VALDOSTA STATE UNIVERSITY MASTER OF LIBRARY & INFORMATION SCIENCE
Syllabus for MLIS 7125 – Genealogy for Librarians   Summer 2018

Instructor:

Myron McGhee, MLIS, MDiv   Phone: 404.727.2652
Pitts Theology Library, Emory University   Email: libmbm@emory.edu
Atlanta, GA 30322   Email: mbmcghee@valdosta.edu

Description:
Course provides overview of resources on genealogy and techniques for providing library service to genealogists. The course allows students to acquire practical knowledge of genealogical materials and to explore related topics for providing library service to genealogists.

Learning Outcomes:

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

Required Textbook (Materials):

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

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

Recommended Texts (Purchases are not required**):**

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

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

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

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

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

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

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

MLIS policy prohibits the use of VSU's Interlibrary Loan service for obtaining textbooks: http://www.valdosta.edu/mlis/student_resources/documents/ILL_Textbooks.pdf

ALA-RUSA Information:
- Guidelines for a Unit or Course of Instruction in Genealogical Research at Schools of Library and Information Science
  http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesunit.cfm
- Guidelines for Developing Beginning Genealogical Collections and Services
  http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesdeveloping.cfm
- Guidelines for Establishing Local History Collections
  http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesestablishing.cfm

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

Attendance: This is an asynchronous, web-based course with no face-to-face meetings.

Requirements:

E-Knowledge Checks/Reflections on Weekly Readings posted to Discussion Board	15 points
Discussion Board Dialogue	15 points
Media Observation	20 points
Personal Research	30 points
Site Visitation	20 points

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

Structure and Formatting Requirements for All Papers:

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

- The ability to communicate both orally and in writing
- Accuracy and skill in typing
- The ability to prepare comprehensive reports and present ideas clearly and concisely in written and oral form
(http://www.ala.org/educationcareers/careers/librarycareerssite/whatyouneedlibrarian)

As such, for this course:

- Points will be deducted for spelling, grammar, syntax errors, particularly if those errors obscure the content delivery.

- A title page or bibliography page is not required for the written assignments. The power point presentation **does require** a title slide and acknowledgements slide.

- Use a 12-point font, one-inch margins, and double spacing. (1.5 line spacing, smaller fonts, etc. will lead to point deductions).

- Use the header function in MS Word to insert your name and page number in the upper right-hand corner of each page. Ask for assistance, if this function is unfamiliar.

- If you quote or paraphrase from sources outside your original thought/expression, MLA citation style is preferred, but not required. Chicago or Turabian are acceptable. Be consistent throughout the paper. Err on the side of citing the source. The hint of plagiarism can result in zero points and a failing grade in the course.

- Adhere to page limits for all assignments.

- Submit assignments as MS Word documents.

Week One: What is Genealogy?   **Wed, Jun12 to Sat, June 15**

Primary Readings:

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

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

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

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

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

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

Articles:

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

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

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

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

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

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

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

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

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

Week Two: First Steps   **Mon, June 16 to Sun, June 22**

Textbook Readings:

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

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

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

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

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

Articles:

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

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

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

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

Howells, Cyndi "Tracking Your Family Through Time and Technology." *American Heritage* 50.1
        (1999): 88.

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

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

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

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

Snell, Mary Kay. "Genealogy for Librarians." *Texas Libraries* 52, 1 (Spring 1991): pp.17-22.
        (E-reserve)

Assignment I: Media Observation (20 points)   **Due: Mon, 24 June at 6am**

Analyze *African American Lives,* the first of series of multi-episodic documentaries tracing the genealogy of several notable African Americans. View each of the four episodes. Compose approximately one page each for the following areas:

I.   Describe the role of history in connection with genealogical research.
        Provide examples.

II.   What themes or concepts emerged throughout the participants' narratives?
        Are there shared themes; are there themes specific to a particular guest?

III.   Identify the research experts and their specializations or areas of
        concentration.

IV.   Identify the primary and secondary documents found and/or utilized?

V.   Describe reinforced narratives and/or new discoveries about the guests'
        family narratives.

VI.   Describe (with examples) your response to both the research processes
        utilized and the narratives explored.

- Submit the assignment as MS Word documents.

- Points will be deducted for formatting, spelling, grammar, and syntax errors.

- A title page or bibliography page is not required.

- Use a 12-point font, one-inch margins, and double line spacing.

- Use the header function in MS Word to insert your name and page number in the upper right-hand corner of each page.

- If you quote or paraphrase from sources outside your original thought/expression, MLA citation style is preferred, but not required. Chicago or Turabian are acceptable. Be consistent throughout the paper. Cite your sources in accordance with the style that you use. Be advised to err on the side of citing the source. The hint of plagiarism can result in zero points and/or a failing grade in the course.

Week 3   The Reference Interaction   **Mon, June 23 to Sun, June 29**

Textbook Readings:

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

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

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

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

Articles:

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

Billeter, Anne. "Reference Hasn't Changed at All, but Reference Has Changed a Lot." *Oregon
    Library Association Quarterly*, 16(2), pp. 34-37.

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

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

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

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

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

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

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

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

Kaplan, Paul. "How Public Libraries Can Provide Basic Genealogy Instruction." *Illinois Libraries*
    86:4, pp.16-20.

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

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

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

Week 4: Census Reports and Vital Records   **Mon, June 30 to Sun, July 06**

Textbook Readings:

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

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

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

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

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

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

Articles:

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

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

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

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

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

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

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

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

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

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

Week 5: Published Resources and Information Services   Mon, July 07 to Sun, July 13

Textbook Readings:

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

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

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

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

Articles:

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

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

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

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

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

Jones, Thomas W. "Why Do Family Historians Need a Proof Standard." 2012. http://broadcast.lds.org/elearning/FHD/Community/en/Community/Thomas%20W.%20Jones/Jones_ProofStandard_handout.pdf.

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

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

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

Sayre, Pamela Boyer. "Enough is Enough." www.sayreandsayre.com. 2016. https://familytreewebinars.com/pdf/webinar-free1475680256.pdf.   **(E-reserve)**

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

Week 6: Advanced Resources and Professional Tools   **Mon, July 14 to Sun, July 20**

Textbook Readings:

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

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

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

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

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

Articles:

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

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

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

Perego, Ugo A. "The Power of DNA: Discovering Lost and Hidden Relationships. *World Library and Information congress 71th IFLA Conference Proceedings* (2005): pp. 1-19. Found at: https://archive.ifla.org/IV/ifla71/papers/087e-Perego.pdf.

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

Redmann, Gail R. "Archivists and Genealogists: The Trend Toward Peaceful Coexistence." *Archival Issues* 18, no.2 (1993): pp. 21-132.

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

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

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

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

Assignment II: Personal Research (20 points)   **Due: Mon, July 22 at 6am**
To better empathize with future patrons and clientele, students will explore their own genealogy and family history. Document conversations with relatives; explore local and national government records; vital records and more. Examples of the process and the charts are discussed in the readings.

1. Complete an ahnentafel chart that lists up to five generations. Do not list more than five generations. Present the information on one 8.5" by 11" page. (1 page)

2. Complete a pedigree chart on one page with at least three and no more than five generations. Typed is preferred, but if handwritten, write legibly. (1 page)

3. Complete a family group sheet for one individual prominent or emerging from the research on your pedigree chart. Legible handwriting is acceptable. (1 page)

4. Family histories emerge from genealogical research & conversation with relatives. Discuss the following:

   a. Summarize what you knew before or have learned about your ancestor(s).

   b. If you inherited research, who prepared the information and what documentation was provided? If documentation was omitted, you must provide it. If you are conducting initial research, who did you consult and what verifiable documentation can you provide to substantiate the information? (Cite the information according to the style guide that you are using).

   c. Describe one story or individual that emerged from your research. From whom or from what sources did you learn about the stories?

   d. What is the historical context of the person(s) that you are researching?

   e. What are some unique/particular components related to your research (e.g. African American/slavery, European immigration, Asian forced encampment, military service, religious affiliation)?

   f. What issues or insights emerged from this exerciseand what are your next steps to either address or explore them?

   g. Cite a minimum of four sources that you used to verify the information. Only two of the four sources can be U.S. Census Reports.

Remember to cite your sources to the extent that a reader of the paper can find and review the sources.

Week 7-8   Collection Development, Outreach   Mon July 21 to Wed, July 31

Textbook Readings

Guidelines for Developing Beginning Genealogical Collections and Services
        http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesdeveloping.cfm

Guidelines for Establishing Local History Collections
        http://www.lita.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesestablishing.cfm

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

Articles

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

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

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

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

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

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

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

The discussion for week eight is posted on the course website.

Assignment III: Site Visitation (15 points)   **Due: Wednesday, July 31 at 5pm**

Visit a genealogical or history-based institution of your choice which provides access to primary documents. The facility could be a library, a local history center, a LDS History Center, a national archives facility, a regional archive or one of several other kinds of institutions who provide access to primary documents and sources. Interview one of the staff persons working in the facility. Create a Microsoft power point presentation about the institution containing a minimum of 15 slides and a maximum of twenty slides. The presentation must contain <u>at least one slide for each </u>of the following elements:

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

View the assignment rubric on course website.

A group of students can attend the same site, but each person's images and text should be different/unique and specific to the student. The presentations are not duplicated, group projects.

Technical Requirements
All assignments must be submitted using computer programs that are compatible with VSU-supported formats. For word processing documents, MS Word is preferred (2003 or 2007). If you are using a lower version of WordPerfect or some other word processing software, save your documents as Rich Text Format (rtf).

Distance Learning Support
A VSU reference librarian is responsible for coordinating library services for off-campus VSU students. That librarian's email and phone contact will be provided to you at the start of this semester. An online guide for distance education students is on the Odum Library Web site at http://www.valdosta.edu/library/services/revised_students.pdf.

Academic Dishonesty
"Valdosta State University expects that graduate students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources."

Specific regulations related to student conduct and behaviors are contained in the Student Handbook, Student Code of Ethics. Please acquaint yourself with the full policy at http://coefaculty.valdosta.edu/troot/eced4300/Academic points20Dishonesty.doc.

It is your responsibility to make sure you understand how to avoid breeches of academic integrity. It is not the responsibility of the instructor to post rules for citing, quoting, or ethical exchange of information for every assignment. If you are unsure about the parameters of an assignment, ask for clarification.

Special Needs Statement
Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, or the handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX section 504 of the Rehabilitation Act of 1973. Students requiring classroom accommodations or modifications because of a documented disability should discuss this need with the professor at the beginning of the semester. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities
located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

Student Agreement
Enrollment in this class signifies that the student has agreed to abide by and adhere to the policies and regulations specified above. It is understood that the instructor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the semester.