

MEDT 6464

Reference Sources & Services

Semester Hours: 3

Semester / Year:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Fax:

Distance Support: WebCT Home Page <http://webct.westga.edu>
WebCT Help & Troubleshooting <http://webct.westga.edu/help.htm>
UWG Distance Learning <http://distance.westga.edu>
Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>
Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

Communication: The official communication method to students is through campus email (myUWG). Be sure to access this and your WebCt email several times a week to keep up-to-date on important information.

COURSE DESCRIPTION

An introduction to basic information sources and development of reference skills.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement", the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors

(decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES:

Students will:

1. discuss the functions and arrangements of several major types of reference works through browsing, physical inspection, and using the sources (Riedling, 2005; Katz, 1997)

(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III Knowledge of Library and Information Studies; ALA/AASL 5.3);

2. distinguish among the different types of reference sources and determine what types to consult for specific types of questions (Riedling, 2005, Katz, 1997)

(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III Knowledge of Library and Information Studies; ALA/AASL 5.2);

3. evaluate and select reference sources appropriate to the varied abilities and ethnic backgrounds of our public school populations (Riedling, 2005, Katz 1997)

(D6 Culturally Sensitive; NBPTS 1, 2, 3, 4; LM IX Ethics, Equity, and Diversity; ALA/AASL 4.2, 4.6);

4. develop skills in mastering a variety of modes of providing information including electronic systems (ALA, 1998)

(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III Knowledge of Library and Information Studies; ALA/AASL 3.5);

5. apply knowledge gained by evaluating and making suggestions for improvement of an existing school reference collection (Riedling, 2005; Katz, 1997; ALA, 1998)

(D4 Adaptive; D8 Knowledgeable; D 10 Reflective; NBPTS 1, 2, 3, 4, 5; LM III Knowledge of Library and Information Studies; LM VII Reflective Practice; ALA/AASL 2.4);

6. master the basics of electronic database searching (Riedling, 2005; ALA, 1998)

(D8 Knowledgeable; NBPTS 1, 2, 3, 4; LM III Knowledge of Library and Information Studies; ALA/AASL 10.1, 10.3, 10.5, 10.6);

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Riedling, A.M. (2005). *Reference skills for the school library media specialist: tools and tips* (2nd ed.). Worthington, OH: Linworth

References:

ALA: <http://www.ala.org>

Booklist: <http://www.ala.org/booklist/>

Bopp, R.E. & Smith, L.C. (2001). *Reference and information services: An introduction* (3rd ed.). Englewood, CO: Libraries Unlimited.

Georgia GALILEO: <http://www.galileo.peachnet.edu/>

Georgia Performance Standards: <http://www.georgiastandards.org/>

Government Printing Office: <http://www.access.gpo.gov/>

Information power: building partnerships for learning (1998). Chicago, IL: American Library Association, & Washington, DC: Association for Educational Communications and Technology.

Internet Public Library: <http://www.ipl.org>

Kathy Schrock's Website Critical Evaluation Forms:

<http://school.discovery.com/schrockguide/eval.html>

Katz, W. A. (1997). *Introduction to reference work* (7th ed.), 2, New York, NY: McGraw Hill.

Lanning, S. & Bryner, J. (2004). *Essential reference services for today's school media specialists*. Westport, CT: Libraries Unlimited.

Librarians' Guide to the Internet: <http://www.star-host.com/library/>

Library of Congress: <http://www.loc.gov>

LM_NET Archives: http://www.eduref.org/lm_net/archive

National Board for Professional Teaching Standards Core Propositions

<http://www.nbpts.org/about/coreprops.cfm>

Reference Desk-contains links to vital dictionaries, encyclopedias, almanacs, and other reference resources

<http://www.refdesk.com/>

Sunlink Weed of the Month: <http://www.sunlink.ucf.edu/weed/>

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on becoming familiar with a wide range of reference materials and services appropriate in PreK-12 school library media centers. Through class activities and assignments students cover four of the ten descriptors of the conceptual framework. As students complete assignments they demonstrate the ability to be adaptive: through the development of a basic reference collection for all academic levels and abilities in PreK-12 school library media centers that will allow for curriculum adaptations needed to meet the reference source and service needs of all students; reflecting on all assignments describing how the completion of course activities increases their ability to adapt to meet the needs of a diverse student population (assignments 6 and 7); cultural sensitivity: participating in class discussions about issues relating to the cultural diversity of today's schools and the need for knowledge about and sensitivity to cultural differences; analyzing specific reference tools to determine their appropriateness for a particular group of students; developing a basic reference collection for all academic levels and cultural groups in PreK-12 school library media centers (assignments 1, 4, 6); knowledgeable: participating in class discussions; developing curriculum connections between specific QCC and specific categories of reference sources; completing assigned reference exercises to become familiar with a variety of types and formats of reference sources; complete exams; developing a basic reference collection for all academic levels, ability levels, and cultural groups in PreK-12 school library media centers; reflecting on all assignment describing how the completion of course activities increases their ability to meet the needs of all students (assignments 1, 2, 3, 5, 6, 7); reflective: reflecting on all assignments describing how the completion of course activities increases their ability to meet the needs of all students (assignment 7).

Activities and Assessments:

All written work required for submission to the instructor either via WebCT mail attachment, fax, or personal delivery must be word processed using Times or Times New Roman font, size 12. An electronic copy of every assignment is required.

Please always save your work on a disk or zip disk or related storage medium.

Projects and exercises are due on designated dates. Assignments turned in late will automatically lose 1 point from project's total score each day an assignment is late. Keep the instructor informed of situations that impact your work as a student in this class.

Written assignments will be made throughout the course to familiarize you with sources, search methodologies, and the theory and philosophy of reference service. All students are to work by themselves on each assignment and adhere to the university's honor code unless otherwise stated on specific assignment sheets.

1. Class discussions and participation:

Students are expected to attend all online classes and the three on-campus sessions and are accountable for all materials covered. Students are also expected to participate in class activities and discussions. Do assigned readings before class. Participation will include discussing query exercises and assigned readings. Evidence of reading assigned chapters will be counted as part of class participation points. Students must be prepared to discuss in class and on WebCT, important points learned from each chapter assigned.

Students are expected to ask two classmates their questions before contacting the instructor about assignments, due dates, and the like.

(Course Objectives: 1,3,4; Knowledge, Dispositions; Checklist)

2. Curriculum Connections & Reference Tool Analysis (the "Pathfinder Project")

Develop a Reference Sources Guides project, a Pathfinder, correlated to the Georgia Performance Standards (or QCCs if GPS not yet established) in science or social studies.

Projects details in a separate document. NOTE: Some of the posted examples of Pathfinders will not be constructed according to the rubric for your assignment.

(Course Objectives: 2,3,4,7; Knowledge, Skills; Rubric)

3. Curriculum Connections & Reference Tool Analysis Presentation-The "Pathfinder Presentation"

(Course Objectives: 2,3,4,7; Knowledge, Skills; Rubric)

4. Final Exam:

Final exam will cover textbook content and concepts, lectures, class activities, class projects, and WebCT materials.

(Course Objectives: 2; Conceptual Framework: D8: Ka,c; Standards and Propositions: NBPTS Propositions 1,2,3,4; LM Standards III; ALA/AASL 5.2, 5.3; Exam)

5. Reference Collection & Web site Log.

This log will record your use of specific reference sources/services from various public, academic, and school libraries as well as visits to web sites that would be beneficial for a future reference collection in a school library media center. A minimum of 50 references must be in this log. The content and potential use of the source [grade, age of students, and subject area] should be included for each entry. Eight to ten sentences should cover the content and potential use.

Specific details are in the log file templates.

(Course Objectives: 3,5; Knowledge, Skills, Dispositions; Rubric)

6. Reflection Activity:

Select one of the assignments you complete for this course and write a one-page reflection addressing how your work to complete the assignment helped you gain a better understanding of the NBPTS Propositions. www.nbpts.org web site; specifically, <http://www.nbpts.org/about/coreprops.cfm>

(Course Objectives: 5; Knowledge, Skills, Dispositions; Checklist)

Evaluation Procedures:

All components must be completed to receive a grade. The following are activities with their corresponding assessment tools and points:

TYPE OF ACTIVITY	TYPE OF ASSESSMENT TOOL	POINTS
Class Participation, Discussion, Misc. assignments	Observation checklist Responding to points and questions posted by instructor on WebCT (GALILEO evaluation, information literacy standards) Checklist addressing connections with NBPTS Propositions Reflections	30 points

Curriculum Connections & Reference Sources Guide & Reference Sources Analysis	Rubric: Accuracy Standards identified Appropriate reference questions Specified format Variety of content areas, appropriate to selected grade level	15 points
This is the Pathfinder Project .		
This is a GROUP project.		
Includes in-class presentation.		
Reference Resources Log	Rubric: Complete entries Format of assignment Variety of item formats Variety of item types	35 points
Final Exam	Instructor provided questions	20 points

Grading Policy:

Grades will be assigned basing on the following point system:

90 - 100 = A; 80 - 89 = B; 70 - 79 = C; Below 70 = F

Disability Policy

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia:

<http://www.westga.edu/~dserve/>. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations

may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

COURSE OUTLINE (tentative)

Syllabus Week by Week

June 4-10

- Purchase textbook: Riedling, *Reference Skills for the school library media specialist*.
- Review syllabus, course requirements/procedures & project details
- Examine samples of Reference Log and Pathfinder assignments
- Join a group
- Complete (without consulting any source or person) needs assessment. (Needs assessment is a study guide for useful concepts and terms.)
- Visit LM_NET Archives at: http://www.eduref.org/lm_net/archive/ Look up "Ten most used print reference books, and (excluding encyclopedias) use these as guide for titles you examine for ref log

- Read Riedling, Ch. 1, 2, 9 & 10 during first three weeks of class
- Read "Information Literacy Standards for Students"
http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards_final.pdf and respond using the Information Literacy Standards template. **Due June 11, 11:59 p.m.**
- Sign up for group membership (WebCT Vista group signup)
- Begin work at local public library/school library/Ingram Library for ref log
- **POST** personal introduction form. NOTE: when submitting files, name them using this convention: **YOURlastname_FirstInitial_assignment_name.doc (e.g., cooper_o_intro.doc)**
- **GALILEO database evaluation by June 11, 11:59 p.m.** NOTE: when responding to assignments in discussion areas, preferred method is to type right into the submission box (or cut and paste)
- View "Evaluating reference sources" PowerPoint

FACE-TO-FACE sessions:

01D Monday, June 4

02D Wednesday, June 6

June 11-17

- Visit the Internet Public Library <http://www.ipl.org>
- Visit the Librarians' Guide to the Internet <http://www.star-host.com/library/>
- Work at local public library/school library/Ingram Library for ref log
- Read Riedling Chapter 6: Dictionaries and encyclopedias
- Add Internet Public Library, Librarians' Guide to the Internet and the LM_NET archives to your ref log (these are extras, beyond the 50 entries)
- **Ref Log # 1 due by June 15, 11:59 p.m.**

June 18-24

- Post to the bulletin board any questions you have about the syllabus, assignments, projects, etc.
- Group work on Pathfinder topic, GPSs and grade levels
- Read Riedling, Chapter 4: Directories, almanacs, yearbooks and handbooks
- **Formative assessment # 1** due by June 22, posted anonymously to the BB
- Post **Pathfinder Group Form** by June 22, 11:59 p.m.
- Group work on Pathfinder
- **Ref Log # 2 due by June 22, 11:59 p.m.**
- **Read "Weed of the Month" for March, 1999: Atlases & Almanacs**
<http://www.sunlink.ucf.edu/weed/>

FACE-TO-FACE sessions:

01D Monday, June 18

02D Wednesday, June 20

June 25-July 1

- Group work on Pathfinder
- Read Riedling, Chapter 7: Geographical sources and Chapter 8: Indexes and abstracts
- **Ref Log # 3 due by June 29, 11:59 p.m.**
- "Deep web" and wiki assignment (details forthcoming)

- By June 30, 11:59 p.m. In LM_NET archives, look at practicing SLMSs reference needs and questions. Select two topics from LM_NET postings, cut and paste with your brief comments and observation

July 2-July 8

- Continue work at local public library/school library/Ingram Library for ref log
- **Post by July 6, 11:59 p.m.**, comments about two reference services & sources of which you were unaware until you encountered them in the textbook or through course interaction **OR** two reference needs you have had as a classroom teacher or college student that you now know how to solve (total 200-300 words)
- **Ref Log #4 due by July 6, 11:59 p.m.**
- Group work on Pathfinder
- **Field Experience forms for review prior to FOLIOTEK submission due by final face-to-face session**

July 9-July 15

- Pathfinder presentations
- Submit electronic copy and hard copy of Pathfinder
- **Ref Log #5 due by July 13, 11:59 p.m.**
- Sign consent form (if you choose) for Pathfinders to be used by other SLMSs after the term ends
- **FOLIOTEK submissions due by July 13, 11:59 p.m.** (subject to change by department)

FACE-TO-FACE sessions:

01D Wednesday, July 11

02D Monday, July 9

July 16-July 18

- **Summative assessment** by July 16, posted anonymously to the discussion area.
- **Reflection activity due July 16, 11:59 p.m.:** TO BE DETERMINED
- **Final exam due July 18, 5:00 p.m.**