This document contains two syllabi and selected handouts developed for a graduate-level course in bibliographic instruction (BI). The purpose of the course is to enable students to become familiar with the field of bibliographic instruction and to plan, implement, and evaluate a BI course within an academic setting. Attention is also given to providing BI in school media centers and public libraries. Teaching and learning theory is covered, and students have an opportunity to practice and improve their presentation skills for instructional settings. The syllabi describe course texts, assignments, topics covered, and course guidelines. A list of 43 resources on reserve is also included. (KRN)
BIBLIOGRAPHIC INSTRUCTION COURSE SYLLABUS AND SELECTED HANDOUTS

LORNA PETERSON
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SCHOOL OF INFORMATION AND LIBRARY STUDIES

Educating the library user has become a common service in most libraries and library schools have responded by offering graduate courses in bibliographic instruction. There is interest among library educators in how to best educate librarians for bibliographic instruction roles. One response to such interest is to share course syllabi and handouts.

This document presents the syllabus and selected handouts for two course offerings in bibliographic instruction at the State University of New York at Buffalo, School of Information and Library Studies (SILS). Bibliographic Instruction has been offered as a "special topics" course since Spring 1987. "Special topics" courses are designed to allow for study and discussion of current issues in library and information science. Because Bibliographic Instruction had been offered since 1987 as a special course, it was recommended by the curriculum committee to add Bibliographic Instruction as a regular course offering. This recommendation was passed unanimously by the SILS Council February 24, 1992.
Course Description

Principles and theories of providing instruction in library use with emphasis on designing instructional sessions, improving teaching skills and evaluating bibliographic instruction materials. Includes teaching sessions and evaluation by students. Emphasis is on instruction in academic libraries with attention also given to school media centers and public libraries.

Instructor

Lorna Peterson
Office hours: Tuesday 4:30-6 p.m.
304 Baldy Hall
645-3068 (shared with Dr. Palmer)
645-2412 (SILS Office, leave messages here)
645-3775 FAX

Purpose

To provide an overview of bibliographic instruction in libraries, within a historical, organizational and philosophical framework. Teaching and learning theory will be covered with an opportunity for improving presentation skills for instructional sessions.

Objectives

On completion of the course, each student will be familiar with the field of bibliographic instruction and will be able to plan, implement and evaluate a BI program in an institutional setting; determine appropriate modes, methods and conceptual frameworks for a BI program; plan, present and evaluate a BI session; identify relevant BI journals, professional associations and organizations.

Requirements

Course requirements will include textbook readings, reserve readings, class discussion, one bibliographic instruction presentation with supporting instructional materials, a library description/scenario with a bibliographic instruction mission statement and plan, an evaluation of bibliographic instruction manuals, an evaluation of bibliographic instruction media, an evaluation of library usage guides, an e-mail assignment, and a written description of 3 bibliographic instruction sessions in action.

1. Textbooks

The required textbook is Conceptual Frameworks for Bibliographic Education.
It is available at the University Bookstore (North Campus).

2. Reserve Reading

Books, bibliographic instruction manuals and copies of articles are placed on Reserve in Lockwood Library.

3. Bibliographic Instruction Media, Manuals and Guides Due November 3

Bibliographic instruction materials such as video, computer based education programs, audio cassette tours and slide productions will be borrowed from LOEX (located at Eastern Michigan University, Ypsilanti, Michigan) and placed on Reserve at the SILS Media Lab (195 Alumni). Videos will be shown in class to assist those with schedules that conflict with using the SILS Media Lab. LOEX lends materials for a two-week period only. Please plan your time and assignments accordingly. Additional information will be given in class regarding the evaluation of media materials. Evaluation papers should be 5-10 pages for each assignment listed below.

A. Evaluation of Bibliographic Instruction Media

You will evaluate 3 BI videos, 1 computer program, 2 audio cassette tours and 1 slide production. The evaluation of each material will be 1-3 pages. Discuss the material in terms of production quality, a conceptual framework, learning theory, audience, and your opinion on what has been attempted and how well it was done.

B. Evaluation of Bibliographic Instruction Manuals and Guides

You will evaluate 4 BI manuals and 5 library guides. Evaluate these materials in terms of production quality, readability, use of graphics, multicultural sensitivity, intended audience, learning theory and a conceptual framework. Give your opinion on how well material meets its objective.

4. Bibliographic Instruction Mission Statement and Plan Due December 8

You will write a description of a library (type, users, budget situation, political situation, collection size, organization) and develop a bibliographic instruction mission statement and plan. You will also develop a scenario of a bibliographic instruction need, request or problem and your written solution, lesson plan and handouts. Use bibliographic instruction literature to support your approach and method. This written project will be a document of 7-12 pages including a bibliography.

5. Bibliographic Instruction Session Due Dates will be assigned

Because bibliographic instruction is teaching, one bi session with supporting instructional materials is required. Based upon the library description and scenario you develop, organize a bi session as you would do if faced with this on the job. Each presentation will be 30 minutes and evaluated by all members of the class. Details will be provided in class regarding expectations, organization and equipment requests. Due dates will be randomly assigned in class.
6. Identify, attend and write descriptions of 3 bibliographic instruction sessions  
   Due October 27

   This can include tours, teaching the use of an OPAC, bi session for certain  
   disciplines, bi for specific sources, etc. The sessions should be by 3 different  
   librarians. Visit at least two different libraries (includes branches).

7. E-Mail Due December 1

   I would like you to view discussion regarding bi on the BI Discussion Group  
   ListServe. You will obtain a computer account (IBM or VAX) and join this  
   discussion list. If you decide to answer any questions or respond in any way,  
   please do so as an individual. The assignment is not to have you communicate  
   with others but rather for you to see what is being discussed. Write a brief 1-2  
   page description of current bi description. I have not asked the field if you can talk  
   to them therefore, I would prefer that you not ask questions on the Net.

LEARNING ACTIVITIES
Lectures, guest lecturers, class presentations, evaluation of peer teaching, evaluation of bi  
instructional materials, written assignments, attending bi sessions.

GRADES

   There will be no exams or quizzes.
   Grades are not negotiable and work cannot be resubmitted.
   Late work will be graded down .33 quality points for each class period it is late.
   All work must be submitted by December 10.

Course grades will be calculated as such:

   BI presentation 25%
   Library descriptor/bi mission statement/bi plan 15%
   Evaluation of media 15%
   Evaluation of manuals 15%
   Evaluation of guides 10%

   Description of bi in action 10%
   Class discussion .05%
   E-Mail .05%

   100%

Additional Special Projects Credit

   One hour of graduate credit is available for participation in one of two special projects.

   1) Assist Learning Center students with library research skills
   2) Present a 10 minute bi session to the class for videotaping and follow-up, in class  
      evaluation.

Please state your interest in writing in these projects and willingness to participate by  
September 8.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
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</table>
| August 25  | Introduction and Welcome  
Needs assessment of students  
Definition and history of BI |
| September 1| Learning Theory/Learning Styles  
Learning Styles Inventory Test  
Developmental Theory |
| September 8| For or against BI?  
Library Anxiety  
The case against BI |
| September 15| BI for specific user groups  
Panel of guests lecturers  
Multicultural Diversity and BI |
| September 22| Teaching - what is it?  
Educational Philosophies  
Planning BI programs  
Meet in 223 Lockwood Library |
| September 29| HOLIDAY - NO CLASS |
| October 6  | HOLIDAY - NO CLASS |
| October 13 | Evaluation of teaching  
Evaluation of instructional programs |
| October 20 | Class presentations |
| October 27 | Class presentations |
| November 3 | Class presentations |
| November 10| Class presentations |
| November 17| Class presentations |
| November 24| HOLIDAY - NO CLASS |
| December 1 | Microteaching  
Components of instructional methods  
Evaluation of student progress |
| December 8 | Finessing the administration  
The politics of BI |
COURSE GUIDELINES

1. Late Assignments

Assignments turned in late will be marked down .33 quality points for each week. An assignment is late if it is not received the hour of class starting on the date due. Please have late assignments date stamped in 381 Baldy.

No late assignments will be accepted after the official last day of classes.

2. Attendance

Attendance is one component of your class discussion grade but attendance is not required. Assignments may be turned in early in my mailbox but please have the assignments date stamped in the SILS Office (381 Baldy).

3. Incompletes

Incomplete grades are rarely granted and requests for an incomplete must be submitted in writing stating the reason for the delay and the agreed upon date that the Incomplete will be removed. A form for such a statement is available in the SILS office. Incompletes are not given as alternatives to F’s or C’s. A grade of incomplete may be taken only because of illness or special circumstances.

4. Extra Work

There will be no opportunity for doing supplemental work to raise your grade.

5. Redo Work

There will be no opportunity for redoing work.

6. Absences

You are responsible for getting material for classes missed.

7. Waiting

If I am ever more than fifteen minutes late for class, please consider yourself excused.

8. Plagiarism

The University and SILS have specific policies regarding plagiarism. Please be aware of them.

9. Grades

Grades are not negotiable.

Grades are reported through the university. I do not post grades. I do not tell students their final grades.
### ASSIGNMENT

<table>
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<tr>
<th>Date</th>
<th>Assignment Details</th>
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| 8/25  | Reichel & Ramey xvii-35  
Green - Reserve  
Harris - Reserve |
| 9/1   | ACRL/BIS model, BI at Lockwood, Mellon, Wedemery, Eadie, Miller, Radford - Reserve |
| 9/8   | Baker, Nielsen, Batista, Buchanan - Reserve  
Gullette - Reserve |
| 9/15  | Carson, Peterson, William, Borgman, Rod and Kline - Reserve |
| 9/22  | Memo on Teaching - Reserve  
Reichel and Ramey 39-85 |
| 9/29  | HOLIDAY |
| 10/6  | HOLIDAY |
| 10/13 | Reichel and Ramey 86-143 |
| 10/20 | Reichel & Ramey 147-179 |
| 10/27 | BI in action descriptions |
| 11/3  | BI Media, Manuals and Guides Evaluation |
| 11/10 |  |
| 11/17 |  |
| 11/24 | HOLIDAY |
| 12/1  | E-Mail |
| 12/8  | Library description scenario, mission statement, bi plan |
RESERVE LIST


Memo on Teaching. Personal Copy.


Green, Samuel S. "Personal Relations between Librarians and Readers", Library Journal 1, 1876, 74-81.


Wolf, Carolyn and Richard. *Basic Library Skills*.

Library Skills Workbook. Undergraduate Library, University at Buffalo.

Library Instruction Manual. Iowa State University.

Access to Information: A Manual for Bibliographic Instruction to Iowa State University. Iowa State University.


Runjamin, Rosemary E. *Reinforcing Reference Skills Activities that Go Beyond the Encyclopedia*.

Donovan, Melissa. *Research Challenges: Through the Use of the Almanac, the Almanac, and Other World Resources*.


LiBEARy Skills. Chambersburg Area School District Librarian.

Guidelines for Bibliographic Instruction at Lockwood.


LIS 523 Bibliographic Instruction (3)
Alternate Years
Principles and theories of providing instruction in library use with emphasis on
designing instructional sessions, improving teaching skills and evaluating
bibliographic instruction materials. Includes teaching sessions and evaluation by
students. Emphasis is on instruction in academic libraries with attention also given
to school media centers and public libraries.
I. Purpose

To provide an overview of bibliographic instruction in libraries, within a historical, organizational and philosophical framework. Teaching and learning theory will be covered with an opportunity for improving presentation skills for instructional sessions.

Objectives

On completion of the course, each student will be familiar with the field of bibliographic instruction and will be able to plan, implement and evaluate a BI program in an academic setting; determine appropriate modes, methods and conceptual frameworks for a BI program; plan, present and evaluate a BI session; identify relevant BI organizations.

II. Instructor

Lorna Peterson
Office hours: Tuesday 4-5
304 Baldy Hall
Wednesday 4-5
636-2412
Thursday 4:30-6

III. Requirements

Course requirements will include textbook readings, reserve readings, supplementary readings in the form of abstracts, class discussion, one class presentation; with supporting instructional materials; an evaluation of library manuals, an evaluation of library guides and an evaluation of library instruction media (audio and video). Doctoral students have an additional seminar discussion requirement.

A. Textbooks


All are available at the University Bookstore (North Campus).

B. Reserve Reading

Green, "Personal Relations Between Librarians and Readers" 1876
Mellon, Library Anxiety 1986
ACRL/BIS, Model Statement of objectives for academic B.I. 1987
Miller & Tegler, *In Pursuit of Windmills* 1987
Baker, "Educating the Online Catalog User" 1983
Farber "Library Instruction Throughout the Curriculum" in Lubans 1974
Borgman, "Why are Online Catalogs Hard to Use?" 1986
Eadie, User Instruction for Students Does Not Work 1990

C. Abstracts

One outcome of this course is that you should become familiar with literature concerning bibliographic instruction. Therefore the assigned abstracts will follow a chronological order. Select an article from the 19th century through each decade including and after 1930. Abstracts are due in class as noted on the course syllabus. The one page abstract should include your name, box #, course number, date due in the upper right corner of the paper and it should be typed. A full bibliographic citation of the article reviewed should head the page. Select one style and use throughout course (e.g., APA, MLA, Chicago, Turabian).

D. Because bibliographic instruction is teaching, one oral presentation with supporting instructional materials is required. You will select a library skill (use of an index, finding the literature of a discipline, use of an OPAC, etc.) and teach it to the class. Each presentation will be 10-15 minutes. Details will be provided in class regarding expectations, organization and equipment requests. Assessment of peer teaching will be done.

E. Audio conferences with experts in the field will be conducted in class. You will be expected to ask questions and respond to issues brought up in the conferences.

F. Evaluation of bibliographic instruction materials will be done in the form of short (2-5 pp.) typed papers. You will evaluate manuals, guides and media. Discuss the materials in terms of readability/accessibility, a conceptual framework, learning theory and your opinion on what has been said and how well. Take into account the material and intended audience. Guides and media will be placed on reserve in the media lab.

G. Seminar Discussion (Doctoral Students Only) The class will be conducted as a directed seminar. You have responsibility for your learning and the learning of the others in the class. The effectiveness of your presentation in causing learning is as important as the content of your contributions to the class. The learning outcome is that you should enhance your ability to coordinate and conduct an informed discussion of an issue in bibliographic instruction. This ability should span beyond your immediate interests or responsibilities within librarianship. You will be responsible for leading 30-40 minutes of a selected seminar discussion on a topic within the course outline of your choosing.
While the discussion mode is emphasized, brief didactic instruction is permissible for the requirement. You are expected to develop handouts, overhead transparencies and other teaching aids, where appropriate, as part of your seminar leadership.

Seminar Leadership Grade:  
50% effectiveness of instruction  
50% quality of content

IV. Grades

There will be no exams or quizzes.

Late work will be graded down .167 quality points for each class period it is late.

Grades are not negotiable; work cannot be resubmitted. Course grades will be calculated as such:

<table>
<thead>
<tr>
<th>Masters Students</th>
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<td>Course overview</td>
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<td>Learning theory</td>
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<td>Thurs. Jan 31</td>
<td>Why teach?</td>
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<td>Tues. Feb. 5</td>
<td>Audio Conf-Betsey Baker</td>
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<td>Thurs. Feb. 7</td>
<td>Teaching—What is it?</td>
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<td>Tues. Feb 12</td>
<td>Audio Conf-Evan Farber</td>
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<td>Earlham College</td>
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<td>Thurs. Feb 14</td>
<td>Necessary or Misdirected?</td>
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<td>Audio Conf - Tom Eadie</td>
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<td>Finessing the Administration in support of BI</td>
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<td>Mary Lou Goodyear</td>
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<td>Thurs. April 11</td>
<td>Technology &amp; teaching</td>
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<td>Tues. April 16</td>
<td>Eval of Student Progress</td>
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<td>Thurs. April 18</td>
<td>Testing in BI</td>
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<td>Tues. April 23</td>
<td>Eval of teaching</td>
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<td>Thurs. April 25</td>
<td>Eval of BI sessions</td>
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<td>Tues. April 30</td>
<td>Program eval</td>
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<td>Thurs. May 2</td>
<td>Professional dev/Cont. ed</td>
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<tr>
<td>Tues. May 7</td>
<td>Wrap-up</td>
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</table>

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Peer teaching evaluation

Please write comments regarding the presentation. Remember that the purpose of the evaluation is to be helpful.

1. Content
Write comments concerning the following: organization of material, appropriateness of the material for the topic, logical presentation of material. Make additional comments.

2. Style
Write comments concerning the following: enthusiasm, voice modulation, voice pitch, body movement. Make additional comments.

3. Teaching aids
Comment on use of hardouts, A/V equipment, transparencies, etc.

4. Comment on the strengths and weaknesses of the presentation.
EVALUATION OF LIBRARY GUIDES

Select five library guides

Attach selected guides to your evaluation

Evaluate guides with the following in mind:

- readability
- graphics
- attractiveness
- audience
- ease of following directions
- content
- accuracy of text (typos, grammar)
- usefulness

Guides are on reserve in the SILS Media Lab, 195 Alumni Arena
Hours for the Media Lab have been distributed to all SILS students
Media Lab telephone number: 636-3021