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ABSTRACT

A self-instructional module consisting of two 30-minute videotapes and a workbook, designed by an instruction planning committee in a college library, provides students with information on the organization and structure of the library service system, as well as basic library skills and term paper search strategies. The program is part of two required courses (COM 111 and COM 112) and runs one week each semester. Use of encyclopedias, almanacs, and the card catalog are described in Videotape I, and Videotape II covers periodicals and periodical indexes; exercises are given for both units in the workbook. Only the workbook is used to cover search strategy for COM 112. Responses to the questionnaires used to evaluate the program for COM 111 indicate that the great majority of students and faculty responded favorably to the program and 65 percent of the students rated videotapes favorably. Overall, the program was effective in meeting established goals, although less than half (38 percent) of the students in COM 112 rated the workbook as being helpful to them in researching a term paper. Copies of the workbook, teacher's manual, and questionnaires are appended. (RBF)

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GETTING THERE FROM HERE:
A MEDIA-ASSISTED LIBRARY
INSTRUCTION PROGRAM FOR ALL
FRESHMEN STUDENTS IN COMMUNICATION
SKILLS COURSES

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Bonnie Gratch

September, 1981

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INTRODUCTION

In Fall of 1979, library staff at State University of New York College at Brockport faced an exciting challenge: to develop by Fall, 1980, a means of providing basic library skills to approximately 1000 incoming freshmen to be enrolled in the required, two semester Communication Skills courses. These new courses, COM 111 and COM 112, integrated former courses in English composition and speech communications, and are part of the College's General Education curricula.

Available public services staff at Brockport's Drake Memorial Library numbered only seven, but with assistance from the Educational Communications Center (the college's media production unit), a two-week, media-assisted, self-guided library instruction program was developed by the target date.

A library instruction planning committee met over the six month period, November 1979-May 1980, to formulate goals and objectives, develop procedures, obtain materials, and lay out a detailed plan of implementation.

This report describes the library instruction program that resulted and discusses its evaluation. The library instruction workbook Getting There From Here, teacher's manuals, and copies of the questionnaires are included in the Appendix.

PROGRAM DESCRIPTION

For the Communication Skills courses, we have emphasized library instruction, with minimal coverage of library orientation.¹ The library instruction program is designed to teach a basic understanding of the organization and structure of the library service system and its importance to the student both during and after his college years. Further, the program provides the student with a practical knowledge of basic and representative reference works leading him/her to needed information and materials.

¹Orientation is provided by occasional, organized library tours led by a librarian, and more commonly by a self-guided, audio-cassette tour available both to individuals and to classes enrolled in a mini-course which introduces freshmen to the college and its services. The cassette tour covers major library resources and their locations, and prepares students for more advanced instruction.

Several criteria shaped the development of the program. It had to:

- be relevant and informative to students;
- be logistically feasible for 1000 or more students to use;
- require a minimum of direct participation by librarians;
- be concise and simple enough for faculty to incorporate into an already full and complicated course curriculum;
- be inexpensive for both the library and the student.

The resulting program comes very close to satisfying these requirements.

It is:

- media-assisted so that instruction/orientation can be offered via another medium besides print.
- self-guided so that students can work on it during all hours the library is open;
- in the form of a self-contained module so that classroom faculty can introduce it into their classroom activities whenever they think appropriate.

The final program, entitled Getting There From Here, consists of two thirty-minute videotapes and a workbook that students purchase from the college bookstore for \$1.75.

VIDEOTAPES

The videotapes, developed by the media staff of the Educational Communications Center with assistance from library faculty and student actors, dramatize problems which would typically bring college students to the library. For example, there are scenarios about term paper assignments, a student's desire to listen to a musical recording, a speech assignment, etc.

Videotape I introduces the several scenarios, shows the location of important library collections and services, introduces the reference librarian, and instructs the student-actor in the arrangement and use of the divided card catalog, LC Classification System and subject headings, and how to find books in the library.

Videotape II illustrates the arrangement, location, and use of the library's periodical collection, periodical indexes, and periodicals computer printout. It also summarizes the process of finding books from the first videotape and resolves the various scenarios.

WORKBOOK

The Library skills workbook* follows the same sequence as the videotapes, with corresponding chapters on orientation, basic reference sources (almanacs and encyclopedias), card catalog, and periodicals. A lengthy final chapter provides instruction and exercises on library search strategy for a typical freshman-level paper. This chapter is composed of seven sections: encyclopedias, biographical sources, card catalog, parts of books, periodical indexes and abstracts, newspaper indexes, and the vertical file collection. Each section has an exercise which requires the student to use appropriate sources to find information for his/her term paper topic and to cite the bibliographic information in correct form.

Each chapter contains learning objectives and a basic summary or description of the resource and how to use it. Illustrations, usually reprinted from specific reference tools, (e.g., excerpts from encyclopedias, the New York Times Index, etc.) accompany the text. Interspersed in the chapters' narrative are comprehension questions to assist the reader in fully understanding the material presented. Each chapter ends with an exercise to give the student experience in using the particular resource.

In designing these exercises, we hoped to avoid specific right or wrong answers in order to reduce copying and collaboration; however, we found that such an approach would have made review of student answers difficult for the classroom instructor. Therefore, we settled on two approaches in the resulting workbook exercises: in some cases, students choose one topic or problem from a listing of several; in other cases we designed multiple sets of questions so that not every workbook had the same questions.

Like the videotapes, the workbook is tailored specifically to collections and services of Drake Memorial Library. Although designed to be used with the videotapes, the workbook can be effectively used without them. Further, the workbook, or the entire library skills program, can be used independently of the Communications Skills courses.

*See Appendix.

PROGRAM IMPLEMENTATION

During specified weeks of the first (normally fall) semester, students in each section of Communication Skills 111 complete the first part of the library skills program, consisting of the two videotapes and corresponding workbook chapters. According to a previously arranged schedule, videotape I is shown in the classroom or lecture hall and the corresponding workbook chapters and exercises are assigned by the classroom instructor to be due for the next class. Students go to the library at their convenience and complete the exercises in orientation, basic reference works, and the card catalog, consulting library staff for assistance only as needed. At the next class they hand in the three exercises to their instructor, who reviews the answers in class using an answer key in the Instructor's manual prepared by the library staff.* The second videotape is then shown, and the exercises on periodicals are assigned. Again, students go to the library to complete their assignment, using library staff assistance as needed. At the next class meeting these exercises are handed in, and the instructor reviews them with the class. Library staff do not participate in this review process.

In order to obtain adequate reference assistance, students are urged to complete the exercises during daytime hours, when more librarians are available to help them. Also, to spread out the anticipated demands on the reference staff, the Communication Skills instructors stagger their use of the library skills component so that all 45 sections are not completing it the same week. In fact, the anticipated increase did not materialize during the first year's implementation.

During the second semester, students in Communication Skills 112 complete the workbook's library search strategy chapter at a time determined by the classroom instructor. Usually this assignment takes a week, and since its purpose is to develop skills necessary for researching a term paper, the instructor is encouraged to schedule it to coincide with the term paper assignment.

*See Appendix.

Students work independently on the library search strategy exercises with little assistance from the classroom instructor. Librarians provide assistance as necessary, and review and initial the completed exercises.

EVALUATION

Our purposes in evaluating the library instruction program after its first year were to determine faculty and student responses to it, identify its problems, and find ways to improve it. Questionnaires of a non-experimental nature, combined with informal exchanges with students and Communication Skills course instructors, helped greatly to identify desirable revisions and improvements in both the first semester (COM 111) and second semester (COM 112) sections of the program.

COM 111

Because the COM 111 library instruction component included both the videotapes and the workbook exercises, a fairly detailed student questionnaire* was developed by library staff and administered by classroom faculty to five randomly selected COM 111 sections. Responses from seventy-one completed questionnaires were analyzed. A separate questionnaire** consisting largely of open-ended questions, was designed to assess faculty attitudes about the videotapes and workbook. The questionnaire was mailed to all 40 instructors. Only 15 returned it for a response rate of 37.5%.

Overall, the great majority of students in the sample (74.6%) strongly or moderately agreed that "the library instruction program should continue to be offered to all new freshmen students," and 81.7% strongly or moderately agreed that "I will be able to apply what I have learned about the library to future course assignments." Approximately 65% rated the two videotapes favorably as "filled with useful information" and "clearly presented." However, the criteria "sound quality" and "clarity of visuals" received less favorable ratings. It is clear that some improvements in technical quality are needed.

*See Appendix.

**See Appendix.

Student responses to the workbook were uneven. A small majority rated the workbook quite favorably for the criteria "workbook instruction helpful" (53.5%) and "simple to follow" (62%). However, nearly half (45%) regarded the exercises to be of average quality or less. Responses indicate a need for revision -- particularly for additional or clearer instructions -- of the section on periodical indexes.

Although only 15 of the classroom faculty responded to the questionnaire, 12 (80%) moderately or strongly agreed with the statement "I feel the library instruction module in COM 111 has effectively accomplished its main objectives of orienting freshmen to the services, facilities, and materials and teaching them how to use basic library resources." Like student respondents, faculty respondents identified problems with some technical aspects of the videotapes.

Comments regarding the content of the videotapes and the workbook were more varied. Almost half of the respondents felt the level of instruction was adequate; the other half found it too elementary or simplistic.

COM 112

In contrast to the emphasis on format found in the evaluation of the COM 111 library instruction component, the evaluation of COM 112's library search strategy stresses results: what did students learn about using the library to research a term paper topic? For the sake of expediency, we asked a sample of COM 112 instructors to administer a library faculty-designed questionnaire asking students to list the sources they used and any problems they experienced in using them. Since the workbook exercises emphasize the use of a variety of sources, we were particularly interested in determining the range and appropriateness of sources used vis-a-vis the paper topics.

A representative sample of five sections of COM 112 was drawn from the 39 sections. Classroom faculty administered the questionnaire after the workbook exercises had been completed and the term papers handed in, but before the papers had been graded. Eighty-six questionnaires were returned, of which 83 were useable.

Most of the respondents indicated they had used the subject catalog or both subject and author/title catalogs in their search for information.

The overwhelming majority (80.7%) indicated that they had used more than one reference source in addition to the card catalog in the process of locating information for the paper. The two most frequently cited sources were a periodical index and an encyclopedia. Of those who used encyclopedias and periodical indexes, the majority chose the Readers' Guide and a general encyclopedia rather than more specialized indexes or encyclopedias. Other sources of information (such as pamphlets, audio-visual materials, and class notes) were consulted by less than 30% of the respondents.

Students apparently encountered few problems in looking for information or finding materials. Only 14 (16.9%) indicated a problem, the most common of which was that the books needed were not on the shelf or had already been checked out.

We used two measures to assess the variety and appropriateness of sources used vis-a-vis topics chosen: 1. a score for the number of different types of sources used, and 2. a score for their appropriateness (i.e., relevancy or currency). In addition to these scores, the evaluator examined students' responses to three questions about whether the workbook exercises were helpful in assisting their library research.

One might expect a freshman to consult more than one type of information source when researching a 5 to 7 page paper. Respondents who indicated that they used three, four, and five different types of sources, numbered 59 (71%) of the sample. But were these different types of sources appropriate for the topics chosen?

Although it is difficult to detail the findings without relating them to the individual topics, we can make a few general observations:

- The majority of respondents - 60 (73.5%) - received appropriate scores of three or higher. In general the higher scores represent more appropriate sources utilized. Twenty-five (30%) - respondents received scores of five or higher.*

*Five respondents received a score of eight, which was the highest score given.

-- Excluding the historical and biographical topics, at least 15 current issues topics remain for which no current information sources or more specialized reference sources were used.

Student opinion regarding the helpfulness of the workbook exercises was not overwhelmingly positive. Combining the "strongly agree" and "moderately agree" responses to the statement "The library workbook exercises helped me in researching my paper" results in 38 (45.7%) who indicated a clearly positive attitude. Twenty (24.1%) marked "feel neutral" and 18 (21.6%) moderately or strongly disagreed with the statement. Although 41 (49.4%) indicated that they would recommend the workbook to a friend and 15 (18.1%) would recommend it under certain condition, 25 (30.1%) marked that they would not recommend it. These data suggest that further investigation or workbook revision may be warranted, since several of these respondents who expressed a negative opinion also were the same ones whose search strategies were inadequate for their topics. Possibly more librarian contact or classroom instruction is needed before the workbook exercises are assigned in order for students to understand the purpose and value of the exercises.

CONCLUSION

In looking back at the first year, we are satisfied on the whole with the program. We would like to have made certain minor changes in the videotapes, and the workbook will require revision, but overall we feel that the program has been effective in meeting the established goals. Reliable evaluative data are still lacking about the instruction program's effect on students' knowledge of basic library resources, their attitude about the library, and their ability to effectively do library research for a paper. We hope to accomplish such an evaluation of the 1981/82 program.

The major problem we encountered was that of communication and coordination. Specifically, we didn't know until after the fact how many and which sections of the courses were using the program, or what technical and logistical problems they

experienced. Since most of the logistical concerns and public relations/ problems were handled by the Communication Skills course coordinator, the library faculty had little direct contact with the classroom faculty using the library instruction program. Not only were there several committees to contend with, but the COM 111/112 classroom faculty came from a wide range of academic departments with varying degrees of experience in (or commitment to) using the library.

In fact, partly because of the negative student opinion indicated by the evaluation of the second semester's library search strategy instruction, we will experiment by having more librarian contact with the search strategy exercises. Librarians will visit several sections, in order to introduce and explain the search strategy chapter.

While we lost the relative harmony of a library team working with a single academic department, we had an excellent opportunity to communicate the importance and value of library instruction to a much broader representation of the teaching faculty. And while in the short run, coordination was difficult at best, in the long run, we feel that the library is recognized for having made a continuing contribution in the teaching-learning process.

APPENDIX

GETTING THERE
FROM HERE:

A
TEACHER'S GUIDE

INTRODUCTION

Drake Library has developed a new bibliographic instruction-orientation program to be offered as an integral part of the year-long Communications Skills course (COM 111 and COM 112). The program consists of two thirty-minute videotapes and a student workbook.

The videotapes provide information and instruction necessary for the completion of the workbook exercises. Videotape #1 covers the first three chapters of the workbook; tape #2 provides instruction for the workbook's fourth chapter. Instruction for the remaining fifth chapter is included in the workbook. (Note: this chapter is completed during the second semester).

Textbook: Getting There From Here: A Library Workbook

(Copies available for purchase in the campus bookstore)

PRICE: \$1.75 + tax.

PROGRAM DESCRIPTION

A. VIDEOTAPES

1. Videotape No. 1:

- a) Brief orientation to the library. (Note: this does not replace the library's taped tour which students are required to take as part of their DLE course, but it does provide information about locations, materials, and services students need to know about to complete workbook exercises).
- b) Introduction to basic reference sources, e.g. almanacs, encyclopedias, etc.
- c) Instruction in the arrangement and use of the card catalog, explanation of the Library of Congress Classification System, and information about finding books in the library.
- d) The tape also demonstrates the "variety of needs a student may have to use the library" and it motivates students to use the library as a system.

2. Videotape No. 2

- a) Instruction in arrangement, location, and use of the library's periodicals collection, periodical indexes and computer-generated periodicals holdings list.

B. STUDENT WORKBOOK

1. Chapter 1: Orientation

- a) Instruction and examples, as well as an assigned exercise, about various library collections and services, e.g. Special Materials Center, Conv Center, Reserve Section, Circulation Desk, etc.
2. Chapter 2: Getting an Overview: Encyclopedias and Almanacs
 - a) Instruction and examples, as well as assigned exercises, about encyclopedias and almanacs.
 3. Chapter 3: The Card Catalog
 - a) Instruction and examples, as well as assigned exercises, about the card catalog, Library of Congress Classification System, and finding books in the library.
 4. Chapter 4: Periodicals and Periodical Indexes
 - a) Instruction and examples, as well as assigned exercises about the library's periodical collection, selected periodical indexes, and computer-generated periodicals holdings list.

Note: A student should complete the four parts mentioned above during the first semester of the year-long Communications Skills Course (CO1 111).

PROCEDURE: FIRST SEMESTER (CO111)

We recommend one week for completion of the Library Instruction Module. Please feel free to use the library module in your course at a point you consider appropriate to your needs. However, in order to prevent a congestion of students at the card catalog or other service points, we ask that you inform Paul Curran when you expect to assign the library project. With this information we may be able to reschedule CO111 class sections to avoid having large numbers of students working on their library assignments at the same time.

A. SUGGESTED SCHEDULE FOR VIDEOTAPES AND WORKBOOK ASSIGNMENTS

1. For M-W-F classes

Monday - View Videotape #1 (30 minutes) in the classroom (Additional general viewing sites/times are planned for those who do not see the tapes in the classroom). Assign related chapters in the library workbook to be due on Wednesday. Students will need about 1 1/2 to 2 out-of-class hours to complete these exercises.

For this assignment students will complete the exercises for the first three chapters in the workbook:

Exercise I -----"Orientation"
Exercise II, A -----"Using Encyclopedias"
Exercise II, B -----"Using Almanacs"
Exercise III -----"Using the Card Catalog"

Wednesday - Grade in class the assigned exercises from Monday and discuss any problems students may have had. Answer sheets are provided in this "Teachers Guide". View Videotape #2 (30 minutes) and assign related workbook exercise due on Friday.

For this assignment students will complete the exercise in the fourth chapter in the workbook:

Exercise IV -----"Using Periodicals and Periodical Indexes"

Friday - Grade in class the assigned exercise from Wednesday and discuss any problems students may have had.

2. For Tu- Th classes

Tuesday - View Videotape #1 and assign related workbook chapters and exercises which are due on Thursday.

For this assignment students will complete the exercises for the first three chapters in the workbook:

- Exercise I-----"Orientation"
- Exercise II, A-----"Using Encyclopedias"
- Exercise II, B-----"Using Almanacs"
- Exercise III-----"Using The Card Catalog"

Thursday - View Videotape #2 and assign problems which are due on the following Tuesday. Grade in class the assigned exercises from previous Tuesday and discuss any problems students may have had.

For this assignment students will complete the exercise for the fourth chapter in the workbook:

- Exercise IV -----"Using Periodicals and Periodical Indexes"

Tuesday - Grade in class the assigned exercise from previous Thursday and discuss any problems students may have had.

B. FOR VIDEOTAPE VIEWING

Note: Most assigned classrooms have television facilities/equipment. If your room does not, or if you are having problems with your equipment, contact

Paul Jullen
Educational Communications Center
Ph: 393-2654

To determine which classrooms have television facilities, or to switch rooms for videotape viewing, contact

Paul Curran
English Department
Ph: 395-2503

For students unable to view videotapes during assigned class times, additional viewing times/dates are provided from Sept. 28 (Mon.) through Nov. 12 (Th.) M - Th from 4:00 - 5:00 P.M.

Places: Rooms 25 and 213 in Holmes Hall

Student Forms or Student Union Viewing Rooms

Any campus TV linked to Packport TV distribution system

TAPES MAY BE SEEN AT DESIGNATED TIMES ON CHANNEL 7

TAPES ARE VIEWED IN THE CLASSROOM ON CHANNEL 4.

EVALUATING WORKBOOK EXERCISES

Exercise I: Orientation

For this exercise there is only one correct answer for each of five questions. Each student has the same set of questions.

Exercise II A: Using Encyclopedias

We have confined the exercise to four basic, general encyclopedias. To provide more choice, we have included six topics. Each student selects one and answers four questions related to the topic chosen.

Exercise II B: Using Almanacs

This exercise is similar to Exercise I. Students select one of four almanacs, and they provide a specific answer found in each.

Exercise III: Card Catalog

For question #1, each student chooses one author from a list of eight. They choose one book written by the author of their choice, and they pick one book about the author.

In question #2, we ask students to find the author and call number for a specific book title. There are five different titles. Each student will receive only one of the five choices.

Question #3 provides five sets of topics (three topics per set). Each student will be presented with only one set of three topics. From these three they select one. Once chosen, the student must determine the actual subject heading, representing the selected topic that is used in the card catalog. To do this they must use the Library of Congress Subject Headings book..

Question #4 asks students to cite the author, title, and call number for one book on a specified subject. While we provide five possible subjects, each student will receive only one.

Question #5 provides five sets of three subjects. Each student will receive only one set. From the set provided, the student picks one topic and assigns the basic Library of Congress letter code for the subject chosen, e.g. books on

art are assigned the basic letter code "A".

Question #6 has the student arrange a set of call numbers in correct call-number order. There are five sets of call numbers. As in previous questions, each student will receive only one set with which to work.

The final question has students locate a specific book on the shelf, by means of the call-number. Five different call numbers are chosen, but each student will receive only one. The student, after locating the book on the shelf, records the book's author and title.

Exercise IV: Periodicals and Periodical Indexes

In question #1, students are asked to place a set of statements in correct procedural order.

Question #2 asks students to choose one topic from a list of ten. Answers will vary, according to the topic chosen by students.

Question #3 requires the student to answer the assigned questions, based on the citation supplied in question "2C."

Questions #4-6 ask the student to use the New York Times Index to find a newspaper article on his/her chosen topic.

Question #7 requires the student to determine whether or not the library subscribes to a particular journal or not. While there are five selected, each student will be asked to examine only one.

A SHEETS TO
WORKBOOK EXERCISES

Exercise I: Orientation 9
Exercise IIA: Encyclopedias 10
Exercise IIB: Almanacs 11
Exercise III: Card Catalog 12
Exercise IV: Periodicals & Periodical Indexes 18

Answers to workbook questions are in italics below, with questions as they appear in the workbook.

1. Your instructor has told you to use several types of resources for a short paper you have to write on alcohol abuse. For each item in the list below, indicate the service area where you would find it, and the floor of the library where that service area is located.

<u>Type of material</u>	<u>Where it can be found</u>
Books about alcoholism	Service Area <u>Circulating Book Collection</u> Floor <u>Top</u>
Pamphlet on alcohol abuse	Service Area <u>Vertical File</u> Floor <u>Main</u>
Cassette tape about problems of the alcoholic	Service Area <u>Special Materials Center</u> Floor <u>Ground</u>
Magazine article written during the 1970's on alcoholism	Service Area <u>Bound periodicals/or Micro-</u> Floor <u>Ground</u> <u>forms</u> <u>/or Main</u>
Recent newspaper article on alcohol abuse	Service Area <u>Current Periodicals Reading</u> Floor <u>Ground</u> <u>Room</u>
Definition of alcoholism from a medical dictionary	Service Area <u>Reference Area</u> Floor <u>Main</u>

2. After you have located your materials, you decide that you would like to work on them at home.

Where will you go to borrow materials from the library?

Service Area Circulation Desk Floor Main

NOTE: Some audiovisual materials (slides, tapes, pictorial materials) circulate from the Special Materials Center service desk, ground floor.

3. Since magazines and newspapers cannot be taken from the library, you have decided to make copies of the articles you need. Where will you do this?

Service Area Copy Center Floor Ground

NOTE: Another copy machine for print materials only is on the Main floor.

4. One of the books you need for your course is a book on how to write papers. Your instructor has asked that the library make it available to your whole class for use in the library building only. Where would you find this book?

Service Area Reserve Desk Floor Main

EXERCISE II A: USING ENCYCLOPEDIAS

Questions as they appear in the workbook:

Using the index volume or volumes of any one of the encyclopedias listed on p. 7-8 of this workbook, find the main article for one of the following topics.

(Note: For the Encyclopaedia Britannica, use the Micropaedia as the index.)

- | | |
|-------------------|---------------|
| Byzantine Empire | Pablo Picasso |
| Eskimo People | Soccer |
| History of Mexico | Taxation |

1. Topic chosen _____
2. Title of encyclopedia used _____
3. Location of main article: Volume _____
Page(s) (inclusive) _____
4. Is there a bibliography at the end of the article? Yes _____
No _____

1-3. Answers by topic for each encyclopedia set:

	<u>Collier's</u>	<u>Americana</u>	<u>Britannica</u> (<u>Micropaedia</u>)	<u>World Book</u>
Byzantine Empire	v. 5, pp67-83	v. 5, pp100-104	v. 3, pp547-572	v. 2, pp638-640
Eskimo People	v. 9, pp302-311	v. 10, pp571-579	v. 19, pp789-792 (under <u>Western Arctic Cultures</u>)	v. 6, pp276-283
History of Mexico	v. 16, pp95-101	v. 18, pp814-833	v. 12, pp79-89	v. 13, pp383-388
Pablo Picasso	v. 19, pp25-29	v. 22, pp67-70	v. 14, pp440-445	v. 15, p401
Soccer	v. 21, pp118-121	v. 25, pp121-126	v. 2, pp210-213 (under <u>Association Football</u>)	v. 18, pp447-448c
Taxation	v. 22, pp83-98	v. 26, pp316-321	v. 17, pp1076-1082	v. 19, pp43-45

- | | | | | |
|-----------------------------------|----|-----|-----|----|
| 4. Bibliography at end of article | No | Yes | Yes | No |
|-----------------------------------|----|-----|-----|----|

EXERCISE II B: USING ALMANACS

Select one of the almanacs listed on p. 11 of this workbook, using any edition from 1956 to the present.

1. Title of almanac used Hammond Almanac, Information Please Almanac, or
World Almanac

2. Find the total number of United States servicemen killed in battle in the Korean War.

Answer 33,629 (All 3 almanacs give this figure)

3. Write down the subject term under which you found this information in the index.

The most direct subject term is "Korean War," with the subdivision
"casualties" or its equivalent.

EXERCISE III: CARD CATALOG

For questions 2 through 7, there are 5 sets of questions (A through E). Each student will receive only one set, but all 5 sets may be represented in a given class. Answers for each set are given below in italics, along with the questions as they appear in the workbook. Question 1 is the same for everyone, but students may choose among 8 different topics.

- | | |
|---------------|-------------------|
| 1. Jim Bouton | Robert F. Kennedy |
| Lenny Bruce | Wilma Rudolph |
| Fidel Castro | B.F. Skinner |
| Indira Gandhi | Eudora Welty |

- A) Choose one of the above and write your choice _____
- B) Do we have any books BY him/her? Yes _____ No _____
- C) List one, giving title and call number
- title _____
- call number _____
- D) Do we have any books ABOUT him/her? Yes _____ No _____
- E) List one and give author, title, and call number.
- author _____
- title _____
- call number _____

Answers:

1. A B C. *We have books by all of these authors. Students select any one title by the author of their choice.*
- D. *We have books about all persons listed except Wilma Rudolph.*
- E. *Again, the library's holdings of books about these persons are numerous. Students select only one.*

NOTE: For students who may have had trouble with B.F. Skinner, his initials stand for Burrhus Frederic.

EXERCISE III: CARD CATALOG (con't)

2. Give the author and call number for the following title:

A. Broca's Brain

author Sagan, Carl

call number BD 431 .S19

B. Roll, Jordan, Roll

author Genovese, Eugene

call number E 443 .G46 1976

or

author St. John, Robert

call number DS 110 .J6 .S3

C. Movement Awareness and Creativity

author Bartal, Lea and Niva Neeman

call number GV 1588 .B37

D. Objectives in Curriculum Design

author Davies, Ivor K.

call number LB 1570 .D38

E. The Apes: the Gorilla, Chimpanzee, Orangutan, and Gibbon

author Reynolds, Vernon

call number QL 737 .P9 .R48

3. What is the appropriate subject heading to use to find books about one of the following topics? (Choose only one and consult the Library of Congress Subject Headings books.)

A. Medicine and Sports subject heading Sports medicine

Car buying subject heading Automobile purchasing

Sex in plants subject heading Plants, sex in

B. Civil War (US) subject heading United States - History
Civil War, 1861-1865

Cultural anthropology subject heading Ethnology

Violence on television subject heading Violence in television

EXERCISE III: CARD CATALOG (cont'd.)

3. (cont'd.)

- C) Sex education subject heading Sex instruction
- Mercy killing subject heading Euthanasia
- Children and television subject heading Television and children
- D) Inflation subject heading Inflation (Finance)
- Terry cloth subject heading Terry fabrics
- Death penalty subject heading Capital punishment
- E) Draft, military subject heading Military service, compulsory
- Automobile safety belts subject heading Automobile seat belts
- Nonviolent noncooperation subject heading Passive resistance

4. List the author, title and call number for a book we own about:

A) Bangladesh - Description and travel

author Johnson, Basil Leonard Clyde

title Bangladesh

call number DS 393.5 .J64 1975

B) Banjo-chord diagrams

author Wernick, Peter

title Bluegrass banjo

call number OVR MT 568 .04

NOTE This is an oversize book, shelved in a separate Oversize section on the top floor.

C) Desert biology - Mexico

author Costello, David F.

title Desert World

call number QH 88 .C67

EXERCISE III: CARD CATALOG (cont'd.)

4. (cont'd.)

D) Socialism in Ontario

author Caplan, Gerald D.

title The dilemma of Canadian Socialism, the CCF in Ontario

call number JL 209 .A8 .C633

E) Tibet - History - Sources

author Sen, Chanakya

title Tibet disappears; a documentary history of Tibet's international status, the great rebellion and its aftermath.

call number DS 766 .S4

5. What letters correspond to these subjects in the Library of Congress classification? (Consult the outline on page 22 of the workbook.)

A) Mathematics QA

Agriculture S

Christianity BR

B) Anthropology G

Family HO

Architecture NA

C) Judaism BI

Medicine R

Science Q

D) Political Science J

Nursing RT

Botany OK

E) Philosophy B

African history DT

Language and literature P

EXERCISE III: CARD CATALOG (con'td.)

6. Arrange these call numbers in the order in which they would appear on the shelf. (Put the number 1 below the first, etc.)

A)	T 460 .L21	BF 698 .M2214	BH 1809 .F4	BF 698 .5 .F66	BF 698 .M224
	<u>5</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>2</u>

B)	DR 584 .H6	H 4 .G78	DR 584 .H59	D 460 .S24	RC 625 .T9
	<u>3</u>	<u>4</u>	<u>2</u>	<u>1</u>	<u>5</u>

C)	RT 421 .K39	Q 11 .P17	PS 3507 .J917	RT 421 .K4	Q 11 .N24
	<u>4</u>	<u>3</u>	<u>1</u>	<u>5</u>	<u>2</u>

D)	LB 1050 .D46	L 1601 .A56	QC 521 .R189	NA 728 .B12	OC 521 .R19
	<u>2</u>	<u>1</u>	<u>4</u>	<u>3</u>	<u>5</u>

E)	DA 892 .J4	BX 1801 .T12	E 213 .G21	DA 891 .8 .W36	DA 892 .W394
	<u>4</u>	<u>1</u>	<u>5</u>	<u>2</u>	<u>3</u>

7. Go to the shelf to find the call number below. Provide the author and title for this call number. If the book is not on the shelf, check the circulation print-out and give the due date. If the call number is not on the circulation print-out, have a library staff person from the reference desk or circulation counter, initial your answer.

A)	HV 6046 .S62	author <u>Smart, Carol</u>
		title <u>Women, crime and criminology: a feminist critique</u>

EXERCISE III: CARD CATALOG (cont'd.)

7. (cont'd.)

- B) HX author Powers, Thomas
84 title Diana: the making of a terrorist
.08
.P6
- C) PR author Dunn, Jane
5398 title Moon in eclipse: a life of
.D85 Mary Shelley
- D) GV author Hale, Patricia
701 title Individual sports: a textbook
.H28 for teachers
- E) BJ author Murdoch, Iris
1012 title The sovereignty of good
.M86
1971

not on shelf but on circulation print-out: due date _____

not on shelf and not on circulation print-out:
Library staff's initials _____

NOTE: These last items may vary according to circumstances. A library staff member should verify that the book is not listed on the circulation print out by initialing above.

EXERCISE IV: PERIODICALS AND PERIODICAL INDEXES

1. Process question:

In order to identify specific articles on a particular subject in periodicals and find them in the library, you need to follow certain steps. Put numbers in the blanks to show the correct sequence of steps.

- 2 Look for your subject in the selected periodical index.
- 6 Find the magazine in the library.
- 1 Determine the most appropriate periodical index for your topic.
- 3 Write down the citation (title of magazine, volume, page numbers, date).
- 5 Check the periodicals printout to see if the library owns magazine and in what format (microform or hard copy).
- 4 If magazine title is abbreviated, consult key to abbreviations in front of periodicals index to know full title.

NOTE to instructor:

- 2. - 5. Answers will vary depending on the topic chosen and the periodical index selected. For question number 3. and 5. the basis for assessing the correct answer is contained in the information supplied in 2.d) and 4.b).

Model answers are provided in italics.

- 2. Choose one of the topics listed below and find one citation to an article using any one of the indexes suggested on page 24. You may also use the Reader's Guide to Periodical Literature.

- | | |
|-------------------------------------|--|
| cost of living in the United States | polluted air in California |
| freedom of speech | 1980 United States Presidential Election |
| review of any theatre production | science fiction films |
| theatre in New York (State or City) | discrimination in education |
| endangered animals | teenage alcoholism |

Model answer in italics:

- a) topic chosen discrimination in education
- b) Name of index used Education Index

EXERCISE IV: PERIODICALS AND PERIODICAL INDEXES (cont'd.)

2. (cont'd.)

c) subject heading (and subtopic heading if relevant) that you found the citation under. Discrimination in education

d) Copy citation exactly as it appears in the index _____

Teachers and sex bias in mathematics. E. Fennema.

Math Teach 73: 168-73. '80

3. Answer the following:

a) author's name (if provided in index citation) E. Fennema

b) title of article Teachers and sex bias in mathematics

Is there a bibliography? yes no

Is there an illustration or a portrait? yes no

full title of periodical Mathematics Teacher

full date of periodical in which the article appears March 1980

volume number (if provided) 73

on what page(s) does the article appear? 169-173

4. Using the New York Times Index, look up the same topic you chose in number 2 and find a citation. (Model answers in italics.)

a) Under what subject term or heading did you find the citation to a relevant article?

Education - Equal Educational Opportunities

b) Copy in the following blank only that part of the citation that lists the necessary information you need to find the article. _____

Mr 18, 16: 2

EXERCISE IV: PERIODICALS AND PERIODICAL INDEXES (cont'd.)

5. Using the same citation that you just wrote; fill in the following blanks:

a) full date of the New York Times that the article is in (include year)

March 18, 1980

b) section of New York Times (if section is listed) not listed.

c) page number 16

d) column number 2

6. Now that you know the exact date, page, etc. of the article you need, where would you go next to obtain the articles? _____

Micofilm cabinet 2 (MIC 2)

7. Use the periodicals print-out to determine the library's holdings (availability) for one of the following titles and fill in the blanks below.

Journal of the American Association for Health, Physical Education and Recreation. 1976 issue.

Journal of the American Chemical Society, most recent issue.

Journal of the Association for Physical and Mental Rehabilitation. 1965 issue.

New Republic, 1930 issue, vol. 64.

U.S. News and World Report, 1979 issue.

(Answers given for each title.)

Journal of the American Association for Health, Physical Education and Recreation.

a) title of periodical as listed on printout. Journal of Physical Education,

and Recreation. (this is the current title. There is a "see" reference from Journal of the American Association for Health, Physical Education,

(1) hardcopy available? X yes _____ no & Recreation.

(2) If "yes" from vol. 46, (year) 1975, to vol. 47, (year) 1976

(3) Microform available? X yes _____ no

(4) If "yes" from vol. 46, (year) 1975, to vol. date, (year) _____.

7. (cont'd.)

- b) Where would you go to find the particular issue of the periodical you just looked up in the printout? (check all that apply)

Serials Office on ground floor
 Bound periodicals collection on ground floor
 Microform cabinets on main floor; specifically MIC # 1.

Journal of the American Chemical Society

- a) title of periodical as listed on printout. American Chemical Society Journal.
- (1) hardcopy available? yes no
- (2) If "yes" from vol. 1, (year) 1879, to vol. date, (year) _____.
- (3) Microform available? yes no
- (4) If "yes" from vol. _____, (year) _____, to vol. _____, (year) _____.

- b) Where would you go to find the particular issue of the periodical you just looked up in the printout? (Check all that apply.)

Serials Office on ground floor.
 Bound periodicals collection on ground floor.
 Microform cabinets on main floor; specifically MIC # _____.

Journal of the Association for Physical and Mental Rehabilitation

- a) title of periodical as listed on printout. Association for Physical and Mental Rehabilitation. Journal.
- (1) Hardcopy available? yes no
- (2) If "yes" from vol. 15, (year) 1961, to vol. 20, (year) 1966.
- (3) Microform available? yes no
- (4) If "yes" from vol. 1, (year) 1947, to vol. 14, (year) 1960.

EXERCISE IV: PERIODICALS AND PERIODICAL INDEXES (cont'd.)

7. (cont'd.)

b) Where would you go to find the particular issue of the periodical you just looked up in the printout? (Check all that apply.)

- Serials Office on ground floor.
- Bound periodicals collection on ground floor.
- Microform cabinets on main floor; specifically MIC # _____.

New Republic

a) title of periodical as listed on printout. New Republic

- (1) hardcopy available? yes no
- (2) If "yes" from vol. 55, (year) 1928, to vol. 60, (year) 1929.

62	1930	63	1930
65	1931	65	1931
68	1931	146	1962
- (3) Microform available? yes no and current year only.
- (4) If "yes" from vol. 1, (year) 1914, to vol. 54, (year) 1928.

146	1926	DATE
-----	------	------

b) Where would you go to find the particular issue of the periodical you just looked up in the printout?

Drake Library does not have vol. 64, (1930).

- Serials Office on ground floor.
- Bound periodicals collection on ground floor.
- Microform cabinets on main floor; specifically MIC # _____.

U.S. News and World Report

a) title of periodical as listed on printout U. S. News and World Report

- b) (1) hardcopy available? yes no
- (2) If "yes" from vol. _____, (year) Current Year Only, to vol. _____, (year) _____.
- (3) Microform available? yes no
- (4) If "yes" from vol. 24, (year) 1948, to vol. date, (year) _____.

EXERCISE IV: PERIODICALS AND PERIODICAL INDEXES (cont'd.)

7. (cont'd.)

b) Where would you go to find the particular issue of the periodical you just looked up in the printout?

Serials Office on ground floor.

Bound periodicals collection on ground floor.

Microform cabinets on main floor; specifically MIC # 1.

COMMUNICATION SKILLS 111

Library Instruction Questionnaire

Please complete this questionnaire concerning the Library Instruction Project you have just finished. This information will aid us in better serving those students who will be completing the project in the future.

You need not sign your name or otherwise identify yourself.

Thank you for your help.

I. Library Videotape Program:

A. The videotapes were (circle the number that most clearly indicates your assessment).

- | | | | | | | | |
|-----------------------------|--------------------------------|---|---|---|---|---|----------------------------|
| 1. (Tape #1: Finding books) | Filled with Useful Information | 1 | 2 | 3 | 4 | 5 | Without useful Information |
| (Tape #2: Finding articles) | Filled with Useful Information | 1 | 2 | 3 | 4 | 5 | Without useful Information |

Suggestions: _____

- | | | | | | | | |
|-----------------------------|-------------------|---|---|---|---|---|-----------|
| 2. (Tape #1: Finding books) | Clearly Presented | 1 | 2 | 3 | 4 | 5 | Confusing |
| (Tape #2: Finding articles) | Clearly Presented | 1 | 2 | 3 | 4 | 5 | Confusing |

Suggestions: _____

- | | | | | | | | |
|-----------------------------|---------------|---|---|---|---|---|--------------|
| 3. (Tape #1: Finding books) | Sound Quality | 1 | 2 | 3 | 4 | 5 | Poor Quality |
| (Tape #2: Finding articles) | Sound Quality | 1 | 2 | 3 | 4 | 5 | Poor Quality |

Suggestions: _____

- | | | | | | | | |
|-----------------------------|--------------------------------------|---|---|---|---|---|-----------------------|
| 4. (Tape #1: Finding books) | Visuals, Close-ups clearly Presented | 1 | 2 | 3 | 4 | 5 | Not clearly Presented |
| (Tape #2: Finding articles) | Visuals, Close-ups clearly Presented | 1 | 2 | 3 | 4 | 5 | Not clearly Presented |

Suggestions: _____

I. B. Points covered in the videotapes (Check as many boxes as are appropriate for each source.)

	was already familiar with	instruction helpful	instruction confusing	instruction too elementary	need additional instruction
1. Card Catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Finding books in the stacks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Periodical Indexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Finding periodicals in the library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Reference Department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please note any suggestions for improving the videotapes. _____

II. Library Workbook Project:

A. The library workbook project was (circle the number that most closely indicates your assessment).

1. (Workbook exercise sheets) helpful 1 2 3 4 5 not helpful
 (Workbook instructions) helpful 1 2 3 4 5 not helpful

Suggestions: _____

2. (Workbook exercise sheets) simple to 1 2 3 4 5 difficult to follow
 (Workbook instructions) simple to 1 2 3 4 5 difficult to follow

Suggestions: _____

3. (Workbook exercise sheets) took too 1 2 3 4 5 not enough time
 much time to complete

Suggestions: _____

B. Reference sources covered in the workbook (Check as many boxes as are appropriate for each source. Regarding familiarity with sources, we would like to know if you were familiar with the source before you saw the videotapes.

	was already familiar with	exercise helpful	exercise confusing	exercise too elementary	additional instruction
1. Encyclopedias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Almanacs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Card Catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Periodical Indexes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Suggestions: _____

C. The library workbook was designed to help you become better acquainted with Drake Library. What suggestions would you make for improving it? _____

III. Program value:

Please indicate the degree of your agreement/disagreement with the following statements:

1. I feel that I will be able to apply what I have learned about the library to future course assignments.

strongly agree	moderately agree	feel neutral	moderately disagree	strongly disagree	don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The videotapes provided information and instruction necessary for completing the workbook exercises.

strongly agree	moderately agree	feel neutral	moderately disagree	strongly disagree	don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. The Library Instruction Program should continue to be offered to all new Freshmen students.

strongly agree	moderately agree	feel neutral	moderately disagree	strongly disagree	don't know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Videotapes and Workbook for Library Module

1. Knowing how to use basic library resources (card catalog, periodical indexes; and other reference sources) is essential for college freshmen at Brockport.

<u>Strongly</u> <u>Agree</u>	<u>Moderately</u> <u>Agree</u>	<u>Feel</u> <u>Neutral</u>	<u>Moderately</u> <u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>	<u>Don't</u> <u>Know</u>
---------------------------------	-----------------------------------	-------------------------------	--------------------------------------	------------------------------------	-----------------------------

2. Please offer specific suggestions and comments regarding the two videotape presentations. Consider for comments such aspects as technical quality of videotapes; assessment of their value as a motivational component of the library module (i.e. did your students seem interested or were they bored by the videotapes?); instructional clarity; etc.

3. Please offer specific suggestions and comments regarding the text of the workbook and the exercises; for example, comments about the relevance of workbook exercises to COM 111 syllabus; clarity; level too simple or elementary; exercises require too much or too little time; etc.

4. Please offer suggestions regarding any procedural, logical or other problems you or your students experienced completing the library module for COM 111.

5. I feel the library instruction module in COM 111 has effectively accomplished its main objectives of orienting freshmen to the services, facilities, and materials and teaching freshmen how to use basic library resources.

<u>Strongly</u> <u>Agree</u>	<u>Moderately</u> <u>Agree</u>	<u>Feel</u> <u>Neutral</u>	<u>Moderately</u> <u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>	<u>Don't</u> <u>Know</u>
---------------------------------	-----------------------------------	-------------------------------	--------------------------------------	------------------------------------	-----------------------------

6. Any additional comments or suggestions you would care to make?

GETTING THERE
FROM HERE:

A
TEACHER'S GUIDE

FOR
COM 112

INTRODUCTION

Drake Library has developed a bibliographic instruction-orientation program, offered as an integral part of the year-long Communications Skills course (COM 111 and COM 112).

I. COM 111 Library Module:

This module consists of two thirty-minute videotapes and a student workbook. The videotapes provide information and instruction necessary for the completion of the workbook exercises.

The purpose of the library module is to provide the students with:

1. A brief orientation to the library. (Note: This does not replace the library's taped tour which students are encouraged to take as part of their DLE course, but it does provide information about locations, materials, and services students need to know about to complete workbook exercises).
2. Introduction to basic reference sources.
3. Instruction in the use of the card catalog.
4. Instruction in the arrangement, location, and use of the library's periodicals collection, as well as the use of periodical indexes.

II. COM 112 Library Module:

The basic goal of the Library Instruction Program is to teach students to become effective and independent library users. The objective of the COM 111 Library Module is to provide students with the necessary structure or background on which to build their research skill.

With the COM 112 Library Module, students apply their newly acquired research skills and knowledge to the problem of gathering information and materials for the completion of a term paper. Chapter V, of the library workbook, entitled "A Library Search Strategy" provides a structural, step-by-step means of obtaining this objective.¹

The chapter provides an annotated list of selected reference sources arranged by type, e.g. biographical dictionaries, encyclopedias, indexes/abstracts, etc. The sources chosen for each type-section enable students to find information or materials on a broad range of term paper subjects.

¹ The workbook, entitled Getting There From Here: A Library Workbook is available for purchase by the students in the college bookstore. The price is \$1.75.

A. Procedure:

1. Students select a term paper topic, after consulting with their instructor.

Suggestions:

- a) Topics should not be so specialized that they eliminate the need to consult a variety of reference sources. (E.g., A term paper devoted to a student's career choice would limit significantly the numbers and types of reference sources needed.)
 - b) Topics should be chosen on the basis of available library materials.
2. Students proceed through the workbook chapter, unit by unit, selecting appropriate reference sources, and citing relevant materials.
 3. Scheduling for the completion and grading of the exercise, as well as establishing the due date for the term paper, is determined by the instructor.
 4. On completion of the exercise, students present the workbook to a reference librarian for initial evaluation and signature.²

The librarian:

- a) Checks to see if the exercise was completed.
 - b) Reviews accuracy of the work.
 - c) Suggests other appropriate reference sources.
 - d) Initials and makes comments on the completed exercise.
5. Student submits the workbook to the instructor for final evaluation and grading. The librarian reviews the work for accuracy and completeness and makes recommendations concerning additional-alternative sources.

B. Scheduling:

This is a self-guided exercise with instruction provided in the workbook. Students can progress at their own pace during all hours that the library is open.

However, to avoid having large numbers of students converge on the library at the same time we ask that you consider having your students devote a specific time period for completing the assignment. It should take them from two to three hours at the most to finish the chapter.

We would be most appreciative if you would consider selecting one week for having your students complete their library work and informing Paul Curran (Ph. 2504) of the week that you have chosen. By coordinating the assignments, we hope to maximize students' chances of receiving individual attention while they are in the library completing their work.

If you have any questions concerning the library module, please call me - Peter Olevnik, Ph: 2770.

² Students should present the completed exercise for initial evaluation by a librarian, from 8:30 a.m. to 5:00 p.m. Mon. through Fri. Workbooks may be evaluated during evening hours if time permits. Workbooks will not be evaluated during weekend hours.