LIS 601 – Introduction to Reference and Information Services

FALL 2017
Wednesdays 1:00 p.m. - 3:40 p.m. Hamilton Library, 3F

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

Prerequisite: This course is a core course in the University of Hawai‘i-Mānoa Library and Information Science (UHM LIS) Program curriculum. LIS 601 also serves as the prerequisite for the UHM LIS course, LIS 663 Database Searching, and possibly some special topics courses (LIS 693 or LIS 694).

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

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

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

- It is anticipated that you understand that LIS 601 is a graduate-level course that is reading, writing, research, and fieldwork intensive. Per university guidelines, you should expect to spend at least nine (9) hours each week beyond class time engaged in using your text(s), conducting research, actively participating in any online discussions (if applicable), visiting libraries and their collections, and using a variety of print and online resources to compose, submit, and discuss your work.

- It is anticipated that you understand that class lectures, activities, and course materials are presented to appeal to a wide audience of varying levels of understanding in a collaborative environment. Depending on your sensibilities, wording and tone of instructions may at times sound elementary, redundant or abrupt; however, this is not the intent. The intent of repeating instructions and/or responses is to render instructions in as detailed and as clear of a manner, as possible, for a diverse learning community.

- It is anticipated that you possess the professional expectations and computer literacy skills competencies per the stipulations of the UHM LIS program.

- It is anticipated that you will attend class, arriving on time, and staying for the entire class period.

- It is anticipated that you read and follow all policies and instructions for class culture, discourse, and assignments.

- It is anticipated that you adhere to on-time and correct submission of all assignments.

- It is anticipated that as a graduate student, you comply with the university’s academic integrity policy.
COURSE CONTENT
LIS 601 is a core course in the LIS Program curriculum, enabling students to:
- Efficiently locate print and online reference sources and specific information in them.
- Efficiently use print and online indexes.
- Evaluate reference sources using standard criteria.
- Cite sources precisely in notes and bibliographies using a standard citation style manual.
- Prepare a guide to assist library users in locating information on a specific topic in a library.
- Design a strategy for locating information on a specific subject employing print and online sources.
- Critically annotate sources of information.
- Conduct and analyze information/reference interviews.
- Conduct online searches using controlled vocabulary, natural language and Boolean strategies in the online catalog, a variety of databases, and on the Internet.
- Express an integrated philosophy of reference and information service.
- Express values that promote accurate and helpful public service.

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

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

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

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

- **LIS 601 COURSE TEXT.**
  - Text reading assignments are corresponded for print edition, only. Readings are *not* correlated to ebook format.
  - Should be readily available at UHM Bookstore in Campus Center. | Also available via *Amazon Prime.*

- **LIS 601 CITATION STYLE = APA.**
  - Should be readily available at UHM Bookstore in Campus Center. | Also available via *Amazon priority shipping.*

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

- **OTHER TEXTUAL REQUIREMENTS.**
  - UH email
  - UH Hamilton Library research tools
  - Web-based logon online resources as introduced and required
  - Hawaii State Public Library System (HSPLS) library card to access the HSPLS catalog and databases

- **BRING YOUR OWN DEVICE (BYOD).**
  - This course employs the BYOD (Bring Your Own Device) model for enhancing interactive discourse within classroom culture. Thus, you are encouraged to bring your own Wi-Fi device to class as an educational aid/tool to search for and access information pertinent to class discourse.
  - I realize that we all can get easily distracted with our technologies. Yet, this BYOD policy is based on an honor system of trusting that as graduate students, you will be exhibiting their highest integrity and behavior during class sessions, and will not be actively engaging in social media and/or personal web browsing.
  - Keep in mind that every interaction having to do with this course is considered part of one’s class participation score (see *Professionalism and Class Participation*, page 5 of this syllabus). Thus, disrespectful interactions concerning technology and devices are not anticipated. Any concerns will be handled on a case-by-case basis.
ALOHA, 'OHANA, KULEANA.

LIS 601 aligns its agenda with the Program’s vision, values and mission which are rooted within the Hawaiian values of aloha, 'ohana, and kuleana. With these values in mind, the following intentions are anticipated for all LIS 601 students:

Courseware Technology.

a) Hālāwai. Hālāwai (https://www.hawaii.edu/halawai/) is UH’s Adobe Connect virtual meeting platform which the UHM LIS Program utilizes to meet the class attendance needs for LIS students who live in Hawai‘i, but not on O’ahu. Per UHM LIS Program policy, Hālāwai is available for neighboring island students only. To honor the specific distant education needs of our neighboring island LIS ‘ohana, there are no O’ahu exceptions for Hālāwai in LIS 601.

b) Laulima. Laulima (https://laulima.hawaii.edu/portal) is UH’s course management system. In LIS 601, Laulima may be used to post class readings and materials, to email updates/announcements, and to send assignment feedback. You may be required to use Laulima to submit your assignments and to access course materials and information. It is your kuleana to correctly and effectively navigate Laulima.

- or -

Slack. Slack (http://www.slack.com) is a social media platform targeted towards corporate, non-profit, and educational institutions as a digital workspace for working groups. Slack is used in higher education as a more user-friendly course management system. For this course, Slack may be employed to be used to post class readings and materials, to email updates/announcements, and to send assignment feedback. You may be required to use Slack to submit your assignments and to access course materials and information. It is your kuleana to correctly and effectively navigate Slack. (Slack can be downloaded and installed (for free) on all your devices).

Attendance. Attendance to class is your professional obligation akin to showing up for work. At the very minimum, “attendance” means coming to class on time, returning from breaks on time, and staying for the entire class session. To be excused for lateness or absence due to illness or another emergency, please submit evidence. For an excused absence, you must email appropriate documentation to me at least two (2) weeks in advance of the anticipated missed class session, to receive accommodations for due dates and missed work. Unexcused lateness/absences affect your class participation score, which can affect your overall course grade.

Emailing Dr. V. For LIS 601, professionally composed email becomes an important part of your coursework during the semester. Thus, be sure to email me using your UH email only, putting the correct course number in the email subject line so that I receive your query as priority email. This stipulation is very important. If you don’t do this, your email will likely be missed. This should be done consistently throughout the course, even as we get to know one another. For example: From: youremailaddress@hawaii.edu

Subject field: LIS 601: Reference Interview, Query 12.2

Additionally, be sure that your emails are professional in tone and presentation, with appropriate address and salutation. You can review established guidelines for composing professional emails at: http://bit.ly/1IMGzo4. Lastly, due to the nature of LIS 601 assignments, unless otherwise requested, I do not accept assignments via email.

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

Support Services. Confidential student counseling and support services are available at the UHM Counseling and Student Development Center (CSDC), Queen Lili‘uokalani Center for Student Services, Room 312. More information is available at the CSDC website: http://manoa.hawaii.edu/counseling/. Title IX is a federal civil rights law prohibiting discrimination and harassment in education. The UHM Office of Title IX has the specific responsibility for providing prompt and effective responses to all complaints of discrimination or harassment for faculty, staff and students. More information is available at the Office of Title IX website: http://manoa.hawaii.edu/titleix/.

Note: Aspects of this course are subject to change, at the discretion of Professor Irvin.

Any modifications will be announced and documented in a timely fashion in-class, via the assigned online course platform, and email.

Last update: 25 August 2017, version: Fall17c/vi
**ALOHA. ‘OHANA. KULEANA. (continued)**

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

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

Important considerations for exhibiting *aloha* for LIS 601 class culture include:

- **Arrival to class:**
  - On-time arrival is anticipated. When arriving, strive to sit towards the front of the classroom to create an effective interactive setting for classroom discussion with the class group, in-person and online.
  - If you arrive late to class, be considerate and find a seat towards the back of the classroom, as opposed to becoming a distraction by trying to sit up front; lateness disrupts in-classroom and Hālāwai participation.
- **Respecting class time (“class time” is based on the clock on the classroom wall):**
  - Return from class breaks on time.
  - During class presentations, be sure to speak within the time you’ve been allotted so that everyone else gets equal time to present their work.
  - On the rare occasion that class lasts a few minutes longer because classmate-colleagues are finishing their presentations (e.g. midterm and finals time), be supportive: stick and stay.
- **Class discourse:**
  - Because we are typically on dual platforms (face-to-face and Hālāwai), *all of us* must be mindful to speak clearly so that everyone can hear and respond to what is being shared.
  - The classrooms in the LIS ‘ohana carry sound very easily. When you have side conversations, particularly during lectures or presentations, the vitality of the class decreases. Please be mindful.
- **Being flexible:**
  - Because collaborative work is organic, consider the class schedule as tentative and subject to change, depending on the dynamism and emergent pedagogical needs of the class group, and/or based on LIS, university, and even world developments and events. Be sure to read all class-wide email that is sent by LIS 601 faculty and/or staff, and take notes on in-class announcements so that you are informed of all updates.
- **Devices:**
  - Please keep your interaction on your devices focused towards class topics. We do use the internet to look up and confirm information. However, please save social media interactions for personal time, unless we’re consulting it for class discourse. (See *Bring Your Own Device* information on page 3 of this syllabus.)
  - *In consideration of all during class, silence or set vibrate to your mobile devices.*
ACADEMIC HONESTY AND INTEGRITY

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

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

STUDENT LEARNING OUTCOMES (SLOs)

The UHM LIS Program’s curriculum is framed around the following student learning outcomes:

- SLO1 | Design, provide, and assess information services
- SLO2 | Apply history and ethics to develop a professional LIS identity
- SLO3 | Create, organize, manage and discover information resources
- SLO4 | Evaluate and apply information technologies
- SLO5 | Engage with diverse communities and/or indigenous cultures
- SLO6 | Demonstrate skills necessary to manage and work effectively within information organizations

LIS 601’s course deliverables provide introductory information and/or discourse to address all the SLOs, as follows:

<table>
<thead>
<tr>
<th>MODULE</th>
<th>SLOs Addressed</th>
<th>ASSIGNMENT</th>
<th>DUE DATE(s)</th>
<th>Grade / %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Practicum</td>
<td>SLO1, SLO4, SLO5</td>
<td>Question Set 1, Question Set 2, Question Set 3</td>
<td>Week 6, Week 10, Week 14</td>
<td>10 %, 10 %, 10 %</td>
</tr>
<tr>
<td>Midterm</td>
<td>SLO1, SLO3, SLO4</td>
<td>Pathfinder URL, Pathfinder presentation</td>
<td>Week 2, Week 8 (class participation)</td>
<td>20 %</td>
</tr>
<tr>
<td>LIS Field Research &amp; Critical Inquiry</td>
<td>SLO2, SLO6</td>
<td>Research Journal 1, Research Journal 2</td>
<td>Week 4, Week 12</td>
<td>10 %, 10 %</td>
</tr>
<tr>
<td>Final</td>
<td>SLO1, SLO4, SLO5</td>
<td>Query Search Exam</td>
<td>Week 15</td>
<td>30 %</td>
</tr>
<tr>
<td>Professionalism</td>
<td>SLO2, SLO5, SLO6</td>
<td>Class discourse, email reference, student email, office hours, etc.</td>
<td>Weekly, as specified</td>
<td>10 %</td>
</tr>
</tbody>
</table>

However, to fulfill UHM LIS Program requirements, LIS 601 fully and specifically aligns with SLO1, only:

- SLO1. Services: Design, provide, and assess information services

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ASSIGNMENTS

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

The LIS Research Journal is designed to:
- acquaint you with core LIS scholars, research, and publications
- orient you in abstracting (summarizing) and critically reflecting on LIS topics, and
- fortify you in synthesizing your critical inquiry with evolving professional practice within LIS.

DUE: Research Journal #1: Week 4 – Wednesday, 09/13/2017, HST, 1:00 p.m., upload via TBA.
Research Journal #2: Week 12 – Wednesday, 11/08/2017, HST, 1:00 p.m., upload via TBA.

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

DUE: Question Set #1: Week 6 – Wednesday, 09/27/2017, 1:00 p.m., HST, hardcopy in class, upload via TBA.
DUE: Question Set #2: Week 10 – Wednesday, 10/25/2017, 1:00 p.m., HST, hardcopy in class, upload via TBA*
DUE: Question Set #3: Week 14 – Wednesday, 11/29/2017, 1:00 p.m., HST, hardcopy in class, upload via TBA.

* For Fall 2017, class is cancelled on Oct. 25th, class attendance will be recorded at the HLA Conference being held at the UH Campus Center, October 27 and 28, 2017 (details will be distributed in class). However, Question Set #2, is still due on October 25. Deliver hardcopy to Hamilton 003B; upload digital copy to the assigned course management system, by deadline.

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

DUE: Pathfinder URL: Week 2 - Wednesday, 08/28/2017, 1:00 p.m., HST, post URL to TBA.
DUE: Pathfinder Complete: Week 8 - Wednesday, 10/11/2017, 1:00 p.m., HST, web-based presentation in class.

Final: Query Search Exam. You will create and present a thorough research foundation for assigned queries that are collaboratively composed by the class group and Instructor. This project will allow you to intensively practice the reference interview and search process to meet the information needs of actual library users, one another. Assignment guidelines for this assignment will be distributed/posted by Week 12 of the semester.

DUE: Week 15 – Wednesday, 12/06/2017 (last day of class), 1:00 p.m., HST, upload via TBA + presentation in class.

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Last update: 25 August 2017, version: Fall17c / vi
ASSESSMENT

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

<table>
<thead>
<tr>
<th>Marks &amp; Meanings</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>≡ capitalize</td>
<td>They fished in lake tahoe.</td>
</tr>
<tr>
<td>/ make it lowercase</td>
<td>Five students missed the bus.</td>
</tr>
<tr>
<td>sp. spelling mistake</td>
<td>The day was cloudy and cold.</td>
</tr>
<tr>
<td>○ add a period</td>
<td>Tomorrow is a holiday</td>
</tr>
<tr>
<td>delete (remove)</td>
<td>Kim knew the the answer.</td>
</tr>
<tr>
<td># add a word</td>
<td>Six were in the litter.</td>
</tr>
<tr>
<td>½ add a comma</td>
<td>He ate peas corn and squash.</td>
</tr>
<tr>
<td>△ reverse words or letters</td>
<td>An otfur swam in the bed kelp.</td>
</tr>
<tr>
<td>½ add an apostrophe</td>
<td>The childs bike was red.</td>
</tr>
<tr>
<td>¼ add quotation marks</td>
<td>Why can’t I go? she cried.</td>
</tr>
<tr>
<td># make a space</td>
<td>He read twobooks.</td>
</tr>
<tr>
<td>○ close the space</td>
<td>Her favorite game is soft ball.</td>
</tr>
<tr>
<td>‡ begin a new paragraph</td>
<td>We had fun. Next we went to</td>
</tr>
</tbody>
</table>

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

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

Grading Scale. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for-percentage evaluation in accordance with the university grading system. Per university policy, a final grade of “C” and above is considered “passing” for graduate-level courses, however, per UHM LIS Program policy, for LIS 601, you must pass this course with a final grade of “B-” or higher. Any grade lower than B- requires a retake of LIS 601. Based on the grading scale for LIS 601 (below), last semester’s final grades were as follows: A+ = 5; A = 5; A- = 1; B+ = 1; C- = 1.

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

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

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

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

Feedback. Scores/Grades are posted to the assigned course management system as part of Instructor feedback on your assignment submissions. If you need to discuss your work, kindly email me to request office hours within one week of the posted score/grade in question. Retroactive grading/reevaluation of assignments is not available for this course (for example, graded work posted Week 9 is not eligible for feedback if requested beyond Week 10 of the semester).

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

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

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

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**CLASS SCHEDULE (dates and topics subject to change)**

**Week 1 – August 23, 2017**
History and Foundations of Reference Services  
*DUE: Syllabus, distributed in-class*  
Course Text: Theory | Chapter 1  
Articles: *Check Laulima* >> “Readings”

**Week 2 – August 30, 2017**
Models of Reference Services, Ethics  
*DUE: Pathfinder URL*  
Course Text: Theory | Chapters 2 and 6  
Articles: *Check Laulima* >> “Readings”

**Week 3 – September 6, 2017**
The Reference Interview & Ready Reference  
Course Text: Theory | Chapters 3, 11 and 13  
Course Text: Resources | Chapter 18  
Articles: *Check Laulima* >> “Readings”

**Week 4 – September 13, 2017**
Building the Search Strategy; Implementing the Search Process  
*DUE: LIS Research Journal #1*  
Course Text: Theory | Chapter 15  
Course Text: Resources | Chapter 19  
Articles: *Check Laulima* >> “Readings”

**Week 5 – September 20, 2017**
Bibliographic Networks; Subject Headings I (print)  
Course Text: Resources | Chapter 16  
Articles: *Check Laulima* >> “Readings”

**Week 6 – September 27, 2017**
Subject Headings II (online); Pathfinder Methodology  
*DUE: Question Set #1*  
Course Text: Resources | Chapter 17  
Articles: *Check Laulima* >> “Readings”

**Week 7 – October 4, 2017**
Intro to HTML/CSS; Advanced Search Techs  
Course Text: Theory | Chapter 15 (hana hou)  
Course Text: Resources | Chapters 20, 22 and 23  
Articles: *Check Laulima* >> “Readings”

**Week 8 – October 11, 2017**
Librarian Practitioner Inquiry  
*DUE: MIDTERM – presentation in-class*  
Course Text: Theory | Chapters 9 and 29  
Course Text: Resources | Chapter 25  
Articles: *Check Laulima* >> “Readings”

**Week 9 – October 18, 2017**
Cultural Competency & Serving Diverse Populations  
Course Text: Theory | Chapters 11 (hana hou) and 12  
Articles: *Check Laulima* >> “Readings”

**Friday, October 20, 2017, 4:00 p.m.**  
Last Day to Withdraw with a “W” grade

**Week 10 – October 25, 2017**
Information Literacy & Bibliographic Instruction  
*Class Cancelled: Attend HLA 10/27 & 10/28.*  
*DUE: Question Set #2 (Fall 2017: deposit hard copy to Hamilton 003B; upload digital copy to Laulima.)*  
Course Text: Theory | Chapter 4  
Course Text: Resources | Chapter 28  
Articles: *Check Laulima* >> “Readings”

**Week 11 – November 1, 2017**
Reader Response & Readers’ Advisory  
Course Text: Resources | Chapters 21, 24 and 26  
Articles: *Check Laulima* >> “Readings”

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

**Week 13 – November 15, 2017**
Managing Reference Services  
Course Text: Theory | Chapters, 5, 7, 10, and 14  
Articles: *Check Laulima* >> “Readings”

**THANKSGIVING BREAK**  
10pm November 22 - 8am November 24  
UHM = No Classes.

**Week 14 – November 29, 2017**
LIS Professional Philosophy  
*DUE: Question Set #3*  
Course Text: Chapter 29 (hana hou)  
Articles: *Check Laulima* >> “Readings”

**Week 15 (last day of class) – December 6, 2017**  
*DUE: FINAL – presentation in-class*  
Finals Week: December 11-15, 2017  
End of Semester: December 16, 2017