**MEDT 7474**

**Online Reference Sources & Services**

Semester Hours: 3

Semester/Year: Fall 2013

Time/Location: 100% online

Instructor: O. P. Cooper, Ed.D.

Office Location: Room 141, Education Annex

Office Hours: Mondays 10:00 a.m. – 5:00 p.m., Wednesdays 1:00 – 5:00 p.m.  
Online Mondays 6:00 – 9:00 p.m., and by appointment

Office phone: (678) 839-6108  
Department Secretary: (678) 839-5259, Vicki Griffin  
Home phone: (770) 834-8109  
E-mail: ocooper@westga.edu  
FAX: (678) 839-6153

Distance Helpline: (678) 839-6248 
Distance Helpline after hours: 1-877-855-3238 (Toll free)

Online Support: D2L Home Page  
https://westga.view.usg.edu/

D2L UWG Online help  
http://uwgonline.westga.edu/students.php

D2L 24 hour Help  
https://d2lhelp.view.usg.edu/

UWG Distance Learning  
http://uwgonline.westga.edu/

Distance Learning Library Services  
http://libguides.westga.edu/content.php?pid=194430

Resources for Distance & Off-Campus Students  
http://libguides.westga.edu/content.php?pid=194459

Ingram Library Services  
http://www.westga.edu/library/

University Bookstore  
http://www.bookstore.westga.edu/
**COURSE DESCRIPTION**

An introduction to reference sources and services, with emphasis upon online sources and services, and to the development of reference skills in k-12 learners.

**CONCEPTUAL FRAMEWORK**

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (*AASL*) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

"This course will be delivered 100% online. This requires the online equivalent of 2200 minutes of instruction (seat-time) and an additional 4400 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online discussion</td>
<td>300 minutes</td>
</tr>
<tr>
<td>Audio/video instruction</td>
<td>500 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>1400 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

**COURSE OBJECTIVES:**

Students will:
1. discuss the functions and arrangements of several major types of reference works, with emphasis on online sources, through browsing, physical inspection, using the sources, and evaluation (Bopp & Smith, 2011; Lanning & Bryner, 2010)

(Conceptual Framework Descriptors: Knowledgeable_Professional Excellence; Reflective_Professional Excellence)

(Standards: AASL 1.1, 1.3, 4.1; GaPSC I.i, I.iii, IV.i)

2. distinguish among the different types of reference sources, with emphasis on online sources, and determine what types to consult for specific types of questions (Bopp & Smith, 2011; Lanning & Bryner, 2010)

(Conceptual Framework Descriptors: Knowledgeable_Professional Excellence; Reflective_Professional Excellence)

(Standards: AASL 1.1, 1.3, 4.1; GaPSC I.i, I.iii, IV.i)

3. evaluate and select reference sources, with emphasis on online sources, appropriate to the varied abilities and ethnic backgrounds of our public school populations (Bopp & Smith, 2011; Lanning & Bryner, 2010; AASL, 2009)

(Conceptual Framework Descriptors: Knowledgeable_Professional Excellence; Reflective_Professional Excellence; Culturally Sensitive_Betterment of Society)

(Standards: AASL 1.1, 1.3, 2.1, 4.1; GaPSC I.i, I.iii, II.i, IV.i)

4. develop skills in mastering a variety of modes of providing information, with emphasis on electronic systems (Bopp & Smith, 2011)

(Conceptual Framework Descriptors: Knowledgeable_Professional Excellence; Reflective_Professional Excellence)

(Standards: AASL 1.1, 1.3, 4.1; GaPSC I.i, I.iii, IV.i)

5. apply knowledge gained by evaluating and making suggestions for improvement of an existing school reference collection, with emphasis on online sources (Bopp & Smith, 2011; Lanning & Bryner, 2010; Riedling, 2005)
6. master the basics of electronic database searching, including open access and subscription sources (Lanning & Bryner, 2010; AASL, 2009)

7. in collaboration with others, develop resource guides for use by Prek-12 teachers and learners (Riedling, 2005)

8. explore and evaluate options for providing virtual reference services, including chat, videoconferencing, and instant messaging (Lanning & Bryner, 2010)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Texts:


(Available via Ingram Library/GALILEO: eBooks on EBSCOhost. No purchase required)
Required Instructional Resource: Tk20 Subscription. These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

References


Web sites:

ALA: http://www.alapro

Booklist: http://www.alapro/booklist/

CREW method of weeding: http://www tsl.state.tx.us/ld/pubs/crew/toc.html

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

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

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

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

Activities and Assessments:

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

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

Written assignments will be made throughout the course to familiarize you with sources, search methodologies, and the theory and philosophy of reference service. All students are to adhere to the university's honor code, and work by themselves on each assignment and unless otherwise stated on specific assignment sheets. Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor.

1. Class discussions and participation:

Students are expected to attend all online classes, and are accountable for all materials covered. Students are also expected to participate in class activities and discussions in a timely manner. Participation will include discussing query exercises and assigned readings. Evidence of reading assigned chapters may be counted as part of class participation points. Students must be prepared to discuss, in CourseDen and other formats (e.g., Pronto, Adobe Connect), important points from assigned readings.

(Course Objectives: 1, 2, 3, 5, 6, 7, 8; Knowledge, Dispositions; Checklist)

2. Curriculum Connections & Reference Tool Analysis (the "Pathfinder Project")
Along with classmates in assigned teams, develop two Reference Sources Guides, commonly called Pathfinders, correlated to the Georgia Performance Standards / Common Core Standards in either math, science, literature or social studies. **Projects details are in a separate document.** NOTE: Some of the posted examples of Pathfinders may not be constructed according to the rubric for your assignment.

(Course Objectives: 1, 2, 3, 4, 6, 7; Knowledge, Skills; Rubric)

(Course Objectives: 1, 2, 3, 4, 5, 6, 7, 8; Knowledge, Skills; Exam)

3. **Reference resources log.**

This log will record your use of specific reference sources/services from various public, academic, and school libraries as well as visits to online databases and web sites that would be beneficial for a future reference collection in a school library media center. A minimum of 55 references are required for this log. The content and potential use of the source [grade, age of students, and subject area] should be included for each entry. Extent of the reviews varies; see the reference log assignment for specific details.

(Course Objectives: 1, 2, 3, 5, 6, 7; Knowledge, Skills, Dispositions; Rubric)

4. **Reflection Activity:**

Select one of the assignments you complete for this course and write a one-page reflection addressing how your work to complete the assignment helped you gain a better understanding of the AASL’s “Standards for the 21st Century Learner” ([http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf)).

(Course Objectives: 5, 8; Knowledge, Skills, Dispositions; Checklist)

**Evaluation Procedures:**

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

<table>
<thead>
<tr>
<th>TYPE OF ACTIVITY</th>
<th>TYPE OF ASSESSMENT TOOL</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation, Discussion, Misc. assignments</td>
<td>Observation checklist</td>
<td>160 points</td>
</tr>
</tbody>
</table>
Responding to points/questions posted by instructor on CourseDen; responses to readings, quizzes, online activities (synchronous and asynchronous), including GoToWebinar sessions; interviews with librarians/media specialists; posting required department documentation.

<table>
<thead>
<tr>
<th><strong>Curriculum Connections / Reference Sources Guide &amp; Analysis (Pathfinder)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>These are team projects.</td>
</tr>
<tr>
<td>Pathfinder 1 is for elementary or middle grades.</td>
</tr>
<tr>
<td>Pathfinder 2 is for high school grades.</td>
</tr>
</tbody>
</table>

**Rubric:**
- Accuracy, standards identified, appropriate reference questions, specified format, variety of content areas, appropriate to selected grade level, quality of resources

40 points (20 points for each of two pathfinders)

<table>
<thead>
<tr>
<th><strong>Reference Resources Log</strong></th>
</tr>
</thead>
</table>
| **Rubric:**
- Complete entries, quality of resources, quality of evaluations of sources; format of assignment; variety of item types and formats |

138 points

<table>
<thead>
<tr>
<th><strong>Search process project</strong></th>
</tr>
</thead>
</table>
| **Rubric:**
- Quality of articles selected, description of process, annotated reference list in APA style |

35 points
**Grading Policy:**

Grades will be assigned basing on the following values:

92-100% = A; 83-91% = B; 70 – 82% = C; Below 70% = F

**Academic Honesty**

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

**Disability Policy**

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Tentative course outline**

**Ongoing:** Visit school library media centers, public libraries, and/or Ingram Library; use GALILEO and other online resources. Work with team members on pathfinders.

Due dates are Mondays, 11:59 p.m., unless otherwise stated.

**August 26**

Class begins...

Video conference using GoToWebinar, 7:00 - 7:50 p.m.
September 2
Complete the VC checklist
Readings 1
Info literacy standards
Develop framework for reference log site in Weebly (using site assigned by instructor)

September 9
Video conference using GoToWebinar, 7:00 – 9:00 p.m.
Readings 2
Quiz 1 (Bopp & Smith: Ch. 1 History & functions; Ch. 2 Ethical aspects; Ch. 13 Selection & evaluation of sources; Ch. 17 Dictionaries; Ch. 18, Encyclopedias)
Reference logs: encyclopedias

September 16
Readings 3
Reference logs: dictionaries
Teams should have conducted a planning session for pathfinder 1 by this date.

September 23
Readings 4
Quiz 2 (Bopp & Smith: Ch. 4, Organization & search strategies; Ch. 5, Electronic resources; Ch. 14, Directories; Ch. 15, Almanacs, yearbooks, handbooks)
Reference logs: almanacs

September 30
Quiz 3 (Bopp & Smith Ch. 6, Understanding electronic systems for reference, pp. 173-188 only; Ch. 7, Access-related reference services; Ch. 21, Indexes & abstracts)
Reference logs: yearbooks

October 7
Readings 5
Reference logs: handbooks

October 14
Reference logs: indexes & abstracts
Quiz 4 (Bopp & Smith Ch. 3, Reference interview; Ch. 8, Instruction; Ch. 10, Evaluation of reference services; Ch. 19, Geographical sources)

October 21
Video conference using GoToWebinar, 7:00 - 9:00 p.m.
Pathfinder 1 (Team assignment)
Readings 6
Reference logs: directories
October 28
Quiz 5 (Bopp & Smith Ch. 11, Organizing & delivering services; Ch. 12, Services for specific populations; Ch. 16, Biographical sources; Ch. 20, Bibliographical sources)
Reference logs: literature sources

November 4
Readings 7
Suggestions for weeding from a school reference collection (discussion post)
Reference logs: geographical sources

November 11
Reference logs: biographical sources
Interview comments

November 18
Video conference using GoToWebinar, 7:00 - 9:00 p.m.
Pathfinder 2 (Team assignment)
Reference logs: bibliographical sources

November 25-29  Thanksgiving recess

December 2
Search process project
Volunteer experience in TK20

CLASS POLICIES

1. Submitting Assignments
Students are expected to submit assignments on time. All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student’s responsibility to contact the instructor when extenuating circumstances take place. All assignments are due by 11:59 pm on the date due. Any assignments posted after 11:59 pm are considered late. Late submissions are subject to penalties up to 50% of assignment credit.

2. Professionalism
Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:
- Participating in interactions and class activities in an online environment in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving class punctually.
• Treating class members, instructor, and colleagues with respect.
• Eliminating interruptions in class. (This includes cell phones, beepers, disruptive behavior at
class meetings either face-to-face or online).
Students who display a lack of professionalism will be contacted by the instructor immediately
after class when violations take place and informed of the consequences. If there is a second
violation, the student will meet with a departmental committee and may be dismissed from the
program for at least one year.
Coursework that has been completed or will be completed in another course that duplicates or
dovetails with an assignment in this course may NOT be submitted unless prior approval is
granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible
to request approval for dual submission. Extra credit activities are not available in this course.

IMPORTANT: It is important that you take your writing in this class very seriously. In addition
to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss
of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT
pass. If you are not a very good writer, you will need to find a writing tutor or helper to
proofread your papers. If you are concerned about your proficiency, please make use of the
UWG Writing Center or a personal tutor.

COE WRITING EXPECTATION AND RUBRIC
Students will write in standard English, defined as using the rules and patterns of English
associated with educated citizens. This includes writing with clarity, complexity, and good
organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering
to appropriate formatting (APA).

<table>
<thead>
<tr>
<th>COE Writing Rubric</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Unacceptable</td>
<td>There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.</td>
</tr>
<tr>
<td>2 = Emerging, Needs Improvement</td>
<td>Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.</td>
</tr>
<tr>
<td>3 = Proficient</td>
<td>The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar,</td>
</tr>
</tbody>
</table>
spelling, capitalization, and/or punctuation; there are few formatting errors.

| 4 = Exemplary | There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment. |

**MEDT File Naming Protocol:** MEDT instructors use a file naming convention that all students must adhere to if they want full credit for their assignments. This protocol is designed to make things easier on you when it comes to compiling required assessment and portfolio materials to graduate from the program.

The file naming protocol is a simple one: course number (for instance, 7477) followed by an underscore, followed by assignment name and another underscore, followed by your first, middle and last initials, followed by a period and the file extension. Note: the file name should contain NO SPACES, and all characters should be lowercase.

So, Jerry Jingleheimer Johnson, a student in MEDT 7477, submitting his podcast assignment (a .mv4 file) would name that file like this: 7477_podcast_jjj.mv4

Normally, the period and file name (.mp3) should be automatically added by the program you are using, but it never hurts to double check. Please make sure you do NOT double up on the file extension by typing the file extension and letting the program add the extension as well. For instance, your file should NOT look like this: 7477_podcast_jjj.mp3.mp3

Again, this is a required naming convention for all assignments submitted in MEDT courses in your program of study.