

 JAMES H. WHITE LIBRARY

USER ACCESS EDUCATION PROGRAM: LIBRARY

 INSTRUCTION PLAN

2010 - 2014

Adopted by the Library Instructors of the James H. White Library

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**AN EQUAL OPPORTUNITY EMPLOYER**

Revised from User Access Education Flyer and Adopted by

the James H. White Library Instructors

Spring 2010

**Table of Contents**

1. **Introduction and Supporting Statements**
2. Library Mission and Strategic Direction for Learning
3. Goals of the Instruction Plan
4. Purpose and Scope of the Instruction Plan
5. **Library Population**
6. Students
7. Faculty and Teaching Staff
8. University Staff and Others

1. **Current Modes of Instruction**
2. Formal Instruction
3. Informal Instruction/Library Tours
4. Freshmen Year Experience (FYE) Seminars
5. Plagiarism and other workshops

1. **Staffing**
2. Library Instructors Expectations
3. Team Contributions
4. Faculty Training and Development
5. **Instruction Guidelines**

A. Best Practices

B. Planning Instruction

C. Assessment

1. **Instructional Support**

 A. Instructional Facilities

 B. Instructional Development Expertise

1. **Review of the Plan**

**Resources**

**Appendix A. Examples of Formal Course Syllabi**

**Appendix B. Examples of Assignments**

**Appendix C. Examples of Information Literacy Competencies**

**Appendix D. Sample Chart of Instruction**

**Appendix E. Library Instruction Request Form**

1. **Introduction and Supporting Statements**

The Library as a central academic unit of Mississippi Valley State University (MVSU) works to provide support and further the mission and goals of MVSU. Mississippi Valley State University’s James H. White Library is the intellectual center of campus, offering a full range of essential print and electronic resources. Thus, we endeavor to create an information rich environment by honoring and remembering the past while infusing technology into the library culture to become a 21st century student-centered library. Because of the complexity of technology and the vast amounts of unfiltered information produced, we are committed to providing library services that will help all library patrons become information literate, independent users of the library and its plethora of print and electronic resources.

**A. Library Mission and Strategic Direction for Learning**

As an integral part of the university, the James H. White Library's mission is to enhance access, collect, organize and maintain a scholarly print and non print collection that supports the university’s mission of research, teaching and learning, and service through the development of collections, access services and effective delivery of services. Our aim is to not only provide information, but to become “the place” where broadening the mind and cultivating values necessary for success as scholars and global citizens occurs.

The James H. White Library User Access Education Program: Library Instruction Plan uses advanced pedagogical methods and practices to enable students to become active participants in the learning process by helping them think critically and creatively, communicate well, and employ effective strategies to collect and interpret.

**B. Goals of the Instruction Program**

1. To prepare MVSU graduates for an information-based society, enabling them to become effective lifelong users of information, information resources, and information systems;

2. To enable students to apply critical thinking to the discovery and use of information;

3. To strengthen students’ information-seeking abilities as a fundamental component of their education at MVSU so they are competent in using the resources and services of any Library;

4. To ensure that MVSU faculty and staff are knowledgeable about the library's teaching mission and the library/classroom partnerships and library liaison program we provide;

5. To ensure that MVSU faculty and staff are aware of the resources and services of the Library and can effectively utilize them in their teaching and research.

**C. Purpose and Scope of the Instruction Plan**

This plan will guide individual librarians and the Library as a whole in strengthening and enhancing the library’s instruction program. More specifically it:

1. Provides guidance for professional librarians as we deepen our understanding of information literacy and how to incorporate it into our instruction;
2. Makes recommendations on priorities for the instruction program;
3. Sets standards for Library faculty as teachers;
4. Establishes guidelines for the instructional contributions of individual librarians;
5. Lists resources for the support and development of library faculty as teachers.

This plan was developed in accordance with recognized best practices for instruction in academic libraries. However, it does not authoritatively command nor dictates the specific skills, content, or methodology for the library's instruction initiatives. Such decisions must come from the requirements of the program, course, or assignments to which the instruction is targeted and from the teaching philosophy and style of the librarian providing instruction.

The exception is instruction for courses that are targets for the library's information literacy program (such as First Year Seminar). This instruction must give priority to teaching the information literacy competencies agreed upon for those courses.

The audiences for the plan include:

1. Individual librarians, as we plan, implement, and assess our instruction and track our contributions to the instruction program;

2. Library committees, Academic Policy Council, the Curriculum Committee and other working groups charged with curriculum and instruction planning and prioritizing;

3. Library administrators charged with tracking Library goals and objectives.

**II. Library Population**

**A. Students**

The Library’s primary user group is the student body of Mississippi Valley State University (MVSU) this is inclusive of the Greenville and Greenwood Centers. MVSU’s total enrollment figures for Fall 2010 (from the office of Institutional Effectiveness & Research) were: 2,636

* 426 Graduate
* 2210 Undergraduate

There are nine (9) graduate programs at MVSU: Bioinformatics, MBA, Criminal Justice, Elementary Education, Special Education, Arts in Teaching, Social Work, Environmental Health and Rural Public Policy. Of this group there are: 11 (Bioinformatics), 34 (MBA), 150 (Criminal Justice), 4 (Elementary Education), 12 (Special Education), 72 (Arts in Teaching), 81 (Social Work), 25 (Environmental Health), 33 (Rural Public Policy) and 4 (undecided).

1. **Graduate Students**

In addition to doing sessions for many graduate courses, librarians are available for one-to-one consultation to help graduate students with research strategies and techniques. We have been offering increasing numbers of Turnitin sessions to MVSU graduate students. This has become necessary, as faculty have embraced the software and have decided to utilize it in their courses.

1. **Greenwood Center Students**

This is a group has received relatively little formal instruction in recent years. Last year, the Director of the library taught one session at the center for a graduate course. The revised course of action for this center is to provide library orientation sessions at the beginning of each academic semester and station a Reference/Instructional Librarian at the center for two days a week for one-to-one consultation and any other instructional activity requested by faculty.

1. **Greenville Higher Education Center (GHEC) Students**

MVSU students at GHEC will receive library orientation sessions at the beginning of each academic year. The library has developed an articulation agreement with Mississippi Delta Community College (MDCC) and Delta State University (DSU), who also share the building. It is agreed that students from any of the three institutions will be given basic library services by MDCC professional librarians and staff who currently work in the facilities. However, customized services (e.g. orientation, workshops on plagiarism, conducting research, etc) will be given by the respective libraries (Roberts-LaForge Library (DSU), James H. White Library (MVSU) and Stanny Sanders Library (MDCC) of each university or college at the request of faculty members from each respective institution or from each library director. This agreement is based on the evaluation of student use by each perspective institution, GHEC library surveys and the number of the courses and programs offered at GHEC by each institution. This agreement is subject to a yearly evaluation by all three libraries for continuance. This agreement is dated April 15, 2011

**B. Faculty & Teaching Staff**

There are approximately 158 members of the faculty and teaching staff at MVSU, 126 full-time and 32 adjuncts.

The James H. White Library offers development activities to the faculty at MVSU through a series of outreach services. Commencing 2007, the library began holding annual “Lunch and Learn” sessions, which are short informative session about library services, once every semester usually toward the beginning of each semester. In an effort to increase the number development activities through the library for faculty, in the fall of 2010, the library began a series of workshops designed to train faculty in the use of the Microsoft Office 2007 Suite as it relates to their classroom duties.

**C. University Staff and Others**

Our community of users also includes a number of interlibrary loan borrowers, university staff members, consortia (Dancing Rabbit) patrons, and local community (Itta Bena) users.

**III. Current Modes of Instruction**

 **A. Formal Instruction**

The James Herbert White Library has many resources, tools, and services that are helpful in completing assignments and conducting research. Because many of these print and electronic sources are arranged and used differently, they can be intimidating to the unfamiliar user or anyone who has not received proper of formal instruction. As a faculty member or teaching assistant at Mississippi Valley State University, inclusive of the Greenville Higher Education Center and the Greenwood Center, you may arrange to have a user access instruction session to enhance your classroom instruction and to introduce these various research sources to your students.

To schedule a library instruction session, faculty members are to complete the Library Instruction Request Form found on the library’s webpage and then email or fax the completed form to the library. Faculty members are to schedule classes at least two (2) weeks in advance of the desired date to allow time for session preparation. The instructing librarian will develop a session that will accommodate the students’ research needs based on the information given by the course instructor.

The James Herbert White Library offers three (3) levels of library instruction; basic introduction to the library, information literacy, and research 101.

1. Basic Introduction this session is designed to introduce students to the James H. White Library and its resources.
2. **Information Literacy** this session is designed to empower the information literate student to determine the nature and extent of information needed
3. **Research 101** This session is designed to provide guidance in the preparation of short and long research papers and other forms of writing that requires critical evaluation of journals, books, Internet resources and the correct citations for those sources. And why a works cited/reference list is needed in research.

Information required when scheduling user access instruction sessions:

* Name of Professor/Instructor
* Office Phone
* Email
* Department/Course Number
* Course Title
* Course Meeting Time(s)
* Number of Students
* Preferred Date/Time of Requested Session
* Description of Research/Assignment & Due
* Specific Resources or Aspects of the Subject to be included in session (i.e. MLA, APA Citation)

**B. Informal Instruction/Library Tours**

Orientation tours are a key component of our instruction and outreach. Tours provide us with a chance to meet incoming students and show the human face of the library to users who may not be reached via course-related instruction. The Library provides several orientation tours in conjunction with the Office of Admissions throughout the academic year. Also, the library conducts orientation tours for summer development programs, such as BRIDGE as well as the Boys and Girls Club. Students are offered a guided tour of the library facilities and its resources.

**C. First Year Experience (FYE) Seminars/ Undergraduate Students**

One of the primary groups targeted by the library for instruction, the First Year Experience (FYE) students receive instruction in during their seminar class. The library is responsible for the compilation of a chapter (chapter 3) for the textbook utilized by the FYE program. Professional librarians teach chapter 3 during a 50 minute session once a week until the chapter is complete. The chapter is based upon the same three (3) levels of library instruction as formal library instruction.

1. **Plagiarism and Other Workshops**

The often library conducts “Lunch & Learn” sessions and workshops on successful use of the plagiarism software Turnitin. Librarians often work in conjunction with the campus’ Faculty Development Office to ensure regular instruction to faculty in the utilization of new library resources as well as instruction for faculty and students in how to detect plagiarism and how to use the plagiarism software Turnitin.

**IV. Staffing**

1. **Library Instructors Expectations**

Because all of James H. White Library librarian positions have responsibilities for collections, reference and instruction we face the challenge, shared throughout all academic libraries of balancing competing responsibilities and priorities. Thus, the library will need to ensure that instruction responsibilities are shared so that implementation of a key component of the Libraries’ Strategic Plan is met while keeping jobs realistic and sustainable. Library instructors will make yearly contributions toward the priorities described in this plan and will report these contributions in their annual Self-Evaluation. The contributions will come from, but are not limited to, Sections III and IV of this plan. We also have non-librarian staff who have both the interest and ability to help with our instruction efforts. Circulation and Reference staff are trained staff (in Voyager for instance) and help with user instruction. We should continue to explore ways to involve all staff in our efforts.

1. Team Contributions
2. Library Instructors with the following duties hold the primary responsibility for Instruction as defined in Section III. Modes of Instruction but may also contribute in Section IV. Additional Activities that Support Student Learning:

a. Reference/Collection Management Services

b. Distance Learning Library Services

c. Technical Services

d. Learning & Research Services

e. Administrative Services

Librarian subject/disciplinary education and experience is not necessary for all library instruction. The scope of each Librarian’s contribution will include general education courses, courses within the majors, instructional efforts that reach multiple sections of the same course, and open-enrollment workshops. Library instructors will work with both on-campus and distance learning instructional initiatives.

**Target Contributions**

Each year, the Librarian Council will review the previous year’s demands and project future needs for instruction and additional activities that support student learning. Librarians will work with the Director and Assistant Director to establish target contributions to instruction or additional activities that support student learning to meet those needs.

1. Faculty Training and Development

Newly hired Librarians will be given an orientation to teaching which reviews this instruction plan, certain procedures related to teaching, and other relevant documents by the Director of the Library or the Assistant Director/Head of Public Services.

All Library instructors should be cognizant of (1) information literacy concepts and standards, and (2) the goals and objectives of Mississippi Valley State University’s General Education program. Reference/Instructional librarian will offer continuing education for both library and non-library instructors to assist them in developing students’ information literacy skills.

Additional opportunities for faculty development include:

**1. On-campus opportunities**

a. Faculty Development Office workshops

b. Pedagogical journals in librarianship

c. In-library seminars and workshops

**2. Off-campus opportunities**

a. Conferences, such as: MLA, ACRL, ALA, and others

b. Programs such as ACRL’s Institute for Information Literacy, Georgia Information Literacy Institute

**3. Technology-based programs**

a. Web seminars offered by ACRL, ALA, HBCU and others

b. E-learning courses such as those offered by Lyrasis

c. RSS feeds

d. Discussion lists

**V. Instructional Guidelines**

1. Best Practices

1. Teaching should be informed by scholarship in areas such as the learning sciences, critical thinking, educational theory, and active learning. [See Resources for a few suggested readings.]

2. If the instruction is tied to a project or assignment in a course, one goal is to prepare students for successful completion of the project or assignment.

3. Instruction will include an active learning component to give students an opportunity to practice the skills being introduced.

4. Instruction will be designed to address at least one recommended competency or learning outcome. The library's annual reports and other assessment efforts should be able to track these competencies or learning outcomes. [See Appendix C for examples of competencies.]

5. All instruction must include some form of assessment. [See IV. C, Assessment and Program Evaluation, for more guidance.]

6. Library faculty will regularly engage in faculty development and training activities. [See V. C, Faculty Training and Development, for more guidance.]

**Use of Technology**

Library instruction should make use of the most appropriate technology to achieve its aims. Because of the nature of online research, librarians should be able to demonstrate minimum technological competencies in order to deliver instruction with the most appropriate technological tools. These competencies should include, but are not limited to:

1. Use of classroom technologies (projector, classroom control software, etc.),

2. Database familiarity,

3. Web page modification, and

4. Course management software.

1. Planning Instruction

Planning for an instructional session is a multi-step process. The following outline provides a framework for developing an instruction session.

1. ***Generate measurable objectives*:** The course instructor may specify general goals and objectives. An examination of the course assignments and syllabus assists in further definition of these objectives.

2. ***Analyze the learners and learning environment*:** Consider your audience and make some assumptions about their previous knowledge about your subject. Are they incoming freshmen, upper classmen or graduate students? How much experience with the library have they had? What pre-requisite knowledge or skills might they have? Also consider the learning environment. Where will the instruction be held? What technical resources are available; teacher workstation, individual workstations, software, etc.? What are the time constraints?

1. Assessment

In order to make sure our efforts are paying off we’ll need to assess them. Currently our method of assessing our “in person sessions” is through survey and grading of assignment. We’ve used evaluation forms after specific sessions but they really tell us very little. Currently, James H. White Library also assess the sessions by polling attendees at the end of the semester (ie several months after) to get feedback through online tools like Zoomerang. Getting feedback from faculty who attend, and even immediate feedback/suggestions from attendees can be of help as well (at least for things like timing.).

Assessment of our self help tools such as LibGuides would be useful as well. To some extent we can measure use by getting statistics on the number of hits each page receives.

**Future Plans**

The library will begin to use both summative and formative assessment approaches to evaluating the User Access Education program both at the programmatic (library-wide) and individual librarian levels as it develops into a true Information Literacy Program.

**Explanation of terms:**

Summative assessment generally takes place at the end of a formal learning experience (either a class or a program). It requires making a judgment about the student learning that has occurred. It can determine student understanding of information literacy skills, concepts, and processes.

Formative assessment provides feedback to teachers and students over the course of the instruction. Assessment is said to be formative when it yields information which can be used by teachers and students to modify the teaching and learning activities in which they are engaged, so that student learning and faculty teaching can be improved. End of class evaluations by the students would be a common example of formative assessment.

**Levels of Assessment**

1. Program Assessment

The Library will use an Information Literacy Outcomes Assessment Plan to report on the assessment of student learning at the program level. Assessment by instructors will feed into the Information Literacy Outcomes Assessment Plan and inform the programmatic assessment.

1. Individual Assessment

The library will create and employ formative (and potentially summative) mechanisms to evaluate students’ learning during the instruction session as well as provide feedback on a librarian’s teaching. Library instructors will use the data collected to guide their personal teaching practice and improvement. The gathered data will feed into the program level assessment. The Instruction Program website will provide Library faculty with tools to complete their assessment.

**VI. Instruction Support**

**A. Instructional Facilities**

The library makes every effort to ensure that well-equipped instructional space is available to meet the needs of its instruction program, both on and off campus. Currently, the library has one electronic classroom that seat up to 25 students and other available spaces for on-campus library instruction:

1. Computer Lab, a 20 workstation room with a capacity for 25 students

2. Foreign Language Lab, a 32 workstation room with a capacity for 36 students

The classroom is equipped with projectors, a SMART board and wireless Internet connectivity. Priority in scheduling the classroom is given to library instruction, particularly during the first several weeks of each semester when demand is at its peak.

The Library Director and Computer Lab Technicians will provide leadership and technical expertise to the Library Instruction Program by maintaining and updating the educational technology, the software, and the hardware in the Library classroom and by supporting Library instructors in the use of electronic products and resources.

At Greenwood and Greenville Centers, either electronic classrooms or portable laptop computers in conjunction with teacher workstations are available. Library instructors are able to reserve these computer classrooms, through the request MVSU faculty member, in advance of instruction to ensure a hands-on learning experience.

**B. Instructional Development Expertise**

The Library offers support both formally and informally through its personnel or through other campus services. For example, the Director and all professional librarians have expertise that can support the planning of classroom sessions or the development of instructional materials.

**VII. Modification and Review of the Plan**

**A**. Target contributions will be reviewed annually.

**B**. The Librarians’ Council will next review the Plan in summer 2013 and then establish a schedule for continued reviews.

**C.** All changes or additions to the Plan must be approved by the Library Director after consideration by the Librarians’ Council.

**Resources**

"25 Principles of Learning." [Excellent workshop handout by Diane Halpern; click on "Read more" at the bottom to download the full handout] http://www.psyc.memphis.edu/learning/whatweknow/index.shtml

American Library Association. Association of College & Research Libraries (ACRL). “Discipline Specific Information Literacy Standards.” http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/infolitresources/infolitinaction/ildisciplines.cfm

---. "Guidelines for Instruction Programs in Academic Libraries." June 2003. http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesinstruction.cfm

---. “Information Literacy Competency Standards for Higher Education”. http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

---. “Information Literacy Website.” http://www.acrl.org/ala/mgrps/divs/acrl/issues/infolit/informationliteracy.cfm

---. "Objectives for Information Literacy Instruction: A Model Statement." September 01, 2006. http://www.ala.org/ala/mgrps/divs/acrl/standards/objectivesinformation.cfm

---. “Standards for Distance Learning Library Services.” July 1, 2008. http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm

---. "Standards for Proficiencies for Instruction Librarians and Coordinators." June 24, 2007. http://www.ala.org/ala/mgrps/divs/acrl/standards/profstandards.cfm

Bonwell, Charles C., and James A. Eison. *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC Higher Education Reports. 1991. 121 pp. ERIC ED336049 [Full text from ERIC]

Clark, Ruth Colvin, and John Sweller. *Efficiency in learning: evidence-based guidelines to manage cognitive load*. San Francisco: Jossey-Bass, 2006. Belk Library [http://wncln.wncln.org/record=b2569029~S1](http://wncln.wncln.org/record%3Db2569029~S1)

Halpern, Diane F., and Milton D. Hakel. "Applying the science of learning to the university and beyond: teaching for long-term retention and transfer." *Change* 35.4 (July-August 2003): 36(6).

International Federation of Library Associations and Institutions (IFLA). “Guidelines on Information Literacy for Lifelong Learning. Chapter 5: Action Plan.” Final Draft, July 2006. http://www.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf

Kurfiss, Joanne Gainen. *Critical thinking: theory, research, practice, and possibilities*. Washington, D.C.: Association for the Study of Higher Education, 1988. 164 p. ERIC ED304041 [Full text from ERIC]

“University of Connecticut. Incorporating Information Literacy: Tips for Assignment Development.” http://www.lib.uconn.edu/using/tutorials/instruction/tips.htm

University of Rhode Island. University Libraries. Instruction Services. “Plan for Information Literacy at the University of Rhode Island.” Last updated 5/26/2006. <http://www.uri.edu/library/instruction_services/infolitplan.html>

**Appendix A. Examples of Formal Course Syllabi**

Introduction to the Library Syllabi (Module I)

Instructor: Librarian

Class Time: TBA

Goal: This session is designed to introduce students to the James H. White Library and its resources.

# Objectives: Students will know the scope and contents of J. H. White Library

 Students will know how the collections are arranged

 Students will know how to locate resources in the library

 Students will know how to check out ebooks and other collection holdings

Activities: Library Tour

 LC Handout

 J. H. White Library webpage (card catalog)

Attendance: Attendance for this session is mandatory.

Class

Participation: Class participation and homework assignments are counted as part of the points you will receive for this portion of your grade

Grade/Points 5 points

User Access Education Program

Information Literacy Syllabi (Module II)

Instructor: Librarian

The Mississippi Valley State University Information Literacy program includes five standards recommended by the Association of Colleges and Research Libraries that are linked to courses in the core curriculum. MVSU library introduces the Information Literacy Program in 101 or higher core courses. Lecture, hands-on assignments and written projects are the primary teaching and learning styles that engages the students in technological skills and critical thinking abilities essential to use print and electronic resources.

**Goal:** To empower the information literate student to determine the nature and extent of information needed

**Objectives (Performance Indicator):**

1. The information literate student defines and articulates the need for information
2. The information literate student identifies a variety of types and formats of potential sources for information
3. The information literate student defines and modifies information needed to achieve a manageable focus

**Performance Outcomes:** Students will be able to

1. Understand how information is formally and informally produced, organized and disseminated
2. Uses the library’s homepage to access electronic databases
3. Select appropriate databases and indices for topics
4. Construct and conduct advanced keyword searches
5. Differentiate between search topics by keyword, title and subject
6. Select relevant articles from search retrievals
7. Identify parts of the citation to determine the availability of the article(s)

**Activities:**

1. Choosing a topic
2. Narrowing the focus of the topic
3. Evaluating the sources validity and reliability
4. Identifying reference resources and Internet sites appropriate for searching specific topics
5. Retrieving articles from electronic formats

## Attendance:

Attendance is mandatory and is counted as part of your points with this session

**Class**

**Participation:** Class participation and homework assignments are counted as part of the points you will receive for this portion of your grade

**Grade/Points:** 10 points

### User Access Education Program

Research 101: Works Cited/Reference List (Module III)

Instructor: Librarian

Class Time: TBA

Goal: This session is designed to provide guidance in the preparation of short and long research papers and other forms of writing that requires critical evaluation of journals, books, Internet resources and the correct citations for those sources. And why a works cited/reference list is needed in research.

Objectives:

1. Students will know how to access the library’s online writing center.
2. Students will know that a works cited list provides and acknowledges the sources used for research.
3. Students will know the importance of “relevance” in evaluating journal, newspaper, Internet and book resources.
4. Students will know how to place the works cited or reference list in the research paper.
5. Students will know how to cite quotations.
6. Students will know the difference between the MLA style works cited, the APA style works cited and internal documentation form MLA and APA style.

Activities: Works cited/reference list handouts

 EbscoHost, Lexis-Nexis databases, etc.

Attendance: Attendance for this session is mandatory.

Class Participation:

Class participation and homework assignments are counted as part of the points you will receive for this portion of your grade.

Grade/Points: 10 points

**Appendix B. Examples of Assignments**

# NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INSTRUCTOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CLASS PERIOD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# JAMES H. WHITE LIBRARY EXERCISE MODULE I

# This exercise requires general knowledge of the library.

* 1. Xerox the title page of a bound journal that can be found in this library, attach title page to this exercise.
	2. What types of materials can be borrowed through Interlibrary Loan?
	3. How long are materials checked out from the library? Is there a fine for late returns? If so, how much?
	4. What item is required to utilize reserve materials? Is there another method for obtaining reserve materials? If so, what is it?
	5. What is Virtual Reference? Is it something that is offered by the James H. White Library staff?

# NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INSTRUCTOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CLASS PERIOD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# JAMES H. WHITE LIBRARY EXERCISE MODULE II

# PART II. Please provide answers to the following questions. Indicate which electronic database you used to find your answer.

* 1. Locate a journal article on “terrorism” using any of the library’s electronic databases. Write the citation for your article.
	2. Which electronic database would you use to locate the court case “Brown versus the Board of Education”? Why?
	3. List four disciplines (subjects) that you can select to search in JSTOR. List at least one journal title for each discipline found.
	4. How far back does the database EbscoHost allow a user to go for full-text article searching?
	5. Why is the drug Enalapril prescribed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

What is the Spanish spelling for this drug\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?

# NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INSTRUCTOR:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CLASS PERIOD:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# JAMES H. WHITE LIBRARY EXERCISE

# RESEARCH 101 MODULE III

1. What are the seven (7) steps of the Research Process?
2. What are the two main types of sources or resources used when writing a research paper?
3. What are the two (2) types of research paper and what is the difference between the two?
4. What is plagiarism?
5. How would you cite the following journal article using the APA citation style? **Title:** Layers of Reading Intervention in Kindergarten Through Third Grade: Changes in Teaching and Student Outcomes.

**Authors:** Rolland E. O’Conner, Deborah Fulmer, Kristin R. Harty and Kathryn M. Bell

**Source: Journal of Learning Disabilities**, Volume 38, Number 5, September/October 2005, pp. 440-455

**Publisher:** Pro-Ed

1. What are two types of research methods? Define both.

7) Identify the following as relating to either qualitative or quantitative research. Check qualitative or quantitative.

The researcher deals with data in the form of words.

Qualitative\_\_\_\_\_ or Quantitative\_\_\_\_\_\_\_

The researcher deals with data in the form of numbers and statistics.

Qualitative\_\_\_\_\_ or Quantitative\_\_\_\_\_\_\_

The investigator is the data-gathering instrument.

Qualitative\_\_\_\_\_ or Quantitative\_\_\_\_\_\_\_

1. Utilize the card catalog to locate the title “Souls of Black Folk” by W. E. B. DuBois. How would you correctly cite this title using the APA citation style?
2. What is the correct citation for this article retrieved from Journal Storage?

**How the Civil Rights Movement Revitalized Labor Militancy**

Larry Isaac; Lars Christiansen

*American Sociological Review*, Vol. 67, No. 5. (Oct., 2002), pp. 722-746

1. What is the correct citation for this book title retrieved from NetLibrary?

**And Gently He Shall Lead Them : Robert Parris Moses and Civil Rights in Mississippi** (eBook) by Burner, Eric. Publication: New York New York University Press, 1994.

**Appendix C. Examples of Information Literacy Competencies**

**Goals**

Implement the Information Literacy Competency Standards for students in higher education, as outlined by the Association of College & Research Libraries:

**ACRL Standard I: The information literate student determines the nature and extent of the information needed**

*Basic Level*

The student will:

1. Identify the information need and develop a list of questions to be addressed.

2. Consider the type or format of information required.

3. Develop a strategy and timeline for identifying and accessing relevant information.

*Advanced Level*

The student will:

1. Develop a research statement based on expressed information needs and course assignments.

2. Discuss appropriate resources and provide a rationale for the format or type selected.

3. Develop a strategy and timeline for identifying and accessing information from a wide variety of resources within and beyond the James H. White Library.

**ACRL Standard II: The information literate student accesses needed information effectively and efficiently**

*Basic Level*

The student will:

1. Select appropriate resources for specific information needs and assignments in general academic courses.

2. Determine the most effective and efficient search strategy for obtaining information relevant to a specific topic.

3. Successfully retrieve the information from a variety of sources.

4. Modify the search strategy as needed.

5. Explore background information to increase familiarity with the topic.

6. Describe the difference between general and subject-specific information sources.

7. Identify key concepts, synonyms, and related terms for the research project.

8. Develop a research plan and formulate questions based on the information need.

*Advanced Level*

The student will:

1. Develop a knowledge base within his or her major field of study with regard to the organizational structure of information resources including print and electronic formats of books, journals, and electronic resources.

2. Determine the most effective and efficient search strategy for obtaining relevant information resources appropriate for diverse course assignments such as term papers, presentations, fieldwork, research projects, experiments, and for life-long learning.

3. Assess the quantity, and appropriateness of information retrieved relevant to an advanced level research topic.

4. Obtain expert opinion from within the major field of study.

**ACRL Standard III: The information literate student evaluates information and its sources critically and incorporates selected information into his/her knowledge base and value system**

*Basic Level*

The student will:

1. Evaluate the relevance and quality of the retrieved information comparatively to the identified need.

2. Develop a competent understanding of relevant information.

3. Incorporate the evaluated information into his/her knowledge base.

*Advanced Level*

The student will:

1. Critically assess the validity, reliability, and bias of the retrieved information.

2. Identify the common patterns, trends, contradictions, and gaps of the aggregate information.

3. Summarize how he/she might apply the newly incorporated information.

4. Validate his/her understanding and interpretability of the information.

**ACRL Standard IV: The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose**

*Basic Level*

The student will:

1. Create a product or performance in response to an initial information need.

2. Review how and by what means he or she was able to fulfill the information need.

3. Communicate in some forum an understanding of the new information.

*Advanced Level*

The student will:

1. Create a product or performance in response to an initial information need in a formal discipline specific format.

2. Critically analyze the method by which the final product was achieved.

3. Communicate, perform, or display a final product which demonstrates an understanding and personal interpretation of synthesized information to a group of peers.

**ACRL Standard V: The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally**

*Basic Level*

The student will:

1. Demonstrate an understanding of intellectual property, copyright, and fair use of copyrighted material.

2. Comply with institutional policies on access to information resources.

3. Avoid plagiarism and cite sources appropriately.

*Advanced Level*

1. Demonstrate facility with discipline specific citation styles.

2. Understand and adhere to ethical and legal issues as they apply to the major field of study and institutional policies for human subjects research.

*Adapted from* Information Literacy Fact Sheet at <http://geoc.uconn.edu/GEOC.ILC.Fact.doc>

**Appendix D. Sample Chart of Instruction**

**Mississippi Valley State University**

**James Herbert White Library**

**User Access Education Classes**

 **FY July 2008 – June 2009**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date**  | **Instructor Name and Department** | **# of Students** | **Librarian Assigned** |
|  **July 1, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 2, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 3, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 7, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 8, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 9, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 10, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 11, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 14, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 15, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 16, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 17, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 18, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 21, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 22, 2008**10:00am ~ 10:50 am | Boys and Girls Club(Community User) | 25 | Dr. E. Young |
|  **July 22, 2008**8:15 am ~9:25 | Dr. Jo BaldwinEnglish | 25 | Ms. M. Henderson |
| **July 22, 2008**11:00 am | Dr. Jo BaldwinEnglish | 25 | Ms. M. Henderson |
| **July 28, 2008** | Dr. O. CatheyMathematics | 25 | Ms. M. Henderson |
| **July 28, 2008** | Dr. Jo BaldwinEnglish | 25 | Ms. M. Henderson |
| **July 29, 2008**8:00am~9:15am | Dr. Jo BaldwinEnglish | 25 | Ms. M. Henderson |
| **July 29, 2008**11:00 am | Dr. Jo BaldwinEnglish | 25 | Ms. M. Henderson |
| **August 21, 2008** | Dr. Barbara NewsomeSocial Work Orientation **(Graduate)** | 30  | Dr. A. Payton |
| **September 8, 2008** | Dr. Kathryn GreeneHistory | 11 | Ms. M. Henderson |
| **September 10, 2008** | Ms. K. WilliamsHPER | 30 | Ms. M. Henderson |
| **September 10, 2008** | Ms. K. WilliamsHPER | 30 | Ms. M. Henderson |
| **September 10, 2008**2:25 p.m. | Dr. Abigail NewsomeBioinformatics **(Graduate)** | 6 | Dr. A. Payton |
| **September 11, 2008** | Dr. Ero Public Administration | 26 | Dr. E.Young |
| **September 11, 2008**1:00 p.m.  | Ms. K. WilliamsHPER | 30 | Ms. M. Henderson |
| **September 16, 2008**1:15pm | Dr. MushiSocial Work **(Graduate)** | 20 | Ms. M. Henderson |
| **September 16, 2008**6:00 pm | Ms. McCoyUniversity College | 25 | Dr. E. Young |
| **September 18, 2008**8:00 am | Mr. Claude WilkinsonEnglish | 25 | Ms. M. Henderson |
| **September 18, 2008** | Ms. McCoyUniversity College | 25 | Dr. E. Young |
| **September 18, 2008** | Dr. Stacy WhiteComputer Science | 5 | Ms. M. Henderson |
| **September 18, 2008** | Ms. Dorothy VarnFine Arts | 9 | Dr. E. Young |
| **October 1, 2008**6:00 pm ~ 8:40 pm | Dr. OmishakinNatural Science and Environmental Health (**Graduate**) | 10 | Ms. A. Purewal |
| **October 2, 2008**6:00 pm ~ 8:40 pm | Dr. OmishakinNatural Science and Environmental Health (**Graduate**) | 6 | Ms. A. Purewal |
| **October 2, 2008** | Dr. NgwangEnglish | 20 | Ms. M. Henderson |
| **October 2, 2008**11:00am | Ms. G LeeSocial Work **(Graduate)** | 25 | Dr. E. Young |
| **October 2, 2008** | Dr. AhanonuEducation **(Graduate)** | 20 | Ms. M. Henderson |
| **October 9, 2008** | Dr. NgwangEnglish | 26 | Ms. M. Henderson |
| **October 9, 2008**11:00 am  | Mr. Antonio Brownlow - **FYE**Information and Applied Technology | 25 | Ms. A Purewal |
| **October 13, 2008**5:00 pm | Mr. Glen StevensGreenwood Center **(Graduate)** | 6 | Ms. M. Henderson |
| **October 16, 2008**11:00 am | Ms. E. Earvin - **FYE**Criminal Justice | 25 | Dr. E Young |
| **October 27, 2008**10:00 am | Dr. NgwangEnglish | 30 | Dr. E. Young |
| **October 27, 2008**11:00 am | Dr. NgwangEnglish | 25 | Ms. M. Henderson |
| **October 29, 2008**10:00 am | Dr. NgwangEnglish | 30 | Ms. M. Henderson |
| **October 29, 2008**11:00 am | Dr. NgwangEnglish | 25 | Ms. M. Henderson |
| **October 29, 2008**8:00 am | Dr. PandaNatural Science and Environmental Health | 5 | Ms. Purewal |
| **October 30, 2008**11:00 am | Mrs. Brownlow - **FYE**Business Education | 40 | Dr. E. Young |
| **October 31, 2008**10:00 am | Dr. NgwangEnglish  | 30 | Ms. M. Henderson |
| **October 31, 2008**11:00 am | Dr. NgwangEnglish | 25 | Ms. M. Henderson |
| **November 3,2008**8:00 am | Amber HendricksEnglish | 25 | Ms. M. Henderson |
| **November 3,2008**9:00 am | Amber HendricksEnglish | 25 | Ms. M. Henderson |
| **November 3,2008**10:00 am | Amber HendricksEnglish | 25 | Ms. M. Henderson |
| **November 3,2008**11:00 am | Amber HendricksEnglish | 22 | Ms. M. Henderson |
| **November 5, 2008**11:00 am | Amber HendricksEnglish | 22 | Ms. M. Henderson |
| **November 5, 2008**6:00 pm | Dr. A. PaytonEducation **(Graduate)** | 10 | Dr. A. Payton |
| **November 13, 2008**11:00 am | Dr. PandaNatural Science and Environmental Health | 22 | Ms. A. Purewal |
| **November 13, 2008**11:00 am | Dr. NgwangEnglish | 20 | Ms. M. Henderson |
| **December 1, 2008** | Ms. D. VarnFine Arts | 15 | Ms. V. Williams |
| **December 18, 2008**9:00-10:30 am | Dr. Jo Ann BaldwinEnglish | 13 | Ms. Henderson |
| **December 23, 2008**9:00-10:30 am | Dr. Jo Ann BaldwinEnglish | 13 | Ms. M. Henderson |
| **December 29, 2008**9:00-10:30 am | Dr. Jo Ann BaldwinEnglish | 13 | Ms. M. Henderson |
| **December 30, 2008**9:00-10:30 am | Dr. Jo Ann BaldwinEnglish | 13 | Ms. M. Henderson |
| **January 27, 2009**9:25 am -10:40 am | Dr. ChappellSocial Science/Political Science | 20 | Ms. M. Henderson |
| **January 28, 2009**2:30 pm | Dr. C. PersaudSocial Science/Cociology | 4 | Ms. M. Henderson |
| **February 3, 2009**5:30 pm | Dr. C. BrantonEducation **(Graduate)** | 14 | Ms. M. Henderson |
| **February 4, 2009**2:30 pm | Dr. C. Persaud Social Science/Sociology - taught in Social Science Lab | 4 | Ms. M. Henderson |
| **February 5, 2009**9:30 am | Dr. B. EaleyEducation | 25 | Dr. E. Young |
| **February 5, 2009**11:00 am | Dr. E. Turk - **FYE**Mass Communication | 25 | Dr. E. Young |
| **February 5, 2009**1:00 pm | Dr. B. EaleyEducation | 13 | Dr. E. Young |
| **February 10, 2009**8:00 am | Mrs. M. OsborneEnglish | 6 | Ms. A. Purewal |
| **February 10, 2009**9:25 am | Mrs. M. OsborneEnglish | 28 | Ms. A. Purewal |
| **February 10, 2009**1:00 pm | Mr. C. WilkersonEnglish | 25 | Ms. M. Henderson |
| **February 23, 2009**9:00 am | Dr. MimsSocial Work | 32 | Dr. A. Payton |
| **February 24, 2009**8:00 am | Ms. Amber HendricksEnglish | 27 | Dr. E. Young |
| **February 24, 2009**9:25 am | Ms. Amber HendricksEnglish | 27 | Dr. E. Young |
| **February 24, 2009**1:00 pm | Ms. Amber HendricksEnglish | 27 | Dr. E. Young |
| **February 24, 2009**11:00 am | Ms. SmithStudent Support Services | 20 | Dr. E. Young |
| **February 26, 2009**11:00 am | Ms. SmithStudent Support Services | 20 | Dr. E. Young |
| **March 9, 2009**9:00am | Dr. NgwangEnglish | 25 | Ms. M. Henderson |
| **March 9, 2009**10:00am | Dr. NgwangEnglish | 25 | Ms. M. Henderson |
| **March 9, 2009**9:00am | Dr. NgwangEnglish | 25 | Ms. M. Henderson |
| **March 9, 2009**10:00am | Dr. NgwangEnglish | 25 | Ms. M. Henderson |
| **March 26, 2009**6:00 pm | Ms. McCoyUniversity College | 17 | Dr. E. Young |
| **April 1, 2009**10:00 am | Dr. Jo BaldwinEnglish | 30 | Ms. M. Henderson |
| **April 1, 2009**11:00 am | Dr. Jo BaldwinEnglish | 30 | Ms. M. Henderson |
| **April 14, 2009** | High School TourNorthwest Community College | 7 | Ms. A. Purewal |
| **April 20, 2009** | High School TourCoahoma High School | 34 | Ms. A. Purewal |
| **April 28, 2009**1:15 pm | Mr. C.WilkinsonEnglish | 10 | Ms. M. Henderson |
| **April 30, 2009** | High School TourSiwell Middle School | 112 | Dr. E. Young |
| **May 1, 2009** | High School TourWinston High School | 4 | Dr. E. Young |
| **June 8, 2009**9:00 am | Amber HendricksEnglish | 20 | Dr. E. Young |
| **May 9, 2009**1:00 pm ~2:15pm | Dr. A. NewsomeBioinformatics **(Graduate)** | 21(students)20 (teachers) | Ms. Henderson |
| **May 10, 2009**1:00 pm ~ 2:45pm | Dr. A. NewsomeBioinformatics **(Graduate)** | 20 | Ms. Williams |
| **May 15, 2009**11:00am ~ 11:50am | Dr. T. DumasEducation **(Graduate)** | 11 | M. M. Henderson |
| **May 22, 2009**10:00 am ~ 11:30am | Orientation Social Work **(Graduate)** | 30 | Ms. M. Henderson |
| **TOTAL: 97 Classes** |  | **2171** | **4 Librarians** |

**64 (Undergraduate Classes)**

**14 (Graduate Classes)**

**4 (General Tours)**

**15 (MVSU Community Classes)**

**Appendix E. Library Instruction Request Form**

**Mississippi Valley State University**

**James H. White Library**

**Library Instruction Request Form**

The Library offers hands-on instructional sessions on library research for undergraduates and graduate students, tailored to courses, assignments and students' research topics.

These sessions have *greatest impact when scheduled close to the date your students' research assignment is due*, and after students have already chosen their topics. For more information, see our guide on Effective Assignments Using Library and Internet Resources.

Please submit your request **two weeks in advance** of your preferred date.

**GUIDELINES FOR REQUESTING A SESSION**

**Attending with your students**
*Your presence is necessary* to see the sources we've shown, the issues we've discussed,
and so that you can field questions about the assignment. Your presence also demonstrates that you value research skills and that the library session is an integral part of your course.

**Confirming your request**
Expect to receive confirmation of your request within 3-4 business days. You will be given the name of your course's librarian instructor and the date, time and location of your session.

**Enhancing student learning through customized instruction**
So we can customize your session, please be prepared to send the following materials to the librarian instructor when he/she contacts you:

* a copy of the *research assignment*, and
* a list of *students' topics*

**Workshop locations**
Sessions are usually held in the Library electronic classrooms with PC workstations for hands-on work. Arrangements can also be made for in-class presentations.

**Alternatives to Course-integrated Library Instruction**
The Library also provides short online guides to library collections and services at <http://libguides.mvsu.edu/>

**Questions?**
Contact the Library at 254-3494, or contact the liaison librarian for your academic department.

**REQUIRED INFORMATION:**

Name of Professor/Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Office Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department/Course Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Meeting Time(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INFORMATION FOR LIBRARY SESSION:**

Preferred Date/Time of Requested Session: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1st Choice

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2nd Choice

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3rd Choice

Description of Research/Assignment & Due Date (submit copy of course syllabus and assignment): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specific Resources or Aspects of the Subject to be included in session (i.e. MLA, APA Citation):

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please return the second page of this form to the Reference Desk or via fax (254-3499).Top of Form