apollak@uwo.ca and include LIS9003 in the subject line. Person to person meetings can be arranged by appointment before and/or after class, or by phone, Skype, or FaceTime.

Grading—Grading will conform to the guidelines published in the MLIS Graduate Student Handbook (http://intra.fims.uwo.ca/students/handbooks/mlis/mlis-handbook-04.htm#P269_25111). Note that the average class grade for assignments in this program is 78%. If you are hoping for a grade higher than 78%, be prepared to deliver more than the minimum described in assignments. This does not mean more content (i.e. higher page count), but rather better quality content in terms of analysis, integration of course readings, writing quality etc. *Late papers will not be accepted* unless you have medical/compassionate reasons that you have discussed with me in advance of the due date. Late papers will be graded as a zero (0).

Support Services—I encourage all students to explore the wealth of resources available at the Student Development Services (www.sdc.uwo.ca) centre designed to help you achieve your academic and personal goals. SDS offers learning skills support, psychological support, as well as services for a variety of special interest groups including international and indigenous students, and individuals with learning disabilities. If you are in emotional or mental distress, or are concerned about someone who may be, refer to Mental Health@Western (www.uwo.ca/uwocom/mentalhealth) for a complete list of options about how to obtain help. If I can be of assistance, please contact me.

Retention of material: I collect samples of excellent coursework to use as examples for future classes. Samples will be selected from A-level work (80% or better), and be completely anonymized (where possible, credited where not) before being shared with other students. If you do not want your work included in the sample, please send me a note at apollak@uwo.ca.

Evaluation

To complete this course you must do the following required assignments:

	Required	Scope	Due	Value
1	Participation–Before/After Break		Weeks 6/13	5%+5%
2	Resource Evaluation & Review		Week 4	20%
3	Resource Presentation		Weeks 4-12	10%
4	Scavenger Hunt		Week 6	25%
5	Reference Interview & Reflection		Week 10	15%
6	Teachable Moments - Bibliographic Instruction Tool	Plan + presentation	Weeks 12/13	20%
			Total	100%

Submitting Assignments

Assignments and reference lists should be submitted to OWL (<https://owl.uwo.ca/portal>) by midnight on Friday of the week they are due. Written assignments can be in Microsoft Word, Open Office, or PDF format. Visual assignments can be submitted in PowerPoint, Prezi, or video format. Regardless of delivery format, assignments should include a list of references (in addition to any length requirements). Please include your name, the course name and number, date of submission and assignment name in an easy to find location. If you would prefer that I access your assignment in a different location please submit instructions for how I can access your assignment to OWL.

Formatting/Citation Style: Format the papers and reference lists using a 12–point font, with a 1–inch margin all around. You can use whichever citation style you prefer. Citation style guides are available at both the GRC and at Western Libraries:

<http://www.lib.uwo.ca/services/styleguides.html>).

Course Readings and OWL Discussion Forums

Each week you have a menu of reading and viewing selections to choose from. The readings cover a variety of genres (academic or professional texts, websites and videos), and range in length from a couple of pages to two dozen or more. You **do not** have to read them all! The purpose of the variety of readings is to give each of you something different to bring to class to add to the discussion, not to have everybody all simultaneously read the same thing.

Feel free to tailor your readings to your own interests and available time. I recommend that you browse through all the options, and choose at least one easy read and one more difficult read to examine in more detail. Then pop over to the class OWL website and participate in the weekly discussion. If the discussion is lost on you, go back and read some more. If there is nothing in the list that interests you on that week’s topic, go find a better article or item, post the citation to OWL and add it to Refworks (see bolded words in the citations for search ideas). Then talk about that on OWL.

Assignments

1. Participation**ongoing, 5% + 5%**

Participation grades are based on demonstrated levels of engagement throughout the term. Ways to engage include being prepared, contributing to in-class/online discussions, sharing resources and discoveries, assisting peers, and offering constructive feedback. Half of the participation grade is allocated to the period of time before the mid-term break, and half to the remainder of the term. Note that attendance is mandatory, and so simply being present doesn't count toward participation. See the Participation Rubric for more detail on grading.

2. Resource Evaluation and Review**Week 4, 20%**

(3 pages) The Resource Evaluation and Review offers you a chance to explore one particular resource in more detail. You will gain experience finding and evaluating the resource, and then provide a professional review of it.

Scope of Assignment:

1. From the table of options, choose one resource category to explore, research and test.
2. Produce a summary report of your findings (1-2 pages). Add it to RefWorks.
3. Produce a professional review of the resource (300 words). Submit it to OWL.

Grading:

- See rubric for grading details.
- Each student must prepare their own individual report/review.

Report Instructions

(1-2 pages, 10%) Note that your report may be as creative or as formal as you choose, provided that you include, at a minimum, the following:

1. Describe the category of resource (purpose, characteristics, features, usefulness). Maximum 150 words.
2. Identify the resource as print, electronic, human (choose multiple if appropriate).
3. Offer several examples of tools in this category. Choose one example and comment on the quality and reliability of content, scope of resource, currency/update intervals, organization of material/site, special or unique features, availability/accessibility, cost, advantages/disadvantages, and the intended audience of that tool.
4. List any details reference librarians should be aware of when using and/or recommending this (type of) resource to a patron.
5. Post your report to the class RefWorks account.

Review Instructions

(300 words, 10%) Write a professional review of your selected resource based on the material you gathered. For assistance with writing reviews, consult the following:

<http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/ElementsforReviews.pdf>

3. Resource Presentation (Peer to Peer)**week 4-12, 10%**

(5 minutes) This collaborative learning assignment gives you an opportunity to a) prepare and deliver a short, engaging, oral presentation, b) to provide and receive feedback on your presentation style, and c) to engage in peer to peer instruction. Presentations will start in week 4. Students who wish to present related resources collaboratively are welcome to do so. (Please arrange scheduling with me in advance.)

Resource Presentation Instructions:

1. Present your Resource Evaluation to the class in a short, engaging, informal presentation.

Grading:

- Grading will be based on content and delivery. See rubric for more information.
- You will receive/provide peer feedback on the presentations.
- I encourage you to consider creative delivery options.

4. Scavenger Hunt**Week 6, 25%**

This assignment introduces you to specific online library resources in more detail and gives you practice using them to create effective search strategies.

Scope of Assignment:

(5-8 pages) The scavenger hunt workbook consists of a series of questions organized into four different sections: Terminology, Searching Tools, Help systems and a section of two Practice Reference Questions. You are required to answer the questions according to the instructions in each section.

Grading:

- Grading will be based on your written answers.
- Point form and single spacing are acceptable.
- Answers will be about 1-2 pages per section to a total of not more than 8 pages.

5. Reference Interview and Reflection**week 10, 15%**

(6-7 pages) The reference interview assignment gives you practical experience in question negotiation and the opportunity to discover and use a range of resources to answer typical reference questions.

Grading:

Grading will be based on the quality of the reference interview and the reflection. Quality is determined by your ability to articulate what went right/wrong in this reference interaction, how that relates to the readings this term, and what you might do differently next time.

Part A: Reference Interview Instructions

1. Find a “patron” who is willing to ask you a reference question.
2. Provide an appropriate reference interview while your patron asks their question.
3. Develop a search strategy for locating an answer for your patron.
4. Report what you found to your patron (verbal and/or written).

Part B: Reference Interview Report Instructions

(3-4 pages)

1. Document your reference interview with your patron. Record the question the patron asked, the specific questions you asked to refine and interpret the question, and comments made during the question negotiation – the more detail the better.
2. Describe your search strategy in sufficient detail that it could be repeated. What resources did you consult, and did they work? Include some of the search strings you used, and what type of search it was (i.e. keyword, subject, author, etc.) – be specific.
3. Include the answer you gave your patron.

Part C: Reflection Instructions

(3 pages) Analyze this reference experience in a reflection. Focus on ideas that relate to the theory we’ve discussed this semester, and what you learned from the experience. Questions to get you started in your reflection include:

1. How closely did the experience match your expectations?
2. Once you finished the reference interview and started searching, were there new questions you thought of that you would have liked to ask?
3. Is there anything you found that worked well, or something you would not do again?
4. What did you learn about the reference interview process? About the search process?
5. How did your patron react to your answer? Was this surprising?

6. Teachable Moments - Bibliographic Instruction Tool**Week 12 & 13, 20%**

(5 minutes, online delivery) This assignment gives you an opportunity to a) think about an area of reference work that's of personal interest to you in more detail, b) to plan and create a standalone bibliographic instruction tool that becomes part of the online repertoire of library instruction material, and c) explain your selections during a Q & A among your peers. You can work on this project individually, in pairs or in groups. This assignment is due in week 12. Approximately twenty presentations will be shared with the class during week 13 (we'll ask for volunteers or draw names).

Grading:

Grading will be based on the final presentation and the report due in week 12.

Presentation Instructions:

(5 minutes, online delivery)

1. Choose a broad information environment, library topic or user group that interests you (public or academic library, a museum or archive, a specific industry, musicians, children, amateur genealogists, library students, library theory, future of reference services etc.)
2. Based on your interests, experience and reading this semester, look for a gap in your chosen environment/user group that could benefit from bibliographic instruction. The gap should be small enough that you can explain it well in a short amount of time, but general enough to apply across multiple institutions.
3. Choose a format and tool with which to explain your gap. For example, you could create a Powerpoint or Prezi presentation with audio, a YouTube video, a comic book or info-graphic, a printed or online manual, a website, or write/perform an original song. Be creative, but realistic. You'll have to provide your own resources to accomplish this!
4. Create an instruction tool that a user would interact with for about five minutes.
5. Upload your content to an appropriate public sharing forum (for example, a website, Slideshare or Youtube). Be sure to provide me with a copy of the link and/or tool.
6. Presentations should be submitted to OWL in week 12, and will be delivered to the class during the last lecture of the semester, followed by a short question period (5 minutes).

Report Instructions:

(1-2 pages) Provide a point form summary explaining the planning behind your final presentation.

Consider some of the following questions:

- What gap were you trying to address?
- What were the specific goal(s) of your bibliographic instruction tool?
- Why did you choose this format to deliver your message?
- How does it relate to your studies this semester?
- What was the most enjoyable part? What was the most difficult part?
- What did you learn from this experience?

Course Guide and Calendar

Week 1– September 1-5, 2014	
MLIS: Graduate Degree or Tradeschool?	
Assignment	None
Topic	Establishing the boundaries; scope of course; What are reference services?
Content (A)	Introduction; self-directed learning; flipped classroom; expectations; syllabus
Content (B)	What is a librarian? What is Information? What do you know? What do you want to know? How do you discover what don't you even know exists?
Peer to Peer	None
Menu*	
Video	Janich, S. (Producer), & Janich, S. (Director). (2011, April 18, 2011). <i>So you want to be a librarian?</i> [Video/DVD] Retrieved from http://www.youtube.com/watch?v=3afqbPrpf-k Potter, N. (2012). New librarians: This is your time! Retrieved from http://www.slideshare.net/thewikiman/new-librarians-this-is-your-time University of Toronto (Producer), & Hartel, J.** (Director). (2014). <i>Library and information science</i> . [Video/DVD] Toronto: University of Toronto iSchool. (characteristics of librarians ~ 5:00 to 8:59) Retrieved from http://www.youtube.com/watch?v=aiQMWdo7VqY
Academic Text(s)	Madden, A. D. 2000. A definition of information . <i>ASLIB Proceedings</i> 52 (9): 343. Kruger, J., & Dunning, D. (1999). Unskilled and unaware of it: How difficulties in recognizing one's own incompetence lead to inflated self-assessments. <i>Journal of Personality & Social Psychology</i> , 77(6), 1121-1134.
Professional Text(s)	Jefferson Davis Community College. (2014). Ranganathan's laws of library science . Unpublished manuscript. Retrieved from: http://www.jdcc.edu/library/RFL.pdf
Librarian's Toolbox	ODLIS: The Online Dictionary for Library and Information Science http://lu.com/odlis/ Refworks: available from UWO Library Homepage (lib.uwo.ca)
Website(s):	Canadian Library Association (CLA.ca) Ontario Library Association (Accessola.org) American Library Association–ALA (www.ala.org)

* **Browse** through the reading options, and choose a minimum of two items to look at in more detail. If you don't find anything that interests you, conduct your own search.

** **Bolded** words represent key ideas, words and author names that you may want to research if you're interested in the specified topic.

Week 2– September 8-12, 2014	
How do People Interact with Information?	
Assignment	None
Topic	Information Behaviour, Information Literacy
Content (A)	Theory; Why and how do people seek, avoid , and respond to information? Information contexts and preferred sources ; Who uses the library?
Content (B)	What is information literacy? Neutrality and bias
Peer to Peer	None
Menu	
Video	Lorenz, A. (2012). Information behavior . Retrieved from http://www.youtube.com/watch?v=wD3FaIBHRyU (Browse Andrea's other videos also if you have time or interest.) iSchool (Producer), & Eisenberg, M. (Director). (2012). <i>The big 6 approach to information and technology literacy</i> . [Video/DVD] Seattle, Washington. Retrieved from http://www.youtube.com/watch?v=yjw3Od_0UN8
Academic Text(s)	Bates, M. J. (2010). Information behavior. In M. J. Bates, & M. N. Maack (Eds.), <i>Encyclopedia of library and information science</i> (). United Kingdom: Taylor and Francis. Bawden, D., & Robinson, L. (2009). The dark side of information: Overload, anxiety and other paradoxes and pathologies. <i>Journal of Information Science</i> , 35(2), 180-191. Bradley, C. (2013). Information literacy policy development in Canada: Is it time? <i>Partnership: The Canadian Journal of Library & Information Practice & Research</i> , 8(2), 1-28. Jacobson, T. E., & Mackey, T. P. (2013). Proposing a metaliteracy model to redefine information literacy. <i>Communications in Information Literacy</i> , 7(2), 84-91. Wilson, T. D. (1999). Models in information behavior research. <i>Journal of Documentation</i> , 55(3), 249-270.
Professional Text(s)	Hinchliffe, L. J. (2011). Instruction. In R. Bopp, & L. C. Smith (Eds.), <i>Reference and information services: An introduction</i> (4th ed., pp. 221-260). Santa Barbara, Calif.: Libraries Unlimited. Julien, H., & Hoffman, C. (2008). Canada's public libraries and information literacy training. <i>Feliciter</i> , 54(2), 74-77.
Librarian's Toolbox	Association of College and Research Libraries (ACRL) . (2014). Corporate web page. Retrieved from http://www.ala.org/acrl/ ----- Information literacy standards for higher education. Retrieved from http://www.ala.org/acrl/standards/informationliteracycompetency
Website(s):	Information Seeking In Context (ISIC) . (2014). ISIC: The information behavior conference. Retrieved from http://www.informationr.net/isic/

Week 3– September 15-19, 2014	
The Art of Translation	
Assignment	None
Topic	Reference interviews
Content (A)	Negotiating questions ; Body language; interpreting & guessing; assuming; anticipating;
Content (B)	Full disclosure; reference traps; limitations; accuracy of answers; satisfaction of patrons
Peer to Peer	None
Menu	
Video	Huntsville-Madison County Public Library (Producer), & HMCPLStaffTraining (Director). (2013, October 30, 2013). <i>The reference interview: Or, how to answer a question like a librarian</i> . [Video/DVD] Huntsville, Alabama. Retrieved from http://www.youtube.com/watch?v=u7C_UMcmwRc School of Communication and Information (Producer), & Radford, M. (Director). (2014). <i>Virtual library reference services</i> . [Video/DVD] Syracuse, NY: Rutger's University. Retrieved from http://www.youtube.com/watch?v=Dk1P5au7_yw
Professional Text(s)	Cassell, K. A., & Hiremath, U. (2013). Determining the question: In-person, telephone, and virtual reference interviews. <i>Reference and information services: An introduction</i> (3 , UK ed., pp. 15-30). London: Facet. Kern, M. K., & Woodard, B. S. (2011). The reference interview . In R. Bopp, & L. C. Smith (Eds.), <i>Reference and information services: An introduction</i> (4th ed., pp. 57-94). Santa Barbara, Calif.: Libraries Unlimited. Ross, C. S., Nilsen, K., & Radford, M. L. (2009). <i>Conducting the reference interview: A how-to-do-it manual for librarians</i> (2nd ed.). New York: Neal-Schuman Publishers Inc. (Sections 1.1, 1.2, 1.3, 2.1, 6.1, 6.1.)
Librarian's Toolbox	Luo, L. (2008). Reference Service in Second Life: An overview. <i>Reference Services Review</i> , 36(3), 289-300. Young, C. (2014). Crowdsourcing the virtual reference interview with Twitter. <i>Reference Librarian</i> , 55(2), 172-174.
Website(s):	Reference and User Services Association (RUSA). (2014). Corporate web page. Retrieved from http://www.ala.org /rusa/ -----(2014). Reference and User Services Association: Behavioral guidelines. Retrieved from http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral -----(2014). Reference and User Services Association: Guidelines. Retrieved from http://www.ala.org /rusa/resources/guidelines

Week 4– September 22-26, 2014	
Gateways, Guides, Gatekeepers and Bridges	
Assignment	Resource Evaluation & Review
Topic	Ready Reference, Searching for Resources; Judging the Quality of Non-Fiction
Content (A)	Search strategies; Precision vs. Recall; Database ‘helpers’
Content (B)	Evaluating Sources; How do we know what to trust? Limitations
Peer to Peer	Yes
Menu	
Video	Western Library’s CRAAP test http://www.youtube.com/watch?v=EyMT08mD7Ds St. Louis Community College (Producer), & Smith, K. (Director). (2012). <i>Reference resources</i> . [Video/DVD] St. Louis, MO. Retrieved from https://www.youtube.com/watch?v=ssCHQMdq1d0
Professional Text(s)	<p>Bates, M.E. (2013). Current state of advanced search: Progressing or receding? <i>Online Searcher</i>, 37(6), 80.</p> <p>Bell, S. S. (2012). Evaluating databases. In <i>Librarian's guide to online searching</i> (Third ed.). Pp 235-250. Santa Barbara, California: Libraries Unlimited.</p> <p>Bell, S. S. (2012). The Searcher’s Toolkit, Parts 1, 2. In <i>Librarian's guide to online searching</i> (Third ed.). Pp 19-29, 39-50. Santa Barbara, California: Libraries Unlimited.</p> <p>Cassell, K. A., & Hiremath, U. (2013). Finding the answer: Basic search techniques. <i>Reference and information services: An introduction</i> (3 , UK ed., pp. 33-56). London: Facet.</p> <p>Dalrymple, P. W., & Smith, L. C. (2011). Organization of information and search strategies. In R. Bopp, & L. C. Smith (Eds.), <i>Reference and information services: An introduction</i> (4th ed., pp. 95-120). Santa Barbara, Calif.: Libraries Unlimited.</p> <p>Cluegel, K. M. (2011). Electronic resources for reference. In R. Bopp, & L. C. Smith (Eds.), <i>Reference and information services: An introduction</i> (4th ed., pp. 121-160). Santa Barbara, Calif.: Libraries Unlimited.</p> <p>Mulac, C. (2012). <i>Fundamentals of reference</i>. Chicago: American Library Association</p> <p>Singer, C. A. (2010). Ready reference collections: A history. <i>Reference & User Services Quarterly</i>, 49(3), 253-264. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=502989291&site=ehost-live</p> <p>Smith, L. C. (2011). Selection and evaluation of reference sources. In R. Bopp, & L. C. Smith (Eds.), <i>Reference and information services: An introduction</i> (4th ed., pp. 387-410). Santa Barbara, Calif.: Libraries Unlimited.</p>
Librarian’s Toolbox	<p>Cengage. (2014). Gale virtual reference brochure. Retrieved from http://assets.cengage.com/pdf/bro_gvrl_catalog.pdf</p> <p>Notess, G. R. (2014). SEARCH ENGINE update. <i>Online Searcher</i>, 38(1), 8-9. (Browse through the publication and other installments of “SE update”.)</p> <p>ProQuest GEP – General Resources, Dialog</p>
Website(s):	Western Libraries. (2014). Tutorials list by category. Retrieved from http://www.lib.uwo.ca/tutorials/categories/

Week 5–September 29–October 3, 2014	
Reference is not a Monopoly	
Assignment	None
Topic	Free Non-Fiction Resources on the WWW; Human Sources
Content (A)	Curating and Creating Information
Content (B)	Information as a social act; Web 2.0; Crowd sourcing; Government sources
Peer to Peer	Yes
Menu	
Video	<p>Cutts, M. (Producer), & Google (Director). (2012). <i>How does Google work?</i> Retrieved from https://www.youtube.com/watch?feature=player_embedded&v=KyCYyoGusqs#/</p> <p>Cutts, M. (Producer), & Google (Director). (2012). <i>How search works</i>. Retrieved from http://www.youtube.com/watch?v=BNHR6IQJGZs</p> <p>Pariser, E. (2011). Beware of online filter bubbles. Retrieved from http://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles.html</p>
Academic Text	Luyt, B. (2011). The nature of historical representation on Wikipedia: Dominant or alternative historiography? <i>Journal of the American Society for Information Science & Technology</i> , 62(6), 1058-1065.
Professional Text(s)	<p>Cahill, K. (2009). <i>User-generated content and its impact on web-based library services</i>. Oxford, Eng.: Chandos Publishing.</p> <p>Cahill, K., & Chalut, R. (2009). Optimal results: What libraries need to know about Google and search engine optimization. <i>Reference Librarian</i>, 50(3), 234-247.</p> <p>Kennedy, S. D. (2012). Just...Google. <i>Information Today</i>, 29(10), 25-25. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=83134779&site=ehost-live</p> <p>Open Education Database. (2013). Ultimate guide to the invisible web. Retrieved from http://oedb.org/ilibrarian/invisible-web/</p> <p>Simonite, T. (2013) The decline of Wikipedia. <i>Technology Review</i>,</p> <p>Tchangelova, N., & Stilwell, F. (2012). Search engines and beyond: A toolkit for finding free online resources for science, technology and engineering. <i>Issues in Science & Technology Librarianship</i>, (69), 2-2.</p>
Librarian's Toolbox	<p>Internet Public Library. (2014). Corporate web page. Retrieved from www.ipl.org</p> <p>Southern Ontario Library Service. (2014). Ready reference. Retrieved from http://www.sols.org/index.php/develop-your-library-staff/professional-information-a-z/195-develop-your-library-staff/professional-information-a-z/providing-services/261-ready-reference</p> <p>Digital Public Library of America (DPLA). (2014). Corporate web page. Retrieved from http://dp.la/</p>
Website(s):	<p>Google. (2014). Google advanced search. Retrieved from http://www.google.com/advanced_search</p> <p>Google. (2014). Google scholar. Retrieved from http://scholar.google.ca/</p> <p>Wikipedia. (2014). Starting an article. Retrieved from http://en.wikipedia.org/wiki/Wikipedia:Starting_an_article</p>

Week 6–October 6-10, 2014	
Fiction – more than just fun	
Assignment	Scavenger Hunt (and first Participation grade)
Topic	Pleasure reading
Content (A)	Purposes of Fiction; Benefits of Fiction Reading; Genres
Content (B)	Readers' Advisory ; How do we recommend? How do we recommend across genres if we're not familiar with them?
Peer to Peer	Yes
Menu	
Video	Wyoming State Library (Producer), & Wyoming State Library (Director). (2011). <i>Get on the bus - Wyoming State library readers' advisory videos</i> . [Video/DVD] Wyoming. Retrieved from http://www.youtube.com/watch?v=BDFVsNJb2gY&list=PL926F326AC64E4FDD (16 how-to Reader's advisory videos. Choose one, or browse)
Academic Text	Ooi, K., & Liew, C. L. (2011). Selecting fiction as part of everyday life information seeking . <i>Journal of Documentation</i> , 67(5), 748-772. Ross, Catherine Sheldrick, Lynne McKechnie, and Paulette Rauthbauer (2006). Sections 4.5–4.8. In <i>Reading Matters: What the Research Reveals about Reading, Libraries, and Communities</i> . Westport, CN: Libraries Unlimited, 181–221.
Professional Text(s)	Herald, D. T. (2006). <i>Genreflecting :A guide to popular reading interests</i> (6th ed.). Westport, CT; Westport, CT: Libraries Unlimited; Libraries Unlimited. (2000 Edition available online through Electronic Resource at Weldon) Hoover, S. (2011). The case for graphic novels . <i>Communications in Information Literacy</i> , 5(2), 174-186. Pinkley, J., & Casey, K. (2013). Graphic novels: A brief history and overview for library managers. <i>Library Leadership & Management</i> , 27(3), 1-10. Ross, C.S. (2001). Making choices: What readers say about choosing a book to read for pleasure. <i>Acquisitions Librarian</i> , 13(25), 5–21. Trott, B., & Naik, Y. (2012). Finding good reads on GoodReads. <i>Reference & User Services Quarterly</i> , 51(4), 319-323.
Librarian's Toolbox	Pearl, N., & Cords, S. S. (2010). <i>Now read this III: A guide to mainstream fiction (Genreflecting Advisory Series ed.)</i> . Santa Barbara, Calif.: Libraries Unlimited. (Browse series if Readers' Advisory interests you.) Wikipedia. (2014). List of literary awards. Retrieved from http://en.wikipedia.org/wiki/List_of_literary_awards
Website(s):	EbscoHost. (2014). Novelist corporate web page. Retrieved from http://www.ebscohost.com/novelist GoodReads. (2014). GoodReads corporate web page. Retrieved from http://www.goodreads.com LibraryThing. (2014). LibraryThing corporate web page. Retrieved from https://www-librarything-com/

MLIS Research Week October 13-17, 2014

Week 7–October 20-24, 2014	
Library as Place	
Assignment	None
Topic	Library Programming
Content (A)	Reading programs; Makerspaces
Content (B)	Library as Place; Outreach; Partnerships & Referral
Peer to Peer	Yes
Menu	
Video	Fraser Valley Regional Library. (2012). THIS is the library? the story of LiLi and Smitty. Retrieved from http://libraryliveandontour.com/this/ This Week in Libraries (TWIL) (Producer), & van de Geer, J. (Director). (2014). <i>This week in libraries #112: Makerspaces</i> . [Video/DVD] Delft, Netherlands. Retrieved from https://vimeo.com/99820584
Professional Text(s)	Brown, D. R., & Malenfant, K. (2004). The buck stops where? Establishing a university information and referral service . <i>Internet Reference Services Quarterly</i> , 9(1), 189-208. Collins, L. N., Howard, F., & Miraflor, A. (2009). Addressing the needs of the homeless: A San Jose library partnership approach. <i>Reference Librarian</i> , 50(1), 109-116. Elmborg, J. K. (2011). Libraries as the spaces between us: Recognizing and valuing the third space . <i>Reference & User Services Quarterly</i> , 50(4), 338-350. Hovius, B. (2006). Public library partnerships which add value to the community: The Hamilton public library experience. <i>IFLA Journal</i> , 32(3), 214-223. Kurti, R. S., Kurti, D., & Fleming, L. (2014). The philosophy of educational makerspaces . <i>Teacher Librarian</i> , 41(5), 8-11. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=llf&AN=96678445&site=ehost-live LaRue, J. (2011). Community reference work. In D. Zabel (Ed.), <i>Reference reborn: Breathing new life into public services librarianship</i> [Community Reference Work] (pp. 105-116). Santa Barbara, Calif.: Libraries Unlimited. Loertscher, D. V., Preddy, L., & Derry, B. (2013). Makerspaces in the school library learning commons and the uTEC maker model. <i>Teacher Librarian</i> , 41(2), 48-51. Poe, J. (2006). Information and referral services: A brief history. <i>Southeastern Librarian</i> , 54(1), 36-41.
Librarian's Toolbox	Smallwood, C. (2010). <i>Librarians as community partners: An outreach handbook</i> . Chicago: American Library Association. (Available online through GEP, Skim to understand the broad nature of outreach.)
Website(s):	Ontario Library Association. (2014). Annual institute on the library as place . https://www.accessola.org/OLAWEB/Annual Institute on the Library as Place/Welcome/OLAWEB/Annual Institute on the Library as Place/Welcome.aspx

Week 8– October 27-31, 2014	
Shush no more!	
Assignment	None
Topic	Innovation in Providing Information Services
Content	Innovation and entrepreneurship
Peer to Peer	Yes
Menu	
Video	<p>Innisfil Public Library (Producer & Director). <i>Supporting an innovative economy- Ontario public libraries</i>. [Video/DVD] Innisfil, Ontario. Retrieved from https://www.youtube.com/watch?v=EhiM-GwsNHk</p> <p>Miami Ad School (Producer), & Tan, K., Pilwat, M. and Rodriguez, F. (Directors). (2013). <i>The underground library</i>. [Video/DVD] New York, NY. Retrieved from https://vimeo.com/58161297</p>
Professional Text(s)	<p>Crompton, M. A. (2012). Innovation and entrepreneurship. <i>Bottom Line: Managing Library Finances</i>, 25(3), 98-101.</p> <p>DeVries, J. (2003). Entrepreneurial librarians: Embracing innovation and motivation. <i>Science & Technology Libraries</i>, 24(1), 209-217.</p> <p>Kurt, L., Kurt, W., & Medaille, A. (2010). The power of play: Fostering creativity and innovation in libraries. <i>Journal of Library Innovation</i>, 1(1), 8-23.</p> <p>Liddy, E. D. (2012). An entrepreneurial stance towards education of information professionals. <i>Information Services & Use</i>, 32 (2012) 131–135.</p> <p>Nash, Larry White. (2009). Competition for library services. Paper presented at <i>Inspiration, Innovation, Celebration: The 2009 Conference for Entrepreneurial Librarians</i>, Greensboro, NC. Retrieved from: http://entrelib.org/conferences/2009-conference/ (Browse other conference papers if this interests you.)</p> <p>Scanlon, Mary G., and Michael A. Crompton. (2011). Re-conceiving entrepreneurship for libraries: Collaboration and the anatomy of a conference. <i>Collaborative Librarianship</i> 3 (1) (01): 16-27.</p> <p>Usherwood, B. (2008). Excellence is for everyone. <i>Library and Information Update</i> 7(4) 24.</p>
Librarian's Toolbox	Pew Research Group . (2013). What people want from their libraries. <i>Library services in the digital age</i> (pp. 47-60)
Website(s):	<p>iSchools Organization. (2014). iSchools website. Retrieved from http://ischools.org/</p> <p>This Week in Libraries. (2014). Corporate web page. Retrieved from http://www.thisweekinlibraries.com/</p>

Week 9– November 3-7, 2014	
Don't Fence me In	
Assignment	None
Topic	Non-traditional Librarians and librarianship
Content (A)	Reference services at the point of need ; Embedded librarianship; Roving Reference
Content (B)	Information Professional vs. Librarian
Peer to Peer	Yes
Menu	
Video	<p>Hirsh, Dr. Sandra. New Career Pathways for Information Professionals http://www.youtube.com/watch?v=7bcEZT_I_fg Minnesota Special Library Association (Producer & Director). (1964). <i>Adventures of a special librarian</i>. [Video/DVD] Mineapolis, MN. Retrieved from https://www.youtube.com/watch?v=fND46AVuNiY San Jose State University SLIS (Producer), & Klees, J. (Director). (2013). <i>What is a librarian doing at Google?</i> [Video/DVD] San Jose, CA. Retrieved from https://www.youtube.com/watch?v=KE3-hz4zXTE</p>
Academic Text	<p>Bennett, E., & Simning, J. (2010). Embedded librarians and reference traffic: A quantitative analysis. <i>Journal of Library Administration</i>, 50(5/6), 443–457. Drewes, K., & Hoffman, N. (2010). Academic embedded librarianship: An introduction. <i>Public Services Quarterly</i>, 6(2), 75-82. Kesselman, M.A., & Watstein, S.B. (2009). Creating opportunities: Embedded librarians. <i>Journal of Library Administration</i>, 49(4), 383–400. Penner, K. (2011). Mobile technologies and roving reference. <i>Public Services Quarterly</i>, 7(1), 27-33. Sharman, A. (2014). Roving librarian: The suitability of tablets in providing personalized help outside of the traditional library. <i>New Review of Academic Librarianship</i>, 20(2), 185-203. Shumaker, D. (2009). Who let the librarians out? Embedded librarianship and the library manager. <i>Reference & User Services Quarterly</i>, 48(3), 239-257.</p>
Professional Text(s)	<p>Malik, H. (2013). Library science vs information science. Retrieved from http://www.slideshare.net/Libcorpio/01-ls-vs-is?qid=d5818d0c-6c4d-42fd-af4b-c31a9376f021&v=qf1&b=&from_search=4</p>
Librarian's Toolbox	<p>University of Toronto. (2014). Faculty of information iSchool: Job site. Retrieved from http://current.ischool.utoronto.ca/jobsite University of Western Ontario. (2014). Fims jobweb. Retrieved from http://fims.uwo.ca/alumni_careers/employment/index.htm Lee, S. (2013). Library science emerging career trends 2013. Retrieved from http://www.slideshare.net/slee4000/library-science-emerging-trends-2012</p>
Website(s):	<p>American Library Association. (2014). Careers in libraries. Retrieved from http://www.ala.org/educationcareers/careers/paths/careerslibrariesbibliography</p>

Week 10– November 10-14, 2014	
Librarians as Stewards	
Assignment	Reference Interview and Reflection
Topic	Using our Powers for Good
Content A	Communication; Political, social, and power aspects of reference;
Content B	Social justice and stewardship, Central library trends
Peer to Peer	Yes
Menu	
Video	<p>Ken Roberts (Producer), & Calgary Public Library (Director). (2013). <i>Building the future: New directions in library design by Ken Roberts 2013</i>. [Video/DVD] Calgary, AB: Retrieved from https://www.youtube.com/watch?v=EZWZ8vCADSg</p> <p>Potter, N. (2014). Tuning out the white noise: Marketing your library services. Retrieved from http://www.slideshare.net/thewikiman/tuning-out-the-white-noise-marketing-your-library-services</p>
Academic Text	<p>Christiansen, L., Stomblor, M., & Thaxton, L. (2004). A report on librarian–faculty relations from a sociological perspective. <i>The Journal of Academic Librarianship</i>, 30(2), 116–121.</p> <p>Rioux, K. (2010). Metatheory in library and information science: A nascent social justice approach. <i>Journal of Education for Library & Information Science</i>, 51(1), 9-17.</p>
Professional Text(s)	<p>Bundy, A. (2010). Public libraries and social justice. <i>Aplis</i>, 23(4), 131.</p> <p>Clark, S. (2009). Marketing the library? Why librarians should focus on stewardship and advocacy. <i>Progressive Librarian</i>, (33), 93-100.</p> <p>Metcalfe, S. (2013). Good stewards in trying times: Benchmarking peer collections of sociology reference sources using LibGuides. <i>Reference Librarian</i>, 54(2), 134-142.</p> <p>Zorich, D. M. (2007). Defining stewardship in the digital age. <i>First Monday</i>, 12(7)</p> <p>Libraries transforming lives. (2012). CILIP Update, 11(6), 26.</p> <p>Farb, S. (2006). Libraries, licensing and the challenge of stewardship. <i>First Monday</i>, 11(7), 1.</p>
Librarian's Toolbox	<p>Ontario Library Service North http://www.olsn.ca/webinars/index.asp</p> <p>Southern Ontario Library Service http://www.sols.org/</p>
Website(s):	<p>Little Free Library. (2014). Little free library corporate web page. Retrieved from http://littlefreelibrary.org/</p> <p>Occupy Wall Street Library. (2014). Occupy wall street library corporate web page. Retrieved from http://peopleslibrary.wordpress.com</p> <p>Radical Reference. (2014). Radical reference corporate web page. Retrieved from http://radicalreference.info/</p> <p>See also guerilla librarianship</p>

Week 11– November 17-21, 2014	
Librarians as Champions and Defenders	
Assignment	None
Topic	Equality, Ethics and Diversity
Content (A)	Approaching information services in an inclusive manner; Special needs populations; Digital Divide; Diversity
Content (B)	Ethics, copyright, privacy and privilege
Peer to Peer	Yes
Menu	
Video	<p><i>Censored and banned Books: From John Steinbeck to Dr. Seuss.</i> Abebooks (Director). (2013).[Video/DVD] Vancouver Island, BC. Retrieved from https://www.youtube.com/watch?v=DaaEWvq07dc</p> <p>Book and Periodical Council – Freedom to Read https://www.youtube.com/watch?v=RUI0g72-ZUA</p>
Academic Text	<p>Austen, B. (2004). Should there be “privilege” in the relationship between reference librarian and patron? <i>Reference librarian</i> 42(87/88), 301–311.</p> <p>Becker, B. W. (2014). The open-access sting. <i>Behavioral & Social Sciences Librarian</i>, 33(1), 52-55.</p> <p>Fenster-Sparber, J., Kennedy, A., Leon, C., & Schwartz, R. (2012). E-reading across the digital divide. <i>Young Adult Library Services</i>, 10(4), 38-41.</p> <p>Ferrell, S. (2010) Who says there is a problem? A new way to approach the issue of “problem patrons”, <i>Reference and User Services Quarterly</i>. 50(2), 141–151</p> <p>Foster, C., & McMenemy, D. (2012). Do librarians have a shared set of values? A comparative study of 36 codes of ethics based on Gorman’s enduring values. <i>Journal of Librarianship & Information Science</i>, 44(4), 249-262.</p> <p>Jaeger, P. T., Bertot, J. C., & Subramaniam, M. (2013). Preparing future librarians to effectively serve their communities. <i>Library Quarterly</i>, 83(3), 243-248.</p> <p>Lewis, J. (2013). Information equality for individuals with disabilities: Does it exist? <i>Library Quarterly</i>, 83(3), 229-235.</p> <p>Shorter-Gooden, K. (2013). The culturally competent organization. <i>Library Quarterly</i>, 83(3), 207-211.</p> <p>Waelchli, P. (2006). Ethics & fairness in reference for the academic library. Retrieved from http://wendt.dbq.edu/pdf/Waelchli%20Bibliography.pdf</p>
Professional Text(s)	Freedom to Read. (2014). Corporate web page (Book and Periodical Council). Retrieved from http://www.freedomtoread.ca/
Librarian’s Toolbox	<p>American Library Association (ALA). (2014). 1939 code of ethics. Retrieved from http://www.ala.org/Template.cfm?Section=History1&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8875</p> <p>International Federation of Library Associations and Institutions (IFLA). (2014). Professional codes of ethics for librarians. Retrieved from http://www.ifla.org/faife/professional-codes-of-ethics-for-librarians</p>
Website(s):	Book and Periodical Council (BPC). (2014). Corporate web page. Retrieved from http://www.thebpc.ca/

Week 12–November 24-28, 2014	
Serving the Profession; Serving the Institution	
Assignment	Teachable Moments – Bibliographic Instruction Tool
Topic	Building capacity
Content (A)	Evaluating/Increasing library use;
Content (B)	The Profession; Marketing yourself and your library; Staying current; Associations; Conferences;
Peer to Peer	Yes
Menu	
Video	<p><i>The Hollywood librarian</i>. Seidl, A., Torres, N., Overdue Productions, BiFocal Films and Media Education Foundation (Directors). (2009).[Video/DVD] Horthampton, MA: Media Education Foundation. Retrieved from https://www.youtube.com/watch?v=HqwjoUpfyII</p> <p>Jill Klees (Producer), & SJSU School of Information (Director). (2014). <i>SLIS alumna lands her dream job - and so can you!</i> [Video/DVD] San Jose, CA: SJSU School of Information.</p>
Professional Text(s)	<p>Dilevko, J. & Gottlieb, L. (2004). The portrayal of librarians in obituaries at the end of the twentieth century. <i>The Library Quarterly</i>, 74(2), 152-180. Retrieved from http://www.istor.org/stable/10.1086/382845</p> <p>Kuruppu, P. U. (2007). Evaluation of reference services-A review. <i>The Journal of Academic Librarianship</i>, 33(3), 368-381.</p> <p>Nunn, B., & Ruane, E. (2012). Marketing gets personal: Promoting reference staff to reach users. <i>Journal of Library Administration</i>, 52(6-7), 571-580.</p> <p>Smith, J. (2011). The best and worst masters degrees for jobs. <i>Forbes</i>,</p> <p>Szkolar, D. (2012). Is a master's degree in LIS a poor investment? A counter perspective to forbes magazine. Retrieved from http://infospace.ischool.syr.edu/2012/03/07/is-a-masters-degree-in-library-science-a-poor-investment-a-counter-perspective-to-forbes-magazine/</p> <p>Whitlatch, J. B. (2011). Evaluation of reference services. In R. Bopp, & L. C. Smith (Eds.), <i>Reference and information services: An introduction</i> (4th ed., pp. 303-322). Santa Barbara, Calif.: Libraries Unlimited.</p>
Librarian's Toolbox	<p>Library and Information Association of New Zealand (LIANZA). (2014). Bodies of knowledge. Retrieved from http://www.lianza.org.nz/registration/bok</p> <p>Library and Information Association of New Zealand (LIANZA). (2014). Professional registration. Retrieved from http://www.lianza.org.nz/registration</p>
Website(s):	<p>Book and Periodical Council (BPC). (2014). List of Conferences. Retrieved from http://www.thebpc.ca/the-resource-file/conferences/</p>

Week 13–December 1-5, 2014	
Teachable Moments	
Assignment	Teachable Moments Presentations and Q&A (and final participation grade)
Topic	Librarian as Teacher
Content	Bibliographic Instruction
Peer to Peer	Bibliographic Instruction Tools
Video	No reading homework Pot Luck Breakfast - meet 30 minutes early if you'd like to participate
Academic Text	
Professional Text(s)	
Librarian's Toolbox	
Website(s):	