



James L. & Dorothy H. Dewar
COLLEGE of EDUCATION
& HUMAN SERVICES
VALDOSTA STATE UNIVERSITY

Department of Library and Information Studies
MLIS 7125
Summer II 2021
3 Credit Hours

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION

Course provides overview of resources and techniques for providing library service to genealogy researchers. The course facilitates the acquisition of a broader knowledge of materials and related topics integral for informed and literate responses to genealogy researchers.

TEXTBOOKS / RESOURCE MATERIALS

[REQUIRED TEXT(S)]

Gates, Henry L. *African American Lives*. Alexandria, VA: PBS Video, 2006. *Does not have to purchased; some local libraries provide circulating copies.*

Simpson, Jack. *Basics of Genealogy Reference: A Librarian's Guide*. Westport, Conn: Libraries Unlimited, 2008.

[RECOMMENDED TEXT(S)]

Croom, Emily Anne. *Unpuzzling Your Past: The Best-selling Basic Guide to Genealogy*, 4th ed. Cincinnati, Ohio: Betterway Books, 2001.

Gates, Henry Louis. *In Search of Our Roots: How 19 Extraordinary African Americans Reclaimed Their Past*, 1st ed. New York: Crown Publishers, 2009.

Greenwood, Val D. *The Researcher's Guide to American Genealogy*, 3rd ed. Baltimore, Md.: Genealogical Publishing, 2000.

Moore, Dahrl Elizabeth. *Librarian's Genealogy Notebook A Guide to Resources*, Chicago: American Library Association, 1998.

Pennavaria, Katherine. *Genealogy: A Practical Guide for Librarians No. 15*. Lanham, Maryland: Rowman and Littlefield, 2016.

Smolenyak, Megan. "Who do You Think You Are: The Essential Guide to Tracing Your Family History." New York: Penguin Books. 2010.

Swan, James. *Librarian's Guide to Genealogical Services and Research*. Chicago: Neal-Schuman Publishers, 2004.

Please familiarize yourself with the VSU policy that prohibits the use of the Interlibrary Loan service for obtaining textbooks at <https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/MLISPolicyonILLRequestsforTextbooks.pdf>.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to meet these Student Learning Outcomes (SLOs). The SLOs are aligned with MLS program objectives (<https://www.valdosta.edu/colleges/education/master-of-library-and-information-science/our-program/>):

Learning Outcomes:

- Describe the goals of genealogical research
- Describe the characteristics, needs and values of genealogists
- Describe standard techniques and tools used in genealogical research
- Conduct an effective genealogy reference interview
- Access key genealogical resources in a variety of formats
- Discuss issues related to service levels and external resources

This course covers the following American Library Association Core Competences of Librarianship

(<http://www.ala.org/educationcareers/careers/corecomp/corecompetences>):

- Foundations of the Profession: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
- Guidelines for a Unit or Course of Instruction in Genealogical Research at Schools of Library and Information Science
<http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesunit.cfm>
- Guidelines for Developing Beginning Genealogical Collections and Services
<http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesdeveloping.cfm>
- Guidelines for Establishing Local History Collections
<http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesestablishing.cfm>

Ethics, Conduct, Standards, Guidelines:

- Association of Professional Genealogists <http://www.apgen.org/articles/ready.html>
- Board of Certification for Genealogist Code of Ethics and Conduct
<http://www.bgc certification.org/aboutbcg/code.html>
- National Genealogical Society's Genealogical Standards and Guidelines
http://www.ngsgenealogy.org/cs/ngs_standards_and_guidelines

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Week One: What is Genealogy?

Wed, Jun 09 to Sat, June 12

Primary Readings:

Greenwood, Chapter 1: Understanding Genealogical Research – pp. 1-20 **(E-reserve)**

Moore, Section 1. Brief Introduction to Genealogy & Family History- pp. 1-6. **(E-reserve)**

Pennavaria, Katherine. Chapter 3: The Research Process – pp. 47-85. **(E-reserve)**

Smolenyak, Megan. “*Who Do You Think You Are*” Chapter 1: Preparing Your Ancestor Hunt. pp.1-25. **(E-reserve)**

Wright, Raymond S. Chapter 1: “Genealogy and Family History.” *The Genealogist's Handbook: Modern Methods for Researching Family History*. American Library Association, 1995. pp. 1-12. **(E-reserve)**

Wright, Raymond S. Chapter 2: Getting Started. pp. 12-24. **(E-reserve)**

Articles:

Bishop, Ronald. "In the Grand Scheme of Things: An Exploration of the Meaning of Genealogical Research," *Journal of Popular Culture*, vol. 41, no.3, 2008, pp. 393–412.

Hershkovitz, Arnon. “Leveraging Genealogy as an Academic Discipline.” *Avotaynu: The International Review of Jewish Genealogy*, Vol. 27, no. 3, Fall 2011, pp.18-23. **(E-reserve)**

Jones, Thomas W. “Post-Secondary Study of Genealogy: Curriculum and Its Contexts.” *Avotaynu: The International Review of Jewish Genealogy* 23 (Fall 2007) pp. 17–23.

Mills, Elizabeth Shown. "Academia vs. Genealogy: Prospects for Reconciliation and Progress." *National Genealogical Society Quarterly* 71 (June 1983): pp.99-106.

Riddell, Iain. “To Alleviate or Elevate the Euroamerican Genealogy Fever.” *Genealogy* 2018 2, 12. **(E-reserve)**

Taylor, Robert M. and Ralph J. Crandall. “Historians and Genealogists: An Emerging Community of Interest.” *Generations and Change: Genealogical Perspectives in Social History*. Eds. Robert M. Taylor and Ralph J. Crandall. Macon: Mercer 1986. pp. 3-28. **(E-reserve)**

Yakel, Elizabeth. (2004) "Seeking Information, Seeking Connections, Seeking Meaning: Genealogists and Family Historians." *Information Research*, 10 (1) paper 205.

Yakel, Elizabeth and Debra A. Torres. “Genealogists as a Community of Records.” *The American Archivist*. Vol. 70 (Spring/Summer 2007). pp. 93-113.

Textbook Readings:

Croom, Chapter 1: In the Beginning – pp. 3-9. **(E-reserve)**

Croom, Chapter 2: Charting Your Course – pp. 10-22. **(E-reserve)**

Pennavaria, Katherine. Chapter 4: The Best First Steps for a New Researcher - pp. 57-86. **(E-reserve)**

Simpson, Chapter 1: First Steps in Genealogy Research: Getting Organized; Talking to Family Members
- pp. 1-6.

Swan, Chapter 8: Start an Organized Search – pp. 147-172. **(E-reserve)**

Articles:

Crandall, Ralph J. "Compiled Genealogies: Reevaluating the 'Facts'" *Ancestry* 18:2. pp. 49-52.

Croom, Emily Anne. "Cluster Genealogy." *The Genealogist's Companion & Sourcebook: A Beyond-the-Basics, hands-on Guide to Unpuzzling Your Past*. Cincinnati: Ohio, Betterway Books, pp. 2-6.
(E-reserve)

Darby, Paul, and Paul Clough. 2013. "Investigating the Information-Seeking Behavior of Genealogists and Family Historians." *Journal of Information Science* 39, no. 1: pp. 73-84.

Duff Wendy M. and Catherine A. Johnson. "Where is the List with All the Names? Information-Seeking Behavior of Genealogists." *The American Archivist* 66:1. pp. 79-95.

Lucy, Catherine. Research Trends & Emerging Technologies for Genealogists. *SLIS Student Research Journal*, (2015). 5(2). Retrieved from <http://scholarworks.sjsu.edu/slissrj/vol5/iss2/4>.

Mills, Elizabeth Shown and Gary Mills. The Genealogist's Assessment of Alex Haley's Roots." *National Genealogical Society Quarterly* (1984): 72:1. pp. 35-49.

Mills, Gary B. and Elizabeth Shown Mills. "Roots" and the New "Faction": A Legitimate Tool for Clio?" *The Virginia Magazine of History and Biography*, (Jan.1981), Vol. 89, No. 1 pp. 3-26.

Pinker, Steven "Strangled by Roots. (Cover story)." *New Republic* 237.3 (2007): pp. 32-35.

Week 3 The Reference Interaction

Sun, June 20 to Sat, June 26

Textbook Readings:

Moore, Section 2: Library Reference Service pp. 7-14 **(E-reserve)**

Moore, Section 3. Checklist of Genealogical Sources & Abbreviations Used in Genealogy -pp. 15-18. **(E-reserve)**

Simpson, Chapter 12: "The Genealogy Reference Interview: Approaches of Patrons to Research; Using Four Basic Steps; Common Researcher Mistakes; Difficult Cases." pp. 135-140.

Swan, Chapter 1: Starting Research – pp. 3-12. **(E-reserve)**

Articles:

Amason, Craig R. "Instructions for Genealogists in the Public Library." *The Reference Librarian* 22 (November 22,1988): pp. 283-295.

Billeter, Anne. "Why Don't Librarians Like Genealogists? Beginning Genealogy for Librarians." *Oregon Library Association* 7, 4(Winter 2001): pp. 2-6.

Bremer, Peter. "Bridging the Gap: Facilitating Genealogical Research." *The Reference Librarian*, 59:1, pp.19-22.

Duff, Wendy and Allyson Fox. "You're a Guide Rather Than an Expert." *Journal of the Society of Archivists*. 27.2 October 2006, pp.129-153.

Francis, Laurie. "The Genealogy Reference Interview." *PnLA Quarterly* 70.1 (2004): 13-15.

Francis, Laurie. "The Genealogy Search Process." *PnLA Quarterly* 68.3 (2004): pp.12, 22.

Filby, P.W. "Genealogy is Reference." *Research Quarterly* 6:4 (Summer 1967) pp. 164-168.

Fraser, Shanna. "Genealogists and the Archives: How to Better Serve this User Group," ARST 540 class essay, MAS program, University of British Columbia, 2005. **(E-reserve)**

Jelks, Joyce E. and Janice White Silkes. "Approaches to Black Family History." *Library Trends* Summer 1983, pp.139-159.

Morgan, George G. "Plight of the Genealogy Reference Librarian." *Mesa County Genealogical Society Newsletter*, vol. 23, no. 3 (September 2003): pp. 1, 4.

Parker, J. Carlyle. "Becoming the Ideal Reference Librarian for Genealogy Patrons." *RQ (Reference & User Services Quarterly)* 23:2, (Winter 1983): pp. 182-188.

Peters, Chrissie Anderson. "Genealogy for Beginners: From Both Sides of the Reference Desk". *Tennessee Libraries* 52:8 (2006): <http://www.tnla.org/associations/5700/files/peters562.pdf>.

Zastrow, Jan. (2015). Genealogy: A Cheat Sheet for the Unsuspecting Librarian. *Computers in Libraries*. vol. 35, no.5. pp.16-20.

Assignment I: Media Observation (20 points)

Due: Mon, 28 June at 6am

Analyze the four episodes of *African American Lives*, the first of series of multi-episodic documentaries tracing the genealogy of eight notable African Americans (Sara Lawrence Lightfoot, Ben Carson, Chris Tucker, Quincy Jones, Mae Jemison, Oprah Winfrey, Whoopi Goldberg, J.D. Jakes). Narrated by Dr. Henry Louis Gates, the Alphonse Fletcher University Professor at Harvard University, the program offers an opportunity to observe the research process at work. Make note of the kinds of questions being asked of the researcher and the manner in which questions are resolved.

View each of the four episodes: **(1) Listening to our Past; (2) Searching for our Names (3) the Promise of Freedom; (4) Beyond the Middle Passage.** Compose one double-spaced page for each for the following themes:

- I. Describe the role of history in connection with genealogical research. Provide examples.
 - II. What themes or concepts emerged throughout the participants' narratives? Are there shared themes; are there themes specific to a particular guest?
 - III. Identify the research experts and their specializations or areas of concentration.
 - IV. Identify the primary and secondary documents found and/or utilized?
 - V. Describe reinforced narratives and/or new discoveries about the guests' family narratives.
 - VI. Describe (with examples) your response to both the research processes utilized and the narratives explored.
- Submit the assignment as MS Word documents.
 - Points will be deducted for formatting, spelling, grammar, and syntax errors.
 - A title page or bibliography page is not required.
 - Use a 12-point font, one-inch margins, and double line spacing.
 - Use the header function in Microsoft Word to insert your name and page number in the upper right-hand corner of each page.
 - MLA citation style is preferred, but not required. Chicago or Turabian are acceptable. Consistently cite your sources in accordance with the style that you use. Err on the side of citing the source.

Week 4: Census Reports and Vital Records

Sun, June 27 to Sat, July 03

Textbook Readings:

Moore, Section 4. Census Records & Forms, 1800-1920, pp. 19-21. **(E-reserve)**

Moore, Section 5. Other Genealogical Records, pp. 23-29. **(E-reserve)**

Simpson, Chapter 2: Census Basics, pp. 7-20.

Simpson, Chapter 3: Advanced Census Research, pp. 21-28.

Simpson, Chapter 4: Researching Vital Records, pp. 29-42

Simpson, Chapter 9: Using the Internet, pp. 101-114

Articles:

Adam, Michelle and Helen Kelly "For Every Soul There is a Trace." *World of Hibernia* 5.1 (1999): 46.

Bidlack, Russell E. "Genealogy Today." *Library Trends* 32.1 (1983): pp. 7-23.

Brown, Anna. "The Changing Categories the U.S. Census Has Used to Measure Race." Pew Research Center, Washington, D.C. (25 February 2020) <https://pewrsr.ch/3a3KiMD>.

Conniff, Richard. "The Family Tree, Pruned." *Smithsonian* 38.4 (2007): pp. 90-97.

Dorman, Robert L. "The Creation and Destruction of the 1890 Federal Census." *American Archivist* 71 (Fall/Winter 2008): 350-383 <http://americanarchivist.org/>

Gardner, Eric. "Black and White: American Genealogy, Race, and Popular Response." *Midwest Quarterly*. 44:2, pp. 148-160.

Mills, Elizabeth Shown. "Ethnicity and the Southern Genealogist: Myths and Misconceptions, Resources and Opportunities." *Generations and Change: Genealogical Perspectives in Social History*. Eds. Robert M. Taylor and Ralph J. Crandall. Macon: Mercer 1986, pp. 89-108. **(E-reserve)**

Parker, Kim and Rich Morin, Juliana Menasce Horowitz, Mark Hugo Lopez, Molly Rohal. Pew Research Center. 2015. "Multiracial in America: Proud, Diverse and Growing in Numbers." Washington, D.C.: June 2015. <https://www.pewsocialtrends.org/2015/06/11/multiracial-in-america/> . **Read Chapter 1, Chapter 2 and Appendix B.**

Week 5: Published Resources and Information Services Sun, July 04 to Sat, July 10
Monday is a university holiday.

Textbook Readings:

Simpson, Chapter 5: "Basic Published Resources" pp. 43-56.

Simpson, Chapter 6: "Basic Archival Sources" pp. 57-68.

Simpson, Chapter 7: "Immigration Records." pp. 69-78

Simpson, Chapter 8: "Ethnic Records & International Research," pp. 79-100.

Articles:

Ashton, Rick J. "A Commitment to Excellence in Genealogy: How the Public Library Became the Only Tourist Attraction in Fort Wayne, Indiana." *Library Trends* 32.1 (1983): 89-96.

Amason Benedict, Shelia "Using Newspapers Effectively," *OnBoard* 9 (September 2003): 20-22.

Bidlack, Russell E. "Genealogy as It Relates to Library Service." *ALA yearbook: a review of library events 1977*, Volume 3 (1978): xxiv-xxx. **(E-reserve)**

Davidsson, Robert I. "Providing Genealogy Research Services in Public Libraries: Guidelines and Ethics." *Public Libraries*. Chicago: May/June 2004. Vol. 43, Iss. 3. pp. 142.

Francis, Laurie. "The Genealogy Search Process." *PNLA Quarterly* 68.3 (2004): pp.12, 22.

Hinckley, Kathleen W. "Analyzing City Directories," *OnBoard* 2 (May 1996): 16. *

Jones, Thomas W. "Why Do Family Historians Need a Proof Standard." 2012.

http://broadcast.lds.org/elearning/FHD/Community/en/Community/Thomas%20W.%20Jones/Jones_ProofStandard_handout.pdf.

Lustenberger, Anita Anderson. "Using Indexes," *OnBoard* 3 (September 1997): 24. *

Mills, Elizabeth Shown. "Analyzing Deeds for Useful Clues," *OnBoard* 1 (January 1995): 8. *

Mills, Elizabeth Shown. "Analyzing Wills for Useful Clues," *OnBoard* 1 (May 1995): 16. *

Mills, Elizabeth Shown. "Censuses - Often-Overlooked Basics," *OnBoard* 4 (January 1998): 8 *

Mills, Elizabeth Shown "Analyzing and Reviewing Published Sources," *OnBoard* 3 (May 1997): 16. *

Null, David G. "Genealogy and Family History in the Academic Library." *Journal of Academic Librarianship* 11.1 (March 1985): pp. 29-33.

Rubincam, Milton. "What the Genealogist Expects of an Archival Agency or Historical Society." *The American Archivist* 12, 4(October 1949): pp. 333-338.

Sayre, Pamela Boyer. "Enough is Enough." www.sayreandsayre.com. 2016.

<https://familytreewebinars.com/pdf/webinar-free1475680256.pdf>. **(E-reserve)**

Shawker, Patricia O'Brien "Passport Applications: A Rich Genealogical Resource," *OnBoard* 13 (May 2007): pp. 14-15. *

Week 6: Advanced Resources and Professional Tools Sun, July 11 to Sat, July 17

Textbook Readings:

Simpson, Chapter 10: Resources of the Family History Library – pp. 115-124.

Simpson, Chapter 11: The National Archives & Other Repositories – pp. 125-134.

Simpson, Chapter 13: Professional Toolkit – pp. 141-148.

Swan, Chapter 10: Identifying Databases and Indexes – pp. 205-224 **(E-reserve)**

Swan, Chapter 11: Facilitating Research with Computers – pp. 225-252 **(E-reserve)**

Articles:

Diamond, Stanley M. "Combining Genealogical and Family Trait Genetic Research." *Jewish Gen: An affiliate of the Museum of Jewish heritage – a living Memorial to the Holocaust.*
<https://www.jewishgen.org/InfoFiles/genetics.htm>

Linder, Bill R. "An Overview of Genealogical Research in the National Archives." *Library Trends.* Summer 1983 pp. 25-38.

Mills, Elizabeth Shown. "Genealogy in the 'Information Age': History's New Frontier?" *National Genealogical Society Quarterly* 91 (December 2003): pp. 260-278.

Perego, Ugo A. "The Power of DNA: Discovering Lost and Hidden Relationships. *World Library and Information congress 71th IFLA Conference Proceedings* (2005): pp. 1-19.
Found at: <https://archive.ifla.org/IV/ifla71/papers/o87e-Perego.pdf>.

Perego, Ugo A., Natalie M. Myres, Scott R. Woodward. "The Molecular Genealogy Research Project." *OLA Quarterly* Winter 2001 Vol. 7 No 4 pp. 18-22.

Redmann, Gail R. "Archivists and Genealogists: The Trend Toward Peaceful Coexistence." *Archival Issues* 18, no.2 (1993): pp. 121-132.

Remus, William. "How to Use DNA in Your Genealogical Research" *Foundation for East European Family History Studies Journal* 13: pp. 54-59.

Ruvane, Mary B. –Identifying Ancestral Haunts: Family History, GIS, and Information Needs. *BYU Family Historian* 4 (2005): pp. 33-56.

Skloot, Rebecca "Putting the GENE Back in Genealogy." *Popular Science* 264.1 (2004): 78.

Shriver, Mark D., and Rick A. Kittles. "Genetic Ancestry and the Search for Personalized Genetic Histories." *Nature Reviews Genetics* 5, no. 8 (August 2004): 611-618.

Assignment II: Personal Research (30 points)

Due: Mon, July 20 at 6am

To better empathize with future patrons and clientele, students will explore their own genealogy and family history. Document conversations with relatives; explore local and national government records; vital records and more. Examples of the process and the charts are discussed in the readings.

1. Complete an ahnentafel chart that lists up to five generations. Do not list more than five generations. Present the information on one 8.5" by 11" page. (1 page)
2. Complete a pedigree chart on one page with at least three and no more than five generations. Typed is preferred, but if handwritten, write legibly. (1 page)
3. Complete a family group sheet for one individual prominent or emerging from the research on your pedigree chart. Legible handwriting is acceptable. (1 page)
4. Family histories emerge from genealogical research & conversation with relatives. Discuss the following:
 - a. Summarize what you knew before or have learned about your ancestor(s).
 - b. If you inherited research, verify then cite who prepared the information and the documentation they provided? If documentation was omitted, you must provide it. If you are conducting initial research, cite who you consulted and the documentation which substantiates the information? (Cite the information according to the style guide that you are using).
 - c. Describe one story or individual that emerged from your research. From whom or from what sources did you learn about the stories?
 - d. What is the historical context of the person(s) that you are researching?
 - e. What are some unique/particular components related to your research (e.g. African American/slavery, European immigration, Asian forced encampment, military service, religious affiliation)?
 - f. What issues or insights emerged from this exercise and what are your next steps to either address or explore them?
 - g. Cite a minimum of four sources that you used to verify the information. Only two of the four sources can be U.S. Census Reports.

Cite your sources to the extent that a reader of the paper can find and review the sources. Consult the instructor in advance if you consider the sources to be excessive.

Textbook Readings

Guidelines for Developing Beginning Genealogical Collections and Services

<http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesdeveloping.cfm>

Guidelines for Establishing Local History Collections

<http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesestablishing.cfm>

Swan, Chapter 6: Providing Instruction for Genealogists. pp. 129-135. **(E-reserve)**

Articles

Ashton, Rick. "Curators, Hobbyists, and Historians: Ninety Years of Genealogy at the Newberry Library." *Library History* 47, 2 (1977): pp. 149-62.

Ashton, Rick J. "A Commitment to Excellence in Genealogy: How the Public Library Became the Only Tourist Attraction in Fort Wayne, Indiana." *Library Trends* 32.1 (1983): pp.89-96.

Bockstruck, Lloyd DeWitt. "Four Centuries of Genealogy: A Historical Overview." *Reference Quarterly*, 23, 2 (Winter 1983): pp.162-70.

Dwoskin, Beth. "Genealogy in the Jewish Library: An Update." *Judaica Librarianship*, vol. 15, July 2009, pp. 13-24.

Gracy, David B. "Archivists, You Are What People Think You Keep." *The American Archivist* 52 (Winter 1989): pp. 72-78.

Hackstaff, Karla. "Who Are We? Genealogists Negotiating Ethno-Racial Identities." *Qualitative Sociology*, vol. 32, no. 2, June 2009, pp. 173-194.

Litzer, Donald S. "Library and Genealogical Society Cooperation in Developing Local Genealogical Services and Collections." *Reference & User Services Quarterly*, 37:1 (Fall 1997) pp. 37-51.

Shulevitz, Judith. "The Science of Survival. Why Do Some People Cope with Trauma Better Than Others? We're Finally Beginning to Understand." *The New Republic*, Nov/Dec 2014. pp.86-95.

Assignment III: Site Visitation (15 points)

Due: Wed, July 28 at 5pm

Online, asynchronous education can be challenging. The covid19 pandemic and different levels of quarantines around the country and world continues to impact normal operations for many institutions and service providers. The online character of the MLIS program facilitates most MLIS students' familiarity of learning without face to face interaction. While vaccinations have facilitated a slow return to normal operations, the stress response to our current broadly-based social realities vary. Consequently, if there are elements of this assignment that are you uncomfortable performing, contact the professor directly and privately for conversation about possible alternatives.

Ordinarily onsite and face to face visitations would be readily available. However, because many facilities do not currently permit face to face visitations and perhaps will not do so at the end of June or July, the assignment may require a virtual visitation or assessment of information.

Start early in the course to determine a facility such as a library, a local history center, a LDS History Center, a national archives facility, a regional archive or one of several other kinds of institutions who provide access to primary documents and sources. If you are comfortable visiting and if visitation is permitted, contact then interview one of the staff persons working in the facility. If you cannot visit any institution in your area, then assess what information you can gather can gather from printed or web based materials, or in conversation with a person working at the facility. Strive to build a professional report.

Create a Microsoft power point presentation about the institution containing a **minimum of 15 slides** and a **maximum of twenty slides**. The presentation must contain at least one slide with each of the following titles/topics:

- the mission of the library or information center
- the patrons who regularly utilize the facility
- description of the collection
- description of the kind of services provided
- the education, experience and background of the staff member or staff members
- the relationship of the institution with other institutions or organizations
- common obstacles assisting researchers
- ethical considerations that are important in this library or information center
- advice for you and your classmates as you prepare for your careers
- one title slide
- one acknowledgement slide

Note:

- **The course resources include examples of two power points from previous students. Both students have given permission for their presentations to be used.**
- **There are examples of how to build a good PowerPoint.**
- **There is a grading rubric for the assignment.**

If you cannot locate these, contact the professor.

SUBMITTING ASSIGNMENTS

According to the American Library Association, librarians are expected to have:

- The ability to communicate [clearly and succinctly] both orally and in writing
- Accuracy and skill in typing
- The ability to prepare comprehensive reports and present ideas clearly and concisely in written and oral form

(<http://www.ala.org/educationcareers/careers/librarycareersite/whatyouneedlibrarian>)

- Points will be deducted for spelling, grammar, syntax errors, particularly if those errors are determined to obscure the content delivery.
- A title page or bibliography page is not required for the written assignments. The power point presentation **does require** a title slide and acknowledgements slide.
- Use a 12-point font, one-inch margins, and double spacing. Any alternative (including 1.5 line spacing, smaller fonts, etc.) will result in point deductions.
- Use the header function in MS Word to insert your name and page number in the upper right-hand corner of each page. Ask for assistance, if this function is unfamiliar.
- MLA citation style is preferred, but not required. Chicago or Turabian are acceptable. Be consistent throughout the paper. Err on the side of citing the source. The hint of plagiarism can result in zero points and a failing grade in the course.
- Exceeding the page limits for all assignments will result in point deductions.
- Submit assignments as Microsoft Word documents unless otherwise described.

LATE SUBMISSIONS, MISSED ASSIGNMENTS, & MAKE UP ASSIGNMENTS

Late assignments will be accepted only if the instructor has erred in synchronizing the syllabus with BlazeVIEW and only by prior discussion with the instructor and prior approval by the instructor.

COURSE GRADES

There are 100 points possible in the course. Grades will be assigned as follows:

- 100-91 points = A; 90-81 points = B; 80-71 points = C; 70-61 points = D; 60 = F
- Late assignments (including all discussion boards) will not be accepted without prior approval of instructor.
- **Students are responsible for locating all assigned readings that are not on electronic reserve. (This is encouraged by the MLIS department faculty).**
- Topics for E-knowledge checks and discussion board postings will be posted on the course website.

No grade below a C will be credited toward a VSU graduate degree and students must receive a grade of B or better to earn credit in core courses and the required collection development elective.

E-Knowledge Checks/Reflections on Weekly Readings posted to Discussion Board	15 points
Discussion Board Dialogue	15 points
Media Observation	20 points

Personal Research	30 points
Site Visitation	20 points

ATTENDANCE POLICY

All course activities will be conducted through BlazeVIEW. Course content is delivered asynchronously according to the course calendar. It is your responsibility to substantively participate in all course activities and submit assignments on time. It is in your best interest to log into the course at least several times each week (daily is best) to check announcements, discussion board posts, and emails.

COMMUNICATION

Communication will be conducted through BlazeVIEW email, postings and replies in the discussion board, and/or BlazeVIEW announcements. Check these areas at least several times per week (daily is recommended) as you are responsible for knowing all information communicated through these channels.

VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, all email correspondence related to this course is to be sent using the email client built into the BlazeVIEW course website.

PROFESSIONALISM

The Department of Library and Information Studies expects you to pursue your academic endeavors and conduct yourself in a professional and ethical manner. All work submitted in the course must represent your own efforts. Cite sources and include reference information. You should communicate in a professional manner in both speech and writing and maintain a professional attitude, being respectful to others and their viewpoints. Exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

ACADEMIC INTEGRITY

You are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct (<https://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-handbook.php>) and the COEHS Policy Statement of Plagiarism (<https://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>). All students are expected to do their own work and to uphold a high standard of academic ethics. Consequences for acts of academic dishonesty are detailed in the COEHS Policy Statement of Plagiarism.

For more information, visit Academic Honesty at VSU (<https://www.valdosta.edu/academics/academic-affairs/academic-honesty-at-vsuhp>).

STUDENT OPINION OF INSTRUCTION SURVEY

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage (<https://www.valdosta.edu/academics/academic-affairs/sois/>).

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Dr. Sherolyn Hopkins, titleix@valdosta.edu, Student Union, Suite 3106, Valdosta State University, Valdosta, Georgia 31698, 229-333-5941. To file a report (not make an inquiry) please visit https://cm.maxient.com/reportingform.php?ValdostaStateUniv&layout_id=7

ACCOMMODATION STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871. For more information, please visit VSU's Access Office (<https://www.valdosta.edu/student/disability/>) or email access@valdosta.edu

Helpful Links

Technical Support (IT helpdesk)	https://www.valdosta.edu/administration/it/solutions/
Center for eLearning (support for BlazeVIEW)	https://www.valdosta.edu/academics/elearning/
Academic Support Center	https://www.valdosta.edu/asc/
Hope Connect (Mental Health Services)	https://www.valdosta.edu/administration/student-affairs/student-health/hope-connect-about.php