LIBS 6014: Introduction to Reference (core)
East Carolina University (ECU)
College of Education (COE)
Department of Interdisciplinary Professions (IDP)
Master of Library Science Program (MLS)
FALL 2023: Sections 601, 602, and 603

Land Acknowledgement

Here at East Carolina University, we acknowledge the Tuscarora people, the traditional custodians of the lands on which we work and live. ECU recognizes the Tuscarora's continuing connection to the land, water, and air that the Greenville community consumes. ECU respects the eight recognized tribes of the State of North Carolina: Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of Saponi, Sappony, and Waccamaw-Siouan, as well as all Indigenous nations, and their elders past, present, and emerging. We acknowledge the generations of enslaved Africans who rest in these lands due to centuries of toiled labor and their descendants.

Instructor Contact Information

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Instructor:	Dr. Irvin, Associate Professor
Best contact method:	Canvas Inbox
Office hours (by appointment):	via Calendly
Office hours (drop-in):	Canvas Chat - Mon 12:30pm-2pm; Wed 2:30pm-4pm

Course Materials

Course Text
Cassell, K. A., & Hiremath, U. (2023). *Reference and information services: An introduction, 5th edition*. ALA-Neal Schuman.
-- ISBN-13: 978-0-8389-3733-4 | Paperback
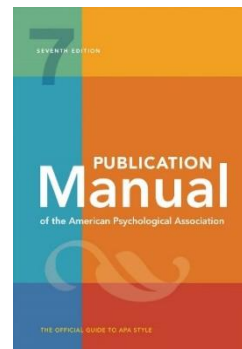-- ISBN-13: 978-0-8389-3645-0 | eBook (available via Joyner Library)
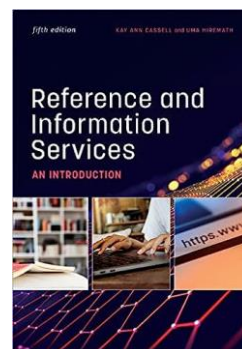
Citation Style (per ECU College of Education)
American Psychological Association. (2019). *Publication manual of the American Psychological Association, 7th edition*. American Psychological Association.
-- ISBN-13: 978-1433832178 | Paperback
-- Purdue OWL is the best online resource for APA Style.

LIBS 6014 and APA Style. APA 1.10, 2.2, and 2.9 affords the citation style customizable for instructor specifications. Thus, each class in the MLS Program will have specific ways the instructor will need your work presented. This course, LIBS 6014, involves LIS-specific technical writing for some assignments. All work must be cited according to APA citation style, 7th edition. Additionally, formatting guidelines and specifications *specific and unique to LIBS 6014* are provided for assignments. Be sure to follow assignment guidelines as specified. If you have questions about applying APA style for LIBS 6014, post your question on Canvas via the LIBS6014 Café or the Canvas Inbox.

Course Description, Objectives, and Standards

Catalog Course Description. Major general reference sources used to answer the information needs of library users.

Full course description. Introduction to library and information science (LIS) search methodologies for utilizing print and online reference sources to enact information services for answering questions in school, public, and academic libraries. Required for MLS. Prerequisite or Co-requisite: LIBS 6010 Foundations of Library and Information Studies

LIBS 6014 Learning Objectives.
Upon successful completion of this course, students will further develop their skills to:
- Understand the information search process as a theoretical foundation for reference services.
- Design a search strategy for locating information employing print and online sources.
- Conduct research using Boolean, subject headings, and natural language strategies.
- Prepare resources to assist library users in locating information on a specific topic in a library.
- Read, respond, discuss, annotate, and cite various information resources via APA style.
- Express an integrated philosophy of reference and information services based on critical, inquiry-based reflection.

Professional Competencies and Standards.
This course correlates to the following objectives, competencies, and professional guidelines:
- MLS Program Objectives
  - Objective 2. Analyze, evaluate and synthesize research literature in library and information science and design basic practitioner research.
  - Objective 3. Use reference and information resources in various formats to promote information literacy.
- National School Library Standards *with* ISTE Standards for Students and Educators
  - Shared Foundation I. Inquire | School Librarian Competencies A. Think; C. Share; D. Grow
  - Shared Foundation III. Collaborate | School Librarian Competencies B. Create; C. Share
- Core Knowledge and Specialized Skills in Academic Libraries (2020)
- North Carolina Public Library Standards
  - Enhanced Standard 8.12. Library staff offer in-person information and reference services that are accurate and derived from sources that meet professional standards of authority and timeliness, both in-person and remotely.
- North Carolina Public Library Certification
  This course fulfills the *Reference* portion of the course competency requirements for public library certification administered by the State Library of North Carolina.
- American Librarian Association's Code of Ethics (2009)
- American Library Association's Core Competences of Librarianship (2023)
  - Competency #6: Reference and User Services
- Reference and User Services Association's (RUSA) Definitions of Reference (2021)
- RUSA Guidelines for Behavioral Performance of Reference and Information Service Providers (2013)
- RUSA Professional Competencies for Reference and User Services Librarians (2017)

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Course Delivery and Technology Requirements

CANVAS. This course is offered asynchronously via ECU's Canvas learning management platform (https://canvas.ecu.edu/). For LIBS 6014, Canvas is where all course materials are posted, weekly class activities, updates, and announcements are facilitated (via postings and discussions), and assignments are announced and submitted. It is your responsibility to navigate Canvas competently and effectively. You must use your ECU email address to log on to Canvas.

NOTE1: *Semester weeks begin every Monday at midnight Eastern Time and end every Sunday at 11:59 PM Eastern Time. Course lectures and activities will be posted on Mondays, with work due by 11:59 PM Eastern Time that following Sunday unless otherwise specified.*

DISCUSSION FORUMS. Weekly discussion forums are where we engage in class discourse, akin to conversations we'd have face-to-face in a campus classroom. To best engage in class discussion, you should read all postings and regularly engage in scholarly discourse. A quality discussion response includes identifying a central issue, taking a position on that issue, providing evidence for your position, and posing an open-ended question on the issue or topic. In each discussion forum, strive to respond to at least three (3) of your classmate-colleagues. Your discussion forum participation counts significantly toward your grade (see "Assessment" section of this syllabus).

NOTE2: *Discussion forums run for two weeks, one week to post your activity and another week to respond to your classmate-colleagues. Be sure to follow the instructions and dates posted to each forum.*

NOTE3: *As Instructor, I may remove posts that I discern miss the assignment/activity instructions or are inappropriate or aggressive. That said, a post is typically removed if it misses the instructions. If this happens to you, please take it as a teaching moment, not something you've done wrong. If I remove your post, I will Inbox you on Canvas to let you know the post was removed and the reason why, and I will ask you to try again. This can happen when we start practicing reference interviews. Please remember, it is about learning; it is never personal.*

WEBEX. Webex is ECU's platform for virtual meetings. LIBS 6014 has three (3) virtual class meetings: Weeks 1, 5 and 7. Week 1 is optional; Weeks 5 and 7 are required. Your video and audio must be on when speaking. Webex sessions as listed in the *Class Schedule* (in this syllabus) and will be posted on Canvas.

In the meantime, you can make your arrangements for the Webex class sessions as follows:
Weeks 1, 5, and 7 | Wednesday | 6:30 pm-8:30 pm Eastern Time
URL: https://ecu.webex.com/meet/irvinv22 | Meeting ID: 2622 184 8534

Optional sessions may be scheduled for open Q&A or guest lecturers. An announcement will be posted on Canvas in the event of any additional Webex sessions.

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TECHNOLOGY REQUIREMENTS. As this is an online course, you must have continuous access to reliable computer equipment and a high-speed internet connection. Your ECU email address must be used for all course-related correspondence.

As an ECU graduate student, you should be independently competent in using word processing and presentation software to produce your work. Microsoft Word and PowerPoint are the software that works best for doing the work of this course. Additionally, you will be required to submit assignments in Adobe PDF format.

NOTE4: Google Docs are not used in this course. Please do not share or link any of your Google documents to any email address you may assume is mine. I do not give permission to locate or use my email for class use.

NOTE5: With LIBS6014 being an online graduate-level core course, you are expected to competently navigate your work schedule and the submission of your assignments. Be sure to plan your work schedule effectively and learn whatever skills you need to learn to submit your documents correctly and on time. Due to the heavy teaching, research, and service loads, I carry as a faculty member, I cannot respond to last-minute "I can't submit because" messages.

ECU IT. Mozilla Firefox and Google Chrome are recommended browsers for using Canvas and other ECU applications. More tech recommendations are provided at https://bit.ly/3fjOkZM.

ECU students can download and install Microsoft Office software via: https://itcs.ecu.edu/software/.

For Adobe Acrobat, ECU provides access to Adobe Reader but not the entire Adobe Suite, which you'd need to create pdf files of your Word documents. For a workaround, visit https://www.adobe.com/acrobat/online/convert-pdf.html.

If you encounter technical problems, assistance is available from the ECU IT help desk at https://itcs.ecu.edu/pirate-techs/.

**ARTIFICIAL INTELLIGENCE (AI) RESOURCES AND USE. ** USE PROHIBITED **
For LIBS 6014, students are not allowed to use artificial intelligence or machine learning tools, such as ChatGPT, Google Bard, or Dall-E2, on assignments in this course. Students are expected to complete each assignment without substantive assistance from automated tools. Discovery of such use will be handled as a breach of academic integrity (see this syllabus for the Academic Integrity policy).

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ECU and Course Policies

ACADEMIC INTEGRITY AND COPYRIGHT. Library and information professionals are the acolytes of academic integrity, respect for intellectual property, and adherence to copyright standards and laws. LIS holds intellectual property principles in the highest regard, as you will quickly learn via LIBS 6010, the MLS Program's foundations and ethics course. Additionally, in this course, LIBS 6014, many professional criteria, competencies, and guidelines from the American Library Association (ALA) and the Reference and User Services Association (RUSA) are introduced, discussed, and applied. Thus, as an ECU Master of Library Science graduate student and pre-service librarian, you must adhere to academic integrity principles and honor intellectual property and copyright standards as follows:

Academic Integrity. Avoid all forms of academic dishonesty, including but not limited to:

Collusion – students collaborating in completing or producing course assignments submitted for credit (unless part of the assignment requirements). This does not preclude students from working together or assisting one another but does not permit students to turn in duplicated or co-authored material. *Your work must be original.*

Plagiarism – the use or nearly exact use of others' intellectual property without attribution and without enclosing the property in quotation marks or another identifying notation. Applying APA Style helps avoid plagiarism because all quotes must be cited and referenced in APA. Multiple and extended quotes or paraphrasing of others' intellectual property will be considered plagiarism even if the source is named when it degrades the overall originality of the work. This means you cannot cabbage together an assignment from found documents.

Submitting work prepared for another course – do not submit whole or part assignments prepared for another course. This defeats the assignment's learning objectives, unfairly advantages you over other students, and would usually earn a poor grade anyway because it would not match elements on the grading rubric.

Artificial Intelligence (AI) resources and use ** Prohibited ** - Students are not allowed to use artificial intelligence or machine learning tools, such as ChatGPT, Google Bard, or Dall-E2, on assignments in this course. Students are expected to complete each assignment without substantive assistance from automated tools. Discovery of such use will be handled as a breach of academic integrity.

NOTE6: *Turnitin* is activated for some assignments in this course. When *Turnitin* is activated on Canvas, a yellow- or red-flagged assignment may be subject to a score of "0" for the assignment or further departmental action. To avoid this problem, submit original work.

Any student suspected of violating ECU's Academic Integrity policy will be charged according to university policies and procedures at: https://osrr.ecu.edu/policies-procedures/.

Copyright. Course materials, including all past and present student-produced work, are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976) and its accompanying updates and doctrines, which include the TEACH Act (2002) and the Fair Use Doctrine (17 U.S.C. § 107). Course materials are for class and student reference only.

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Intellectual property includes you and your classmates' work as expressed in course assignments, discussion board postings, and artifacts, and the work of the course instructor as expressed in the course syllabus, assignment guidelines, course resources, and audio, video, or web-based presentations. Course alum projects may be presented to demonstrate formatting and content requirements for assignments. You are not permitted to copy or distribute course materials (instructors, classmates, or course alums) without the express written consent of the instructor.

The copyright law does allow what is described as [Fair Use](#) of copyrighted materials for educational purposes. Under fair use of copyright-protected materials used or generated within LIBS 6014, students may only utilize the protected intellectual property to support their educational pursuits in this class as long as a fully cited and authorship/creator acknowledgment is noted. Please ask me if you have questions regarding copyright law and fair use.

ACCESSIBILITY SERVICES. East Carolina University complies with the Americans with Disabilities Act. If you have a documented disability (physical or cognitive) that requires academic accommodation, be sure to contact the [ECU Department of Disability Support Services](#) to make your arrangements. Accommodation is confidential between Disability Support Services, you, and your instructor.

ATTENDANCE. In an online environment, at the minimum, "attendance" means regularly logging on to Canvas to check for new discussion forums, postings, announcements, and updates, attending virtual sessions on time – with video on, and submitting assignments on time. For an excused absence, you must email appropriate documentation to me at least two (2) weeks before the anticipated missed deadline or session to receive accommodation for due dates and missed work. Unexcused lateness/absences impact your class participation score, affecting your overall course grade.

ENGAGING WITH DR. IRVIN. I am happy to work with you to support your success in this course. I am available via Canvas Chat, Canvas Inbox, and virtual office hours if you want to connect with me. You can also post course-related questions to the LIBS6014 Café discussion forum.

I am typically online during regular business hours and can often respond to emails via Canvas Inbox and LIBS6014 Café within a day. However, I am offline on the weekends, so if you Inbox me during the weekend, expect a delay in response.

NOTE7: I honor MLS students as savvy graduate-level adult learners. It is anticipated that you will utilize your resources and use me as a last resort for clarifying questions covered in the syllabus, course materials and class resources. That said, if you have questions about LIBS6014 beyond the information provided in this syllabus, Canvas, assignment guidelines, and your classmates, definitely reach out.

Office Hours. You can schedule office hours with me based on my calendarized availability at [Calendly.com.](#) Office hours are virtual meetings via Webex. The following policies are in place for office hours:
- Your video and audio must be "on" during office hours.
- If you miss a scheduled office hours session (i.e., if you stand me up), you forfeit office hours for the rest of the semester.

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CONTINGENCY PLAN FOR COURSE DELIVERY IN CASE OF TECHNICAL ISSUES. I will use the contact information you provided on your ECU Banner profile to deliver course information if the ECU email or Internet system fails for an extended period. Extreme emergencies resulting in wide-scale electrical, phone, and Wi-Fi outages will be dealt with appropriately and following procedures determined by the university.

ECU WRITING CENTER. Like most of the MLS Program courses, LIBS6014 is a writing-intensive course. For students who recognize that writing may be a barrier to their success, I highly recommend the University Writing Center's Online Writing Lab. Lab personnel will review papers submitted online and return them with diagnostic suggestions for improvement. Information on how to submit is available at: https://writing.ecu.edu/uwc/.

SUBMITTING ASSIGNMENTS. All submitted work is due by 11:59 PM Eastern Time on the date due. Some assignments are scheduled with a three-day grace period for submission without penalty (i.e., the submission section closes 72 hours after the due date). You are responsible for effectively navigating Canvas to ensure the correct and on-time submission of your work. **NOTE8:** The assignment submission grace period does not apply to discussion forum participation, the midterm, or the final. Submission dates for the midterm, final, and discussion forums are firm.

Late Assignments. If you cannot complete your work on time (including by the end of a grace period), there is a 20% deduction from your earned score and forfeiture of instructor feedback. Late and 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. **NOTE9:** I do not grant extensions due to the grace period policy. Please arrange your task schedules accordingly to ensure the on-time submission of your work. **NOTE10:** I do not accept assignments via email.

File names. IMPORTANT: Be sure your work is labeled with your first and last name so your files can be easily identified for assessment and feedback. To do this, put your first and last name on all your assignments in the header of your documents AND append your surname to filenames in the following format:

<div align="center">

LIBS6014-assignmentname-Yoursurname

Examples:
LIBS6014-topicbrief-Tillery.doc
LIBS6014-QS2-Tillery.doc

</div>

NOTE11: This naming convention is vital because if I download your work and the document has no name, I cannot engage with the material for assessment. Unidentified work renders a score of "0" for the assignment grade.

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Assignments
(The terms "weeks" and "modules" are synonymous for this course.)
Please follow the submission instructions; I do not accept assignments via email.

Assignment 1a – part 1 of the course artifact | Research Guide URL. You will be creating a website for your course artifact, a library research guide. Your site's URL (web address) is the first task towards building your research guide. Guidelines for creating the URL will be posted in Module 1 and demonstrated during the Week 1 Webex class session.

DUE end of Week 2: by Sunday, 09/03/2023, by 11:59 PM Eastern Time
SUBMIT URL as an external link UPLOAD to Dr. Irvin via "Start Assignment" on Canvas.

Assignment 1b – part 2 of the course artifact | Library Research Guide Topic Brief (short paper 2-3 pages). This short paper articulates the introductory information for your final project, the Library Research Guide. In this brief paper, you are to convey: your research guide's topic and why you believe this subject is a relevant area of interest (cite resources as appropriate), the overall purpose (i.e., mission statement) of the research guide, definition/overview of the topic, the library collection you are working with (i.e., the library's full location), and target audience. Conclude by discussing the value you believe this research guide will bring to the library community you are engaging. The topic brief should be 2-3 pages, double-spaced, APA style. Assignment guidelines for the Library Research Guide will be posted in Module 3 so that you can align the paper's format and content by the time you submit it at the end of Week 4.

DUE end of Week 4: by Sunday, 09/17/2023, by 11:59 PM Eastern Time
SUBMIT Topic Brief as .doc UPLOAD to Dr. Irvin via "Start Assignment" on Canvas.

Assignment 2 | Query Sets (QS). You will use the course text to read and learn about various resources and tools to meet diverse user information needs. Many of these resources will be introduced in class materials. Still, you are also responsible for independently reading the course text to learn appropriate resources to apply to the different queries you will be assigned. These Query Sets coincide with reference tools presented in the course text. With the Query Sets, you will acquire and apply information-seeking and reference research best practices. Assignment guidelines for the Query Sets will be distributed in Module 4. Each Query Set will be distributed about 3-4 weeks before its due date. NOTE12: The query sets are paced in concordance with the course text "Resources" chapters listed on the course schedule.

QS #1 |
DUE end of Week 6
by Sunday, 10/01/2023
11:59 PM Eastern Time

QS #2 |
DUE end of Week 10
by Sunday, 10/29/2023
11:59 PM Eastern Time

QS #3 |
DUE end of Week 14
by Sunday, 11/26/2023
11:59 PM Eastern Time

SUBMIT your Query Set as a .doc AND .pdf file UPLOAD to Dr. Irvin via the week's module on Canvas.

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MIDTERM | Exam (question/answer + essay exam). The information shared and learned during Modules 2-7 are the "nuts and bolts" of the skills needed to be a practical reference librarian. The midterm exam will be a series of questions and essay responses covering the topics included during the first half of the semester. This exam is a valuable exercise to solidify the necessary theories and techniques required for reference work. The midterm guidelines will be distributed at the beginning of Week/Module 8.

DUE: end of Week 8: by Sunday, 10/15/2023, 11:59 PM Eastern Time. *SUBMIT your Midterm as .doc AND .pdf UPLOAD to Dr. Irvin via the week's module on Canvas.* **NOTE13:** *There is no grace period for submitting the midterm exam.*

Assignment 3 | Reference Services Paper (short paper 5-7 pages)

The reference services paper is a five-to-seven-page paper describing the reference services that you professionally discern should be available to users in the library setting (i.e., public, school, academic, or special (e.g., law library or medical library). You must include demographic information for the library community and setting you choose, plus information on the cost of services (budget needed), and equipment needed to access services, staffing needs, and community engagement ideas. You may include any special needs to implement these services. The course text includes many examples of reference services, such as chat reference, telephone reference, etc. Guidelines for this assignment will be available in Module 9.

DUE: end of Week 12: by Sunday, 11/12/2023, by 11:59 PM Eastern Time
SUBMIT your paper as .doc UPLOAD to Dr. Irvin via the week's module on Canvas.

COURSE ARTIFACT

FINAL | Library Research Guide (website). The library research guide is the artifact for LIBS6014. As the culminating project, this assignment is designed to give you experience in identifying and selecting relevant reference and circulating library materials for a target audience with an identified information need (i.e., topic). You will present those resources as a web-based research guide (for a visual, visit the LIBS 6014 website). More details will be shared during Week 1's Syllabus Q&A Webex session. Assignment guidelines will be distributed in Module 3, and full instructions will be provided in Module 4. In the meantime, be sure to pay attention to the dates listed below to complete the Week 2 and Week 4 tasks to prep for your presentation (Week 15) and final submission (Finals Week), as follows:

Part 1. URL DUE: end of Week 2 by Sunday, 09/03/2023, see Assignment 1a
Part 2. Topic Brief DUE: end of Week 4 by Sunday, 09/17/2023, see Assignment 1b
Part 3. Site DUE: end of Week 15 by Sunday, 12/03/2023, no later than 11:59 PM Eastern Time

-- *Submit Weeks 2 and 4 tasks to Dr. Irvin via the week's module on Canvas.*
-- *Schedule office hours with Dr. Irvin to confirm your topic, scope, and design. **strongly recommended***
-- *Submit the Research Guide and accompanying Reflective Essay on TaskStream via Canvas.*

Assignment 4 | Class Participation. The class participation score is posted towards the last week of class and reassessed after finals week. This score is based on Canvas's reportage of your participation activity in relation to your cohort plus all communications throughout the semester.

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SUBMITTING THE COURSE ARTIFACT – THE LIBRARY RESEARCH GUIDE – VIA TASKSTREAM

TASKSTREAM is the ECU College of Education's platform for student performance and assessment documentation. As explained during the New Student Orientation for the MLS Program, artifacts collected from your core program courses and your required concentration courses culminate into a capstone portfolio that must be passed to graduate and earn your degree. To build the portfolio, MLS students enrolled to earn the MLS degree must upload each course's artifact and reflection form to Taskstream at the end of each semester. Thus, **the Library Research Guide, as the course artifact for LIBS6014, must be submitted and graded from Taskstream. You will receive guidelines for submitting your Final in week 15's module on Canvas.**

Assessment of the Library Research Guide project includes correctly uploading the website (you will receive instructions) and passing the reflection module on Taskstream with a minimum proficiency level of 2.0. Your Taskstream upload and reflection module need to be complete and proficient by the last day of the semester; if not, your final course grade will be demoted one letter grade.

NOTE14: Students taking a course or two for professional development or advanced certification and *not* working towards the MLS degree must upload their Library Research Guide and reflection forms via Canvas.

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Assessment

Assignment Schedule. *(*NOTE15: *An announcement will be posted on Canvas if any dates/times change.)*

Assignment	Due Date	Score
Library Research Guide URL	Week 2: Sunday, 09/03, 11:59 PM Eastern Time	5
Library Research Guide Topic Brief	Week 4: Sunday, 09/17, 11:59 PM Eastern Time	5
Query Set 1 (QS1)	Week 6: Sunday, 10/01, 11:59 PM Eastern Time	10
Midterm – Exam	Week 8: Sunday, 10/15, 11:59 PM Eastern Time	15
Query Set 2 (QS2)	Week 10: Sunday, 10/29, 11:59 PM Eastern Time	10
Reference Services Paper	Week 12: Sunday, 11/12, 11:59 PM Eastern Time	10
Query Set 3 (QS3)	Week 14: Sunday, 11/26, 11:59 PM Eastern Time	10
Final – Library Research Guide	Week 15: Sunday, 12/03, 11:59 PM Eastern Time	20
Class Participation *[Discussion Forums, Canvas Inbox, Office Hours, etc.]*	*...throughout the semester.*	15
Total Points		100

General Assessment Rubric. The overall rubric for this course is as follows:
- thoroughness of expression by discussing resources assigned and discovered via class discourse,
- critical thinking and keen insight exhibited in your writing via synthesis of cited research in the field,
- willingness to conduct research to discover and deliver topic-oriented resources for a target audience via the presentation of assigned projects,
- respect for academic honesty and integrity standards, and intellectual property in all your work,
- respect the precision required to meet assignment formatting specifications and submission deadlines.

Assignment Feedback. Specific rubrics may be provided for more technical assignments as guideposts to help you ensure that you've covered the requirements for mastering the assignment. Also, I provide detailed feedback on your assignments during the first half of the semester to support and aid your learning. After mid-term, feedback is provided as necessary, thus may not be as detailed since you will be demonstrating applied skills and methodology. If you have a high score and low feedback, that means you excelled in the assignment.

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Class Participation. The class participation score is posted towards the last week of class and reassessed after finals week. This score is based on Canvas's reportage of your participation activity in relation to your cohort.

Grading scale. The course grade is totaled from the score points earned on each assignment. The course assignments total 100 points in value. The point total constitutes your final grade for the course. The grading scale is as follows:

A	93-100 points (Excellent)	Superior performance.	Student meets and exceeds course requirements and demonstrates the ability to integrate concepts covered in class sessions and readings. The student can think logically and critically about practice issues, analyze problems, and formulate creative solutions. Student communicates ideas.
B	85-92.9 points (Good)	Good performance.	Student meets course requirements and demonstrates an understanding of concepts covered in class sessions and readings. Student applies concepts to problem-solving and decision-making.
C	77-84.9 points (Pass)	Weak performance.	Student does not meet course requirements via missed or poorly achieved assignments, missed or low class participation, and lack of, or no communication and attendance.
F	0-76.9 points (Failure)	Poor performance.	Student does not perform graduate-level work or participation due to chronic lack of assignments, communication, and attendance.
W	Withdrawal		Withdrawal from the course as specified by the university. Student must initiate the withdrawal process through the Registrar's Office. For Fall 2023: The last day to withdraw is Monday, October 30, at 5:00 p.m. Eastern Time.

FYI - last semester's grade distribution across two sections was 18 A's, 7 B's, and 3 C's. This distribution shows that you can do well in this course by applying yourself and navigating your learning experience with graceful professionalism.

Retroactive Grading. There is no retroactive grading for this graduate-level course.

Incompletes. A temporary grade of "I" for "Incomplete" may be considered for documented severe and unexpected health and life event situations *only*. It would have to be an extreme case for the instructor to agree to an I grade rather than suggesting the student withdraw from the course. Documentation for the request is required in writing with appropriate signatures or other evidence. A letter grade will be deducted, so the best grade you can get from completing an I is a B. Incompletes must be made up promptly by the deadline mutually agreed upon by you, the student and I, the instructor. Once the deadline is set, it is not subject to change. Review the ECU MLS Program Student Manual for more information about Incompletes.

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LIBS 6014 Course Schedule

WEEK		TOPIC	READINGS	DUE
Week 1	08/21	-- Forum: Introductions -- Webex: Syllabus Overview	-- Syllabus	08/27 Nothing.
		-- Introductions + Syllabus Q&A -- ** WEBEX: Wednesday, August 23, 6:30 PM Eastern Time **		
Week 2	08/28	-- Forum: Models of Reference -- Forum: Ethics of Reference Services	-- Theory - Chapters 1, 22 -- Course Bibliography – Week 1 (visit all ALA and RUSA links)	09/03 **Lib Res Guide URL**
Week 3	09/04	-- The Information Search Process (ISP) -- The Reference Interview	-- Theory - Chapters 2, 19, Appendix B -- Practice - Chapters 4-7	09/10 Nothing.
		September 4th is a State Holiday (no classes)		
Week 4	09/11	-- Art of the Query Search Method -- Library Research Guide Methodology	-- Theory – Chapter 3 -- Practice – Chapters 4-7, Appendix A	09/17 **Lib Res Guide Topic Brief**
Week 5	09/18	-- Basic Search: Boolean + Truncation -- Databases I: Bibliographic Networks ** Webex – Wednesday, September 20, 6:30 PM **	-- Theory - Chapter 14 -- Practice – Chapters 4-7	09/24 Nothing.
Week 6	09/25	*(FYI Week)* -- Micro-Introduction to Web Design -- Evaluating Web-based Resources	-- Theory – Chapter 14 (again) -- Practice – Chapters 8-11	10/01 **Query Set 1**
Week 7	10/02	-- Advanced Search: Proximity Operators -- Databases II: Subscription + Web-based ** Webex - Wednesday, October 4, 6:30 PM **	-- Theory – Ch. 14 (3x's the charm!) -- Practice - Chapters 8-11	10/08 Nothing.
		*** Fall Break: Saturday, 10/07 – Tuesday, 10/10 ***		
Week 8	10/09	**MIDTERM**		10/15 **Midterm Exam**
Week 9	10/16	-- Forum: Responding to Reading in Libraries -- Recommended: Final Project Office Hours	-- Practice - Chapters 8-11	10/22 Nothing.
		-- Final Project Office Hours -- ** WEBEX - Schedule via https://calendly.com/drirvin/office-hours-with-dr-irvin **		
Week 10	10/23	-- Forum: Serving Diverse Populations *Guest Speaker (tentative)*	-- Theory – Chapter 17 -- Practice – Ch. 12, 13, 16	10/29 **Query Set 2**
Week 11	10/30	-- Forum: Community-based Values in Reference	-- Theory – Chapter 15 -- Practice – Ch. 12, 13, 16	11/05 Nothing.
Week 12	11/06	-- Forum: Information Literacy *Guest Speaker (tentative)*	-- Theory - Chapter 18 -- Practice – Ch. 12, 13, 16	11/12 **Ref Svcs Paper**
Week 13	11/13	*(FYI Week)* -- Management, Assessment & Policy	-- Theory - Chapters 20, 21	11/19 Nothing.
Week 14	11/20	-- Forum: The LIS Professional Identity	-- Theory – Chapters 23, 24	11/26 **Query Set 3**
		*** Thanksgiving Break: Wednesday, November 22 – Sunday, November 26 ***		
Week 15	11/27	-- Forum: LIBS6014 Reflections	-- No readings	12/03 Nothing.
Finals Week	12/04 *(Last day of classes)*	**FINAL: Library Research Guide Website + Taskstream (Submit with Taskstream by 12/03; Finalize submission by 12/10)**		12/03 **Library Research Guide**

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Important Dates for Fall 2023

Date(s)	Description
Week 1: August 21 (Monday)	Classes begin
Week 3: September 4 (Monday)	Labor Day (university closed)
Between Weeks 7 and 8: October 7-10 (Saturday-Tuesday)	Fall Break
Week 11: *October 30 (Monday)*	*Last day to withdraw from the class by 5 pm Eastern Time*
Week 14: November 22-26 (Wednesday-Sunday)	Thanksgiving Break (university closed)
Week 15: December 4 (Monday)	Last day of classes
Finals: December 6 – December 13 (Wednesday-Wednesday)	Finals Week

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Appendix I:
LIS and Graduate School Literacy Practices

NETIQUETTE. The library and information science (LIS) field is interdisciplinary, where elements of communications, social work, anthropology, and other social science disciplines inform and influence tenets of our professional identity. Thus, as educators and information professionals, we librarians take special care in being mindful of our interactions in a diverse world. To begin the practice of LIS professionalism, MLS students must adhere to standard netiquette behaviors during all course and university interactions as follows:

- Beginning online communications with a salutation <u>and</u> the addressee's preferred name (my preferred name is Dr. Irvin).
- Ending communications with a closing salutation and your name.
- Using appropriate grammar, spelling, capitalization, and syntax.
- Limiting slang, social media lingo, hashtags, or jargon.
- When expressing a differing opinion, discuss the message content, not the personalities involved.
- If you need to have a private discussion with someone about non-course information, activities, etc., take the discussion outside the course.
- When attending virtual sessions, provide your first and last name on your profile. If you participate in the conversation, it is best practice to turn on your video and introduce yourself so that attendees can engage with you.
- Be respectful of others. Librarianship is a small world in which kindness and civility are highly prized. LIS embraces equity, diversity, and inclusion (EDI) principles. Thus, check your -isms and biases when reading and responding to your classmates, instructors, graduate assistants (GAs), staff, and university personnel.

TIPS FOR NAVIGATING GRADUATE SCHOOL ONLINE. The ECU MLS Faculty has found that for students, the following areas are essential to managing the MLS Program as adult learners: time management, communication, class participation, accountability, and self-care.

Time Management - The best way to set yourself up for success is to manage your time effectively with a calendar.

- *Calendarize everything and stick to your time, including homework time. When your time is up for studying, end the time and move on to living the other parts of your life.*

Communication - Kind, respectful communication is the cornerstone of positive LIS relationship-building. In an online environment, it can become easy to forget that details in communication affirm our mutual humanity. The best way to ensure good communication and professionalism within an online context is to apply Netiquette consistently in all online communications, even as you get to know your instructors and classmates.

- *Apply Netiquette consistently in Canvas Inbox and discussion forums by offering an open salutation, addressing people by their preferred names, and confirming the integrity of your message with a closing salutation that includes your name. Opening an email with just a "Hello" or "Good Afternoon" or nothing at all is not engaging, nor does it respect the receiver's humanity. Say people's names, honor their pronouns, and wish people well. Applying Netiquette consistently sustains our professionalism.*

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- *Respect your instructors' preferred communication mode, whether email, Canvas, etc. They've been a member of academia for an appreciable amount of time and have figured out their best student engagement methods.*
- *Tip: When you reach out to your instructors or other university personnel, and you don't hear back from them within 24-48 hours, check your email: 1) to see if you formatted it with Netiquette protocol, 2) if you sent it via the sender's preferred platform (email, Canvas, etc.), and 3) if you sent your message within business hours (e.g., during the week as opposed to the weekend).*

Class participation - Class participation can feel more intense online than face-to-face. Reason: the energy we put into a weekly three-hour class session on campus gets spread out into snippets of online discussion forum posts, emails, virtual office hours, and class sessions throughout any given week. Yet, if there is no online conversation, people feel disconnected from course activities, confused about class requirements, and disassociated from the edifying benefits of the learning process. Thus, it is vital to actively engage in class participation to benefit everyone's learning process (especially your own).

- *Contribute to the collective by positively responding to what your instructor and classmates post in discussion forums. Some classes may require several discussion posts in a forum (typically three responses) to encourage active discourse. This requirement creates a similar discursively environment akin to meeting in person. Whatever your instructor requires, trust the process they've implemented to create a meaningful context for your learning.*
- *Be aware that your professional presence is easily observed and evident to faculty and staff who write references for scholarships, internships, awards, and job applications. Always be professional and upbeat.*

Accountability - Graduate school is intense, no matter the discipline. As the final degree for qualifying as a fully credentialed librarian, the MLS Program will be a rigorous journey. With this understanding, accountability means approaching your journey with the sobriety and respect it requires.

- *Understand that the learning process has challenges and struggles so that you can pace yourself with patience and grace. Also, understand that, like you, your instructors are navigating life's challenges throughout the semester as well.*

Self-Care - The MLS Program faculty and staff honors your agency as a working adult learner. The competencies learned in graduate school can initially feel overwhelming. We encourage you to take care of yourself during your graduate studies with a balanced approach (as much as possible) to your academic learning, professional practices, and personal life.

- *Invest in building relationships with your classmate-colleagues and instructors. The LIS field is small, even internationally; thus, good relationships begin in library school and will continue throughout your career.*
- *ECU is passionate about the entire university community actualizing self-care for holistic, balanced lives. You can contact the ECU Counseling Center for additional support during the semester.*
- *Also, remember that no one is perfect when learning something new. Be gentle with yourself and others; give yourself and others, grace.*

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Appendix II:
The Context for LIBS 6014

We are living during the epoch of the Information Age; thus, reference and information services continue to be a core foundational skill set for the library and information science (LIS) field (Ellis, 2016; Lowe et al., 2020; Patel & Anitha, 2022; Vardeli & Nelson, 2022). LIBS 6014 Introduction to Reference is a foundational core course for the ECU MLS Program to meet the need to learn this skill set for professional practice. Additionally, the MLS Program is a part of the ECU College of Education and the ECU Graduate School, which confers a level of rigor not just pertaining to LIS's natural specificity but also reflective of the criteria and standards of graduate-level work in an esteemed institution of higher education.

Please bear the following understandings in mind as you engage with this course this semester and for your courses throughout your program:
- The *expectations for graduate-level work* coupled with the rigorous nature requisite in LIS will debunk any preconceived notions you may have about libraries, research, professional practice and reference work, even if you have experience in the field.
- You will encounter *challenges/struggles in learning* a precise and strategic methodology for enacting contemporary reference information services that require a holistic approach to synthesizing research practices to meet human information needs during this Information Age. Please understand that the struggle/tension is an organic part of the learning process, which in LIS, we call the information search process (ISP) (which you will be learning about in this course). This tension will be amplified if you carry -isms or biases towards education, librarianship, and humanity, so please be mindful and reflective in your approach and interaction with the work and the human beings you will be working with in this course.
- The MLS Program is accredited by the American Library Association (ALA) and is a unit of the ECU Graduate School. With these levels of professionalism and scholarship in mind, *expectations are higher for a graduate program that confers the terminal degree for its field* (meaning, the master's degree in library science is the highest degree you need to become a credentialed librarian so curricular requirements and expectations can be rigorous, particularly for the core courses).
  - IMPORTANT: Bibliographic information/data for course materials will be provided. However, it is not guaranteed that links to articles, papers, or eBooks will be available. The MLS faculty anticipates that you, as an MLS graduate student who is an emerging information professional, will independently navigate the Joyner library catalog and databases to retrieve articles and papers assigned. Please do not ask your instructors for bibliographic information or how to locate materials *unless* the information you have is outdated or inaccurate.

With all that said, in actuality, LIBS 6014, if approached with curiosity, enthusiasm, and trust in the structure and process of the course, can be a lot of fun as you engage in learning the "nuts and bolts" of LIS - the art of the question-and-answer process, in library settings. *Welcome – and Enjoy!*

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