

Syllabus

Department: Division of Library and Information Science

Course Number and Title: LIS 261 Reference Sources and Services for Children and Young Adults

Bulletin Description: [25 words maximum]

Emphasis on the child as reference learner and on resources that support the K-12 curriculum as well as the personal needs of 21st Century learners.

Prerequisite(s): None

Co-requisite(s): None

Course Objectives:

That students gain an understanding and/or knowledge of:

- Selecting and evaluating non-fiction and reference information resources appropriate for school library media centers
- Developing non-fiction and reference collections to meet the needs of children and young adults - including deaccessioning and archiving
- Current strategies and theories in information behavior – specifically those related to concepts and processes related to teaching, research, and learning
- Reference interview and search strategies that focus on student centered learning Current issues and trends relevant to youth reference services.
- Students will understand reference services for youth and how it differs from general reference
- Students will understand standard evaluative criteria, and be able apply this to basic reference sources to determine fitness for youth
- Students will demonstrate proficiency in retrieving information from general reference sources (print and electronic), including designing basic search strategies
- Students will demonstrate proficiency in oral and written communication – the skills necessary for group work, collaboration, and professional presentations

Program Goals and Outcomes:

2B) Understand the concepts, issues, and methods related to the acquisition and disposition of resources, and the management, preservation and maintenance of collections.

4A) Acquire, apply, analyze and assess information, communication, assistive, and other technological skills related to resources, service delivery, professionalism, efficacy, and cost-efficiency of current technologies and relevant technological improvements.

5A) Demonstrate knowledge and usage of the concepts, principles, and techniques of reference and user services, as well as retrieval techniques and evaluation methods, that provide access to relevant and accurate recorded knowledge and information from diverse sources to all patrons.

5C) Understand and apply the principles of assessment towards communities, user preferences, and services and resources, as well as promoting methods of advocacy through development and services.

7B) Apply the learning theories, instructional methods, and achievement measures to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

Units of Instruction:

WEEK 1

Introductions/Preliminaries

Explore and sign up: Answer Board Librarians

WEEK 2

Information Behavior Models & Children's Developmental Stages as Factors in Reference Work

WEEK 3

Reference in School and Public Libraries: Dealing with Personal Concerns of Children & Teens

WEEK 4

Models and Standards of Librarian Service Due this week: Observation Paper

WEEK 5

Managing School/Public Library Reference Non-fiction Collections for Children & Teens

WEEK 6

Print vs. Online Research: Starting With Encyclopedias

Week 7

Children's and Student Dictionaries

Due this week: Collection Development Policy

WEEK 8 Biographical Resources

WEEK 9

Geographical Sources

WEEK 10

Ready Reference, aka Trivial Pursuit: Directories, Almanacs, Handbooks, and Yearbooks

Due this week: Reference Questions

WEEK 11

Online Homework Help and Virtual Reference for Children and Teens Slam the Boards!

WEEK 12

Non-Fiction: Biographies and Informational Books

WEEK 13 Nonfiction and Magazines

Wrap-up

Final Projects: LibGuide

Bibliography:

Harper, M. (2011). Reference Sources and Services for Youth. New York: Neal-Schuman. ISBN: 978-55570-641-8 (Available in paperback)

Riedling, Ann Marlow. (2013) Reference Skills for the School Librarian: tools and Tips. 3rd Edition. California: ABC-CLIO, LLC. ISBN: 978-1-58683-528-6 (Available in paperback)

New York State Education Department Requirements

1. Contact Hours – 30 hours

Comprised of the following:

- Periodic announcements/discussion posts by the instructor
- Lecture (online or face to face)
- Monitoring group discussions
- Reviewing assignments
- Advising on semester projects
- Email interaction

2. Supplementary Hours – 120 hours

Comprised of the following:

- Assigned reading
- Weekly assignments (individual and group)
- Research for semester projects
- Presentations (online or face to face)
- Academic Service-Learning projects (where appropriate)