

INSC 533: SOURCES, SERVICES & SCHOLARSHIP IN THE HUMANITIES & SOCIAL SCIENCES (SSSH&SS)

School of Information Sciences, The University of Tennessee, Knoxville

Spring 2021 Class Meetings: Wednesdays, 6:30-7:45 p.m. on [ZOOM](#); additional weekly asynchronous 1:15

Faculty Contact Information

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A NOTE ABOUT SPRING 2021:

Things are rough!

As we begin the term, the duration of the COVID-19 pandemic in the U.S. has exceeded 10 months. In fact, I am writing this 10 months to the day UTK announced students would not return to campus after spring break. Vaccine is on the horizon! Yay!but most of us probably won't be vaccinated for months as we continue trying to navigate a changed and sometimes hostile living environment.

I also want to acknowledge that the past several months have seen tremendous social and political upheaval in the U.S. Our country is beginning to reckon with its legacy of violent racism, including that perpetrated by institutional actors. This has a profoundly personal significance for some of you, and I want to recognize the compounded trauma you're continuing to experience.

Things aren't normal!

We are all experiencing stress, anxiety, and disruption.

Some of us have lost work; some of us have lost loved ones or are profoundly worried about loved ones who might be vulnerable. Some of [us](#) are vulnerable!

Some of us (raises hand) are angry.

All of this makes it more difficult to buckle down, focus, and produce quality work.

We'll get through it!

I will be as flexible as I can with deadlines and attendance this semester as long as you do your best to communicate with me. I worry about my students when they're absent from class, miss a deadline, or leave my emails unanswered.

I know you are all diligent and hardworking; when you go "off-grid" I assume there's something wrong.

Please do your best to let me know what's going on.

COURSE INFORMATION

Catalog Description

Information sources in history, philosophy, religion, classical studies, folklore, and mythology; anthropology, sociology, linguistics, and language; psychology, geography, political science, business¹ and economics; communication, information science, and education; fine arts, performing arts, and literature. Scholarly communication patterns of humanists and social scientists.

Additional Information

INSC 533 builds on knowledge and skills from INSC 511 and/or 531 to survey the nature of knowledge structure, creation, and sharing in the humanities and social sciences.

Student Learning Outcomes

By the end of this course, students will be able to:

- Assess humanities and social sciences information sources for audience, scope, quality of content, accuracy, currency, authority, ease of use, arrangement, and format
- Create a pathfinder for information seeking in a specific area of the humanities and social sciences
- Demonstrate ability to identify and locate relevant humanities- and social sciences-related information sources in a variety of formats
- Describe strategies for providing individual research consultations for humanities and social sciences students and scholars
- Describe the nature and scope of “The Humanities” and “The Social Sciences”
- Describe the nature of information seeking, organization and structure in the humanities and social sciences (and how humanities and social sciences information and information practice differ from those of other disciplinary areas)
- Identify and describe opportunities for providing humanities- social sciences-related services and programming
- Search scholarly electronic and print resources with greater skill.

Required Readings

We will have an extensive list of readings each week, primarily journal articles. These will be available through UTK’s e-resource subscriptions or as pdfs on our class *Canvas* space. I do not expect you to read all of every part of every item.

Recommended Texts

Style handbook of your choice (APA or Chicago Manual of Style).

[Choice Reviews Online](#); [Books in Print Plus](#)

...and you may wish to refer to the following sources for background information about the social sciences themselves:

- [International Encyclopedia of the Social Sciences](#). William Darity, Jr., Ed. 2nd ed. Detroit: Macmillan Reference USA, 2008. 4000 pp. 9 vols. Online Access.

¹ For more in-depth coverage of business sources and services I recommend INSC 566: Business Intelligence for Information Professionals.

- [SAGE Knowledge](#): collection of digitized reference sources in various areas of the social sciences.
- [Dictionary of the Social Sciences](#). Oxford Reference Online.
- Perrault, Anna H., and Elizabeth Smith Aversa. 2013. *Information resources in the humanities and the arts*. 6th ed. Santa Barbara, CA: Libraries Unlimited. 9781598848335 (paperback); 159884833X (paperback), 9781598848328 (hardback); 1598848321 (hardback)
- Herron, Nancy L., Ed. 2002. [The social sciences: a cross-disciplinary guide to selected sources \[electronic resource\]](#). 3rd ed. Greenwood Village, CO: Libraries Unlimited, Inc. ISBN 13: 9781563088827
- (Due to their age, these texts are **not** required for purchase. You can also access the electronic version of Herron's text through UTK's eBook collection).

COMMUNICATION

Email

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don't wish to check both accounts.

Instructor Availability

Email is the most expedient way to get in touch with me. If I will be unable to check my email for a significant period of time (less than once/24-hour period) I will provide you with an alternative method of contacting me.

Note: Because I have administrative responsibilities in the School, I receive A LOT of email, much of it from students. It is *tremendously* helpful to me if you include our course number in the subject line of emails you send.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and ZOOM software.

You must learn how to submit your assignments using Canvas.

The [Office of Information Technology \(OIT\)](#) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a Tmail account and subscribe to the SIS student listserv. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer to download the lecture notes from Canvas.

Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: <https://sis.utk.edu/techintro/>

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](#), or at the [Walk-in HelpDesk](#).

Course Resources

- Most lecture notes will be posted on Canvas before the class meeting for you to download.

- Note that lecture notes do not substitute for the assigned readings.
- Read the class announcements posted on Canvas to stay current with course matters.

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Attendance and Participation²

Because the format of this class is 1:15 synchronous/1:15 asynchronous, I gauge participation and attendance a little differently.

Asynchronous: students will complete the 1:15 asynchronous class segment by participating in a variety of independent and small group activities. These are not optional.

I will evaluate your participation for completeness, relevance, timeliness, and substance as part of your participation grade.

If extenuating circumstances such as illness prevent you from completing your asynchronous activities on time, please inform me as soon as possible.

If you are absent from our class meeting, I will still expect you to complete that week's activity unless circumstances are sufficiently significant to prevent you from doing so.

Synchronous: I assume that each student will be present and participate in class. Missing multiple classes and/or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary, and unexplained absences will affect your grade.

Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Listen to class recording
- Obtain notes, handouts, etc. from Canvas
- Check with classmates for notes, announcements, etc.
- Complete any assigned activity

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies,
- Military obligation,
- Severe weather conditions,
- Religious holidays and
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

Inclement Weather

"The University of Tennessee will remain open except in the most severe weather conditions. The Chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is reached, campus and

² See the "Note about Spring 2021" on p. 1

local radio and TV stations will be notified and a UAlert will be issued. The notice will also be posted on the front page at www.utk.edu...” SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

If you face inclement weather conditions in your home location and attending class is impossible or unwise, please let me know when you are able.

ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disabilities that May Impede Learning

Any student who feels they may need an accommodation based on the impact of a disability should contact [Student Disability Services \(sds@utk.edu\)](mailto:sds@utk.edu) in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Civility

“In 2011, the university adopted the Principles of Civility and Community. They are designed to work in concert with all existing codes of conduct. The principles encourage all members of the campus community to foster a learning environment where the differences of our diverse culture are valued, respected and celebrated. Civility is an act of showing regard and respect for others including: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness...” (Hilltopics, p.10).

This statement applies to communicating with the instructor, classmates, and other members of the UT community.

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

*Please note that my mandatory reporting responsibilities extends to incidents that occurred prior to this semester, even by several years. **By no means** do I want to discourage students from speaking with me about these or any other issues, but it’s important that you are aware I may not be able to maintain confidentiality before you choose to speak with me.*

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

Students should be familiar and maintain their *Academic Integrity* described in <https://hilltopics.utk.edu/academics/>, p. 15 as: “*Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.*”

Students should abide by the **Honor Statement** (<https://hilltopics.utk.edu/student-code-of-conduct/> Section X. Honor Statement)

“As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Plagiarism

Plagiarism is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. (p. 22)

Attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism include, but are not limited to:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph). (p. 22)

The [UTK Code of Student Conduct](#) outlines the process for addressing instances of suspected plagiarism:

Section 10.7.1 Notice of Academic Dishonesty and Informal Opportunity to Respond to Allegations.

When an act of alleged academic dishonesty is discovered by, or brought to the attention of an instructor, the instructor shall

- notify the student about the alleged academic dishonesty,
- describe the information supporting the allegation, and
- give the student an informal opportunity to respond to the allegation(s) and information.

The instructor may proceed with imposing an academic penalty for academic dishonesty if the student has not responded to the instructor’s notice to the student concerning the alleged academic dishonesty within five (5) business days of the notice. (p. 23)

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at <http://www.lib.utk.edu/instruction/plagiarism.>)

Assignments and Grading

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Papers that are received after the due date will be assigned a lower grade than would otherwise be received. All sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

Preparation of Written Work

Please use either APA or CMS documentation styles for in-text citations and list of references/bibliography. Formatting assignments themselves per APA or CMS guidelines (e.g., headers, headings, etc.) is not necessary.

You must cite all sources, format and attribute all quotations correctly. Not doing so constitutes plagiarism.

Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).

All assignments must be word-processed and **include your name**.

Pre-submission Feedback

I am happy to look at a good draft of assignments prior to final submission. I will not pre-grade assignments, just provide general feedback and tips. These pre-submissions should be sent via email attachment (i.e., not Canvas) no later than one week prior to final due date.

Due Dates and Late Assignments³

- Submit assignments to the "assignments" area of Canvas.
- Assignments are due (officially) at 11:59 p.m. Eastern on the due date listed on the syllabus.
- I will download the submissions from Canvas early the next morning.
- I will **ONLY** download assignments from Canvas **ONCE**.

Therefore, if your assignment is not ready by the deadline...

- You must send me an email informing me that your assignment will be late. Not doing so will result in a one-point deduction for each day I don't hear from you.
- When it's ready, you must **submit it to me via email**, as an attachment (i.e., **NOT** using Canvas)
- One point will be deducted for each 24-hour hour period the assignment is not turned in.

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor (in other words, I may refuse a student's request for an incomplete). Plan your semester's course of study carefully to insure sufficient time to complete the required work.

For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

³ See my note about Spring 2021.

Assigning Grades

Please note that I do not assign letter grades for individual assignments, but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you'd like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the "Evaluation" scale for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be $92/100=A-$. Your final grade will be based on total points earned/100 possible points over the course of the semester.

Evaluation

Semester grades will be assigned according to the following scale:

Letter grade	Score range	Quantitative and qualitative significance
A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <i>Graduate Catalog</i> . The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

Course Evaluation

You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

Assignments: Descriptions, Due Dates, and Program Outcomes for SLC

A note about assignments in spring 2021:

I have designed the course deliverables for maximum flexibility while continuing to honor the course outcomes. Due dates are flexible, but please keep in mind that your classmates you're your participation to complete some course requirements. For example, if you are unable to complete your resource evaluation as assigned, your classmates will not be able to evaluate it. I can rearrange schedules if I know they'll need rearranging—please let me know if you'll need more time.

I've divided assignments into three groups: A, B, and C. Each category has at least one required deliverable, but if you would prefer to complete more work, you may.

How does this work? This table provides examples of different levels of engagement with assignments.

Engagement with Assignments	A.	B.	C.
<i>Meets requirements (no judgment!)</i>	Weekly participation	5 questions	Resource Evaluation Comments on classmates' evaluation
<i>Exceeds requirements (1)</i>	Weekly participation	10 questions	Resource Evaluation Comments on classmates' evaluation
<i>Exceeds requirements (2)</i>	Weekly participation	5 questions	Resource Evaluation Comments on classmates' evaluation

Engagement with Assignments	A.	B.	C.
			Subject guide
<i>Far exceeds requirements</i>	Weekly participation	All questions	Resource Evaluation Comments on classmates' evaluation Subject guide

Assignments: Summary

This table provides a quick reference for assignment names, due dates, point distribution, and MSIS Program Outcome for the Student Learning Collection. A fuller description of each assignment follows the table.

Unit	Type	I/G	Assignment	Description	Due Date	Required/Optional	Deliverable	MSIS Program Outcome(s)	Points
A.	Engagement with a/synchronous course components	I	Participation	Comments/Interaction with Instructor and Classmates	Ongoing	R	Var., Canvas posts	n/a	15
B.	Information Services Practice	I	Question Exercises	Provide answers and description of process for at least 5 "reference-style" questions.	2/24		Word document	3, 8	35
					3/10				
					3/24				
					4/7				
					4/21 ⁴	5 R			
C.	Resource Selection and Evaluation	I/G	Resource Evaluation Presentation	Recorded evaluative presentation of info resource in assigned subject area	Ongoing, as assigned	R	Mp4, ppt	1, 6	35 ⁵
		I/G	Subject Guide ("Pathfinder")	A collection of resources selected to provide a "path" to a specific topic	4/28	O	Varies: webpage, "LibGuide", word doc., etc.	1, 6	
		I	Peer Evaluation	Review and written evaluative comments about classmates' resource evaluations	Ongoing, as assigned	R	Canvas posts	n/a	15
									100

⁴ I will review these questions as they are submitted, but please do not submit more than 5 questions on 4/21.

⁵ If you choose to complete the subject guide, it will constitute 20 pts while the resource evaluation will constitute 15.

A. Participation (15%)

Much of the course material will be presented in the readings and discussions. I expect that you will complete the reading assigned each week and come to class prepared to offer your opinions and insights.

This class meets synchronously for 1.25 hours weekly. On most weeks we will have an out-of-class activity to account for the additional hour of class time. These may be independent or small group activities, and will typically require some type of discussion board post or verbal summary at their conclusion. These activities will contribute to your participation grade.

Many of our weekly activities will be collaborative, requiring students to respond to each other. Please prioritize meeting activity deadlines so your classmates are able to participate.

B. Question Exercises (35%)

In the first few weeks of the term I will post a list of questions.

- Please complete at least five of the posted questions.
- These assignments are designed to encourage you to think about both the utility of individual information sources and the theory and practice of information services and will include, among other things, questions for you to research.
- While you'll be expected to provide answers to these questions, the more important consideration in completing these assignments is an explanation of your process in pursuing the question's answer.
- This is a DE course and I understand that your access to print collections varies dramatically by home location; therefore, it will be possible to complete the exercises using free and subscription-based online sources.

C. Resource Selection and Evaluation (35%, 15%)

This assignment has two parts: a required resource evaluation, and an optional subject guide. You will also be expected to watch and comment on your classmates' evaluations throughout the semester.

Resource Evaluation:

You will be assigned⁶ a broad area of the humanities or social sciences for which you will select a specific resource to evaluate and share with the class in a screencast. If you have access to a screencasting software package like Camtasia, that is fine; if not, use ZOOM to record your presentation (and convert it to an mp4 file).

Your source may be print, electronic, free, or fee-based. Be creative! The more obscure your source, the better.

During your presentation (15-20 mins.), you should explain why and how you selected your resource, identifying the referring sources, and describe the resource using Cassell and Hiremath's evaluative criteria:

1. Scope
2. Quality of Content
3. Accuracy
4. Currency
5. Authority

⁶ Please complete the [online survey](#) so I have an idea of your subject preferences for this assignment. I will do my best to honor your first or second choice.

6. Ease of use (incl. usability, interface, and searching capabilities for electronic resources)
7. Arrangement
8. Appropriateness for users (you should identify the type of library and user for which the resource would be appropriate)
9. Format.⁷

Peer Evaluation(s):

You will be assigned several of your classmates' evaluations to review and comment on. Schedule TBD.

(Optional) Subject Guide:

You will create a collection of resources related to the social sciences or humanities-related topic of your choice. Your subject guide topic may be related to the resource you evaluated, or it may be completely different. If you do choose a topic for which the resource you evaluated would be appropriate, you may include it in your subject guide.

Your subject guide should include the following:

- An introduction to the topic with a statement about its scope and how it is covered in the pathfinder (this should be at least 250 words).
- A list of 15-20 resources, with annotations that describe their coverage and special features
- Note: these DO NOT all need to be devoted exclusively to your specific topic as long as your topic is covered well. E.g., referring to the Social Sciences Citation Index would be perfectly acceptable for the pathfinder referenced above, even though it does not cover Cultural Anthropology exclusively.

Consider including:

- Definitions of any essential terms (this does not need to be extensive)
- LC Subject Headings and call numbers or classification categories and Dewey Decimal call number ranges associated with the topic to facilitate browsing

Constructing your Subject Guide and choosing sources:

Choose a topic that's interesting to you, and make sure it's not too broad. Select a good variety of resources in several formats, including:

- Print or electronic indexes/databases that provide good coverage of the topic
- Important journal titles in the general field, as well as those more specifically devoted to your topic
- Important reference resources
- Print/electronic dictionaries, bibliographies, encyclopedias, etc.
- Important monographic resources, if appropriate
- Free, web-based resources

⁷ Kay Ann Cassell and Uma Hiremath. *Reference and Information Services: An Introduction*. 3rd Ed. Chicago: ALA/Neal-Schuman, 2013. 361-4.

- Important special collections, if applicable. E.g., mentioning the Anthropology Library at the Royal Anthropological Institute would be appropriate for my example topic, and I should also note any special sub-collections that relate to my topic DIRECTLY.

Further suggestions:

- This type of project translates especially well to the web; even if you lack web design experience/skill, consider publishing your pathfinder using a blogging or wiki service. If you are interested in trying out LibGuides, ask me to set up a student account for you.
- It's acceptable to me for two or more (within reason) students to work together and produce a pathfinder jointly. If you choose to do this, the focus and content of your pathfinder should expand proportionately. Please consult me before finalizing plans to work with classmates.

DISCLAIMER

I reserve the right to make changes to the syllabus and schedule as the semester progresses, but I will never make a change that would have a negative impact on student grades, add to workload, or accelerate deadlines.