Revised August 21, 2014

LME 508 Reference and Information Services
Fall 2014
3 semester hours
Instructor: Cynthia Houston  Telephone: 270-745-6501
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BlackBoard Website: http://blackboard.wku.edu

Required Materials:


Required Texts Available Online

Kentucky Department of Education (2010). Beyond proficiency@Your library. Available from http://www.education.ky.gov/kde/instructional+resources/library+media/beyond+proficiency

Instructional Technology Needed:
- Hardware: PC/Windows-based compatible computer
- Sound Card with Speakers
- Windows XP or above operating system
- Current Anti Virus Software
- Firewall software
- Broadband/High Speed Internet Access
- Software: Microsoft Office Suite, Internet Explorer Browser or equivalent

Course Description/Rationale:
This three hour course will familiarize students with the reference and information services function of the library, including print and electronic information resources. The course is designed to introduce students to state and national standards related to the role of school librarians as information specialists, the concept of information inquiry, and educational models that support information inquiry. 10 hours of field experience in a culturally and ethnically diverse setting is required in this class.

This course supports the conceptual framework of the School of Teacher Education. The overriding goals and objectives of the major unit are integrated into the program, course content, and assignments. Performance assessment is manifested through the program requirements and specific course expectations as well as
advisement of individual students in a consultative arrangement.

**Course Goal:**
The student will develop the knowledge and skills required to administer the reference and information services area of the school library program

**Course Objectives:**
KETS Standards Addressed: 1,2,4,8,9
AASL Standards Addressed: 1.3, 1.4, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.4
CEBS Dispositions Addressed: A-L
- The student will be able to discuss the roles of the school librarian as an information specialist, program administrator and instructional partner in terms of state and national standards.
- The student will be able to work effectively in a group to develop a presentation on information inquiry
- The student will be able to effectively use technology to present the concept of information inquiry in a school setting to a group of peers and reflect on the experience
- The student will be able to identify and discuss different instructional methods for teaching information inquiry skills
- The student will be able to evaluate print and electronic reference materials using professional evaluation criteria.
- The student will be able to effectively respond to an electronic information request by selecting the appropriate electronic information tool.
- The student will be able to compare, contrast, and reflect on the role of information resources and services in culturally diverse educational settings.
- The student will be able to engage in an interactive online community for K-12 digital resources

**Course Topics:**
- Overview of Reference and Information Services, State and National Standards
- The role of the school librarian as Reference and Information Specialist
- Electronic reference Tools: Search Engines, Periodical Databases, Electronic Databases, Websites,
- Categories of Print and Electronic reference materials
- Developing an effective library reference collection using selection tools and evaluation criteria
- Introduction to Information Inquiry, models, and programs
- Teaching Information Inquiry as a process, concept and competency
- Searching using online databases and search engines
- Evaluating reference and information services in diverse settings

**Course Requirements and Expectations:**
The following activities are required for completion of the course. Detailed instructions are posted in the Assignments area of Blackboard. It is expected that students will review all the information on the course requirements and assignments thoroughly before asking questions, and that communication between students and faculty will be conducted in a professional manner. Unless otherwise specified, all assignments will be completed using word processing or other productivity software. No hand-written assignments will be accepted.

**Student Engagement: Field Hours and Reference Collection Analysis** - Completion of student time log form submitted to instructor (10 field hours in culturally diverse setting is required) and one reference collection analysis. If setting lacks the required diversity of 5 % or more in at least two ethnic categories listed on the field experience time log, the student will receive no credit for this assignment.
Example: 6% African American, 94% Caucasian. NOT AN EXAMPLE IS: 3% Hispanic/ELL 3% African American 94% Caucasian. AT LEAST TWO CATEGORIES MUST HAVE 5% or more!!!! Don’t be a student who misunderstands this and receives no credit for this assignment! Also, please check the statistics for your school and do not assume you know the correct numbers.

Collaborative Information Inquiry Project Presentation, Reflection, Photo Documentation and Upload to EPS system- Instructions for this assignment are in the Assignments area of Blackboard. Students must work in collaborative groups to create a presentation on Information Inquiry, which is then presented to a group of peers. A reflection on the experience and photo of the peer presentation is also required. This assignment must be completed at the Proficient level or above and uploaded to the CEBS EPS system to complete the course.

Discussion Board assignments- full points for activities will be awarded for ACTIVELY INVOLVED students who make use of the weekly readings in their activities throughout the time the activity is posted. Activities close at midnight on the date they are assigned. No late postings are allowed.

Dig the Library Blog Activity – Instructions for completing the assignment are in the Assignments area of Blackboard. Students must create and/or edit blog entries for this Blog on Electronic Information Resources.

Print Reference Collection Assignment – Instructions for completing this assignment are in the Assignments area of Blackboard. Students will work individually to create an online Web 2.0 shelf of print reference books based on their reference collection analysis completed in the field setting and an explanatory podcast. Before submitting this assignment, students must pass the Reference Services Quiz with a score of 90 percent or higher.

Reading Response Essay using authoritative resources and APA citation style– Instructions for completing this assignment are in the Assignments area of Blackboard. Students must complete APA quizzes and formative short answer essay with a score of 90 percent or higher and then complete a response essay on Information Inquiry using APA citation style.

Reference Quiz – Multiple Choice/Multiple attempt quiz covering reference materials covered in class (0 pts.) – In the second half the of semester, the Reference Quiz will be posted. The reference quiz covers types of print and electronic reference materials covered in the course modules.

Course Evaluation:
% Grade Range- Grade Point Range
A= 90-100 A= 450-500
B=80-89.9 B= 400-449
C= 70-79.9 C= 350-399

LATE ASSIGNMENTS WILL BE ACCEPTED ONLY BY PRIOR ARRANGEMENT WITH THE INSTRUCTOR. The Syllabus is subject to change by instructor before and during the semester. Students will be notified by a course announcement if the syllabus has been changed.

Disability Accommodations: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability. Services in DUC A-200 of the Student Success Center in Downing University Center. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.