

Murray State University

COURSE SYLLABUS

DEPARTMENT: Early Childhood and Elementary Education

COURSE NUMBER: LIB 640

CREDIT HOURS: 3

I. TITLE: Information Sources and Services

II. CATALOG DESCRIPTION:

Information sources and materials, both print and electronic, and basic skills for answering reference questions and teaching inquirers how to search for their own answers using information sources in a learning context. May include visits to school library media centers or other libraries for observations or to consult resources as required by course assignments.

III. PURPOSE:

To introduce the learner to general library reference books and materials and to instruct in the application to reference needs. Through evaluation to reflect on the uses of various reference sources. To extend student's knowledge of reference sources through the introduction of networking and resource sharing. These objectives are understood to be reflective of, but not limited to, those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Curriculum connections will be made with KERA Initiatives: Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. The Kentucky Education Professional Standards Board (EPSB) Themes of diversity, assessment, literacy, and gap achievement are addressed in the course as potential topics for discussion with the supervising library media specialist and practical experience in developing relevant activities, both administrative and instructional. In the same way, the additional themes regarding technology and leadership are central issues that are integrated throughout the course. The Code of Ethics is discussed in various connections as appropriate with the supervising library media specialist.

IV. COURSE OBJECTIVES:

Each of these objectives has been associated with corresponding Kentucky Experienced Teacher and the ALA/AASL/NCATE Program Standards.

Upon completion of the course, the student will be able to:

- A.** Locate and retrieve information from appropriate sources and present it to users in the most appropriate format. [KY Standards 2, 3, 6, 10; ALA Standard 1]
- B.** Evaluate and select appropriate reference materials to integrate into the curriculum or to match user interests. [KY Standards 1, 2, 3, 5, 10; ALA Standards 1-4]
- C.** Demonstrate the ability to use reference materials as an integral part of classroom instruction. [KY Standards 2-7, 10; ALA Standards 1, 2]
- D.** Provide bibliographic resources for the application and extension of curricula. [KY Standards 1, 2, 8-10; ALA Standards 1-4]

- E. Teach the application of research skills to students and faculty. [KY Standards 3, 6, 8, 10; ALA Standards 1-3]
- F. Identify sources of networking, resource sharing, and libraries to meet and extend informational needs of users. [KY Standards 1-10; ALA Standards 1, 4]
- G. Respond to information requests in a professional manner that encourages further inquiry. [KY Standards 2, 3, 5, 6, 8, 10; ALA Standards 1, 2]
- H. Identify and apply patterns of computerized reference searches. [KY Standards 2, 10; ALA Standards 1, 4]
- I. Discuss and reflect on current issues/trends in library reference sources and services. [KY Standards 2, 9, 10; ALA Standard 4]
- J. Express the significance of continued personal professional development for the development of reference services in the school library media center. [KY Standard 9; ALA Standard 4].

V. CONTENT OUTLINE:

1. Introduction: What Is Reference All About?
2. Reference Process and Information Seeking
3. Reference Interview
4. Reference and Information Literacy
5. Evaluation of Sources
6. Selection, Evaluation and Maintenance of the Reference Collection
7. Bibliographies and Indexes
8. Ready Reference
9. Biographical Sources
10. Dictionaries
11. Encyclopedias
12. Geographical sources
13. Reference Skills in the Age of Technology
14. Presentations
15. Final Exams

VI. INSTRUCTIONAL ACTIVITIES:

Instructional activities will include lecture, discussion, independent study, small group inquiry, and media center experiences.

VII. FIELD AND CLINICAL EXPERIENCES:

Students will visit school library media centers or other libraries for observations or to consult resources as required by course assignments. May vary according to instructor and/or student preferences.

VIII. RESOURCES:

Materials from elementary, middle school, high school, public, and university libraries will be used.

In addition, the course includes a Blackboard website as part of Murray State's E-Study Center.

IX. GRADING PROCEDURES:

Students will be evaluated on class participation, contributions to the class and the quality of presentations, papers and collaborative projects. The grading scale will be:

91-100%=A 81-90%=B 71-80%=C 61-70%=D 0-60%=F

All papers will conform to styles recommended in the *MLA Handbook for Writers of Research Papers*, 6th ed., 2003. Websites summarizing the style will be provided.

Assignments:

1. ***Reference Source Presentations:***

There are 6 types of reference source to be covered in the class. Each student will choose two of these types. You will be responsible for one hour of the class sessions scheduled for your source types. During each session, you will be expected to provide a definition of the source type and present some examples of each, both in print and online. Describe how you would use these sources in your school library media setting.

2. ***Reference Answers:***

During the weeks when we are discussing the 6 reference source types, there will be a set of 10 short questions to be answered during class using the source types discussed in class.

3. ***Reference Interview and Bibliography:***

Practice reference interviews with your classmates during the session on reference interviews. Choose one of these interviews and extend it to a search for suitable sources that will help answer the question that was asked. Create an annotated bibliography of approximately 8-10 items. These should be both print and electronic sources, and from a variety of media types: books, journal articles, websites, reference sources, databases, etc. The annotations should be about 3-4 sentences summarizing the content of the source and briefly saying why you included the item.

4. ***Reference Presentation:***

On the last class meeting, share with the class your experience from the reference interview, describe your search strategy and present the results of your search.

5. ***Final Exam:***

A take-home exam, with questions spread over all reference source types, plus a "bonus" evaluation of a self-selected reference source.

X. ATTENDANCE POLICY:

This course adheres to the policy published in the current *Murray State University Graduate Bulletin*.

Regular attendance is required. Any work missed must be made up. Assignments turned in late will receive a 10% deduction of the grade.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the policy published in the current *Murray State University Graduate Bulletin*.

XII. TEXT AND REFERENCES:

Required Text:

Reference Skills for the School Library Media Specialist: Tools & Tips. Ann Marlow Riedling. Linworth, 2000.

Selected References:

Fitzgerald, Mary Ann. "Evaluating Information: An Information Literacy Challenge." *School Library Media Research* v. 2 (1999). Online at [http://www.ala.org/Content/NavigationMenu/AASL/Publications and Journals/School Library Media Research/Contents1/Volume 2 \(1999\)/vol2_fitzgerald.htm](http://www.ala.org/Content/NavigationMenu/AASL/Publications_and_Journals/School_Library_Media_Research/Contents1/Volume_2_(1999)/vol2_fitzgerald.htm)

Gunn, Holly. "Searching the Web: The Basics of Online Searching." *Teacher Librarian* v. 30, no. 1(October 2002). Online at http://www.teacherlibrarian.com/pages/30_1_gunn.html

Jones, Jami. "Saving Kids from Despair." *School Library Journal*. 8/1/2003. Online at <http://slj.reviewsnews.com/index.asp?layout=article&articleid=CA312537>

XIII. PREREQUISITES:

Admitted to graduate study.