

LIS 601

ASSIGNMENT INSTRUCTIONS

LIS 601 Introduction to Reference & Information Services

University of Hawaii, Library & Information Science Program

Spring 2005

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SUBSCRIBING TO INTERNET DISCUSSION LISTS

You need an e-mail account to use the Internet. Obtain your hawaii.edu account by **September 9**. Send a message to Dr. Quiroga (lquiroga.hawaii.edu) using your hawaii.edu account asking to be placed on the lis-stu online list.

REQUIREMENTS

- 1:** Subscribe to two (2) of five listservs: stumpers-l, libref-l, web4lib, dig_ref, or liveref by **September 9**. See instructions below.
- 2:** Use a Web browser to get to [Dr. Nahl's 601 Web site](#) and begin to explore links there by **September 14**. Use this site throughout the semester to locate information for assignments.

Definitions:

Online discussion groups often use **listserv**-type software that provide services on the Internet that permit you to subscribe to a discussion group on a certain topic. The discussion messages come to your own email account. You can read them, respond to them, and send your own messages to the list for discussion, or ask questions of the list members. Each online discussion list has its own rules, regulations, and "netiquette" that will be sent to you after you subscribe. Read these instructions, save them, and follow them whenever using the list.

Follow these general instructions on how to subscribe to listservs:

- 1: Use the address for subscribing in the Send line.
- 2: Leave all other header lines blank.
- 3: Type in the message section: **subscribe <listserv name> <your first & last name>**.
Fill-in the brackets <> with the specific list name and your name [*but don't type the brackets <>!*].
- 4: Don't add any additional words because the listserv software will not recognize them and may reject your attempt to subscribe.
- 5: When you have successfully subscribed, the listserv will send you an automated message that will include instructions for using the list. Save these instructions! You will need them to unsubscribe, search back files, change mail options, etc.

Stumpers-L@listserv.dom.edu

STUMPERS-LIST is a networking resource for reference questions that have reference librarians, in essence, stumped. It is assumed that all questions posted to this list have been thoroughly researched through the usual sources: library, specialists, etc. ONLY after failing to find a satisfactory answer should you turn to the pros on STUMPERS-LIST. The members of STUMPERS-LIST keep the list focused on reference questions and answers. **Discussions are strongly discouraged.**

SUBSCRIBING:

Send subscribe message to: listserv@listserv.dom.edu

Type the following message in the body of the e-mail:

SUBSCRIBE STUMPERS-L <your-e-mail-address> [*Do not type the <>*]

You may also subscribe through the Web Site:

<http://domin.dom.edu/depts/gslis/stumpers/>

Stumpers-l puts lots of messages into your e-mail. You may want to control the flow by using the **DIGEST** option. Digest groups several messages into one message packet, so you still get the same messages but in larger groups. Follow the instructions sent by the list when you subscribe.

LIBREF-L@listserv.KENT.EDU

LIBREF-L is a discussion list for reference issues, especially the changing environment of reference services and activities.

SUBSCRIBING:

Send subscribe message to: LISTSERV@LISTSERV.KENT.EDU

Type the following message in the body of the e-mail: SUBSCRIBE LIBREF-L <your name>. [*Do not type the <>*]

You may also subscribe through the Web Site: <http://www.library.kent.edu/libref-l/>

web4lib@sunsite.berkeley.edu

Web4lib is a discussion list for reference librarians about Web applications and use in libraries.

SUBSCRIBING:

Send subscribe message to: listserv@sunsite.berkeley.edu

Type the following message in the body of the e-mail: SUBSCRIBE web4lib <your name>. [Do not type the <>] You may also subscribe through the Web Site:

<http://sunsite.berkeley.edu/Web4Lib/>

dig_ref@listserv.syr.edu

DigRef (digital reference) is a discussion list for reference librarians about providing online reference services.

SUBSCRIBING:

Send subscribe message to: LISTSERV@listserv.syr.edu

Type the following message in the body of the e-mail: SUBSCRIBE dig_ref <your name>. [Do not type the <>] You may also subscribe through the Web site:

http://www.vrd.org/Dig_Ref/dig_ref.shtml

livereference@egroups.com

Livereference is a discussion list for librarians about providing real time online reference services.

SUBSCRIBING:

Send subscribe message to: livereference-subscribe@egroups.com

Web site: <http://www.egroups.com/group/livereference>

SEARCHING THE WORLD WIDE WEB

To gain World Wide Web access to library resources and much more, begin at the [Librarians' Index to the Internet](#), the [Internet Public Library](#) and [Hamilton Library's Internet Search](#) page.

[UH online catalog Voyager](#) and other databases provided by the UH system on the UH Libraries site. From outside the Library you must login with your hawaii.edu account.

UH Libraries [Selected Resources for Library and Information Science](#)

LEARNING HOW to USE the UH LIBRARIES

[UH Voyager Online Catalog Tutorial](#) introduces to how to search the UH online

catalog. Complete this tutorial by **January 18**.

[Basic Library Research Handbook](#) prepared by UH reference librarians contains all of the information you need to be successful using the UH Libraries. Print your own copy, read it and consult it when doing your assignments. On the same page there are links to many useful guides on how to use various databases provided by Hamilton Library. Study these guides to improve your professional ability to search the databases

PATHFINDER PROJECT

A library pathfinder is a document that calls attention to useful materials on a **specific topic** in a **particular library**. Its main purpose is to serve as a starting point for quickly finding information on a topic in a library. It is *not* an exhaustive list of all that is available on the subject. The materials listed in a pathfinder may include all types: books, articles, pamphlets, clippings, media, and Web sites. Pathfinders are created to help library users to navigate in information structure by identifying access points and by making it quick and easy to locate relevant materials. Reference librarians prepare pathfinders regularly, updating the information periodically.

Pathfinders are often in handout form, laminated, displayed on a counter or wall rack, and easily accessible to library users. Some libraries also have Web pathfinders. Hamilton Library has an online [Guide Series](#) of Web pathfinders, e.g., see the very useful LIS guide: [Selected Library and Information Science Resources](#).

Select a partner and decide on a topic together. Be creative, imaginative, inventive, innovative, user friendly. Address library users (not librarians). Make the document attractive to people using simple graphics, color, symmetry, humor, or drama. Present a positive feeling of clarity: be concise, **accurate**, and **informative**. Use some boldface for section headings and search terms, boxing, columns, or divided pages (1/3, 1/2), two typefaces (with serifs and without), clear fonts and enough space for readability.

Use the pathfinders from the previous semesters to stimulate your ideas and creativity. [Web-based versions of 601 pathfinders](#). Your purpose is to reach out to library users, facilitating their use of a library by helping them to navigate its complexity through the pathfinder document. Pathfinders are a form of indirect library instruction through which librarians can help people successfully find material on their own. ♦♦**Bonus points for putting yours on the Web.**♦♦ Enroll in the free HTML workshops offered by the LIS Web Team to learn how to post your pathfinder on your UH Web site.

STEPS TO MAKING A PATHFINDER

1. **Select a partner.**
2. **Select a particular library.**
3. **Select a particular topic/subject.** You may use your own ideas, or you may want to talk to the librarians about the topics for which they want/need pathfinders.
4. **Select a particular audience** (type of library user--children in a particular age group, college students, new mothers, business people, parents of differently-abled children, etc.).
5. **Plan a search strategy** in that library's online catalog, periodical indexes, databases and reference sources (encyclopedias, bibliographies, guides, etc.).
6. **Keep notes on all subject headings and search terms**, where you found them and their value in locating relevant materials. Identify the controlled vocabulary.
7. Use [Turabian's bibliographic style \(B\)](#) to write a complete reference for each source listed in the pathfinder, including call number and/or location.

REQUIRED PARTS OF A PATHFINDER (Elements of Information Structure)

You have freedom in the design and arrangement of these parts.

1. **Scope note** briefly describing the content and limits of the topic.
2. A reference to a general discussion of the topic if one can be located (encyclopedia article) and frequently mentioned texts, such as classic texts. **
3. **Subject headings used** from the catalogs, indexes, and reference sources and their relevance. Use **ALL CAPS** for subject headings.
4. **Call numbers** for areas in the stacks where browsing may be profitable. Give the Library of Congress or Dewey **Classification names** for each call number area.
5. Handbooks, encyclopedias, guides, and dictionaries with substantial information on the topic, and published bibliographies on the topic. **
6. **Periodical indexes and abstracts and databases** indexing information on the topic. Include sample articles. **Journals or magazines** that consistently publish articles relevant to the topic. **Cite at least two (2) sample articles.**
7. World Wide **Web sites** with reputable information.

8. **Call number** and/or location for each source listed. **(Do not list materials that are not available in that library.)**

9. Give database **command examples**, e.g., SU MOTIVATION, or indicate which type of search mode to select, e.g., BASIC SEARCH as well as type of search to use e.g., KEYWORD or SUBJECT HEADING.

10. Give **Library name, hours, phone, address, and library Web Site; LIS 601, semester & year, and your names.**

Grading criteria: technical accuracy (grammar, spelling); consistency in format and accurate Turabian bibliographic style; following all instructions; creativity; user friendliness; appropriateness to audience; information value.

REFERENCE INTERACTIONS FIELDWORK REPORT

This public service fieldwork provides you the opportunity to augment class instruction, discussion, and readings with directed observations of library user/staff interactions. This assignment requires that you spend **10 hours** throughout the semester in the **Reference Desks** in Kapiolani Community College and/or Chaminade University's Sullivan Library. Due to the flood, Hamilton Library's reference desk is not available for observation this term. You may also do observations at reference service points in approved libraries (please discuss with me). You will be observing interactions between library users and reference librarians and LIS Reference Interns.

Introduce yourself to the staff on duty at the Desk. It is important to be non-intrusive during your observations to avoid disrupting or causing discomfort to users or librarians. You may not be able to hear well, so focus on *non-verbal behavior* in your observations. The librarians will be informed and cooperative with your assignment. You may move around with the LIS Interns when they take users to different locations, but not with the librarians unless they say it's o.k. You may ask them in advance when you arrive for your shift.

Make the following kinds of observations (see [sample reports](#)):

- Information provider communication patterns
- User communication patterns
- When users tend to seek assistance in their search process
- How users tend to approach reference librarians

- Types or categories of information needs that prompt users to seek assistance
- Attributes of successful and unsuccessful interactions
- Use of open, closed and follow-up questions, and paraphrase or restatement.

Specifically look for elements of service philosophy:

1. Approachability, determining information need, satisfying information need, confirmation that need was met
2. Follow-up, asking people to return, taking email or phone number
3. Guiding people to do it themselves/doing it for people; instructing/providing information directly
4. Attentiveness to users
5. Moving with users, roving
6. Positive attitude, pleasant, respectful, patience, empathy, making users comfortable
7. Appropriate response time, noticing problems, proactive assistance
8. Informed referral
9. Protecting privacy

KEEPING NOTES

1. Keep a brief log or journal each time you do your observations so that you can use it to write your report. Base log data on the categories above. Note the types and frequency of questions asked. Note particularly challenging or tough questions or interactions, include information on questions pursued after the library user was gone.
2. Note particularly interesting questions and give the answers, including search statements and subject headings.
3. Write out many reference interviews. Do it immediately afterwards. Select the three best for the report.
4. Comment on communication with library users with examples, including handling a variety of people, information needs, and difficult situations.

5. Comment on the role of the Web in reference and on information literacy instruction at the Desk.

REQUIREMENTS FOR WRITING THE REPORT (use as section headings in the report)

1. Begin with a **general statement of your philosophy** of information service. Integrate and identify the perspectives of:

- a. the **institution's mission** (select one: academic, public, special, school, digital and **cite the source** of the mission statement or philosophy in your report),
- b. professional published reference standards (**cite in your report**), and
- c. yourself.

2. **State your objectives** for fieldwork. Don't expect too much of yourself for a 10 hour project. For example:

- a. To identify the types of services provided at an information desk in a university library.
- b. To distinguish between questions that should be referred to another service point and those that can be answered at the CIS desk.
- c. To identify reference interview techniques used at the Desk.
- d. To discover user information seeking patterns.

3. **Discuss your efforts to meet your objectives**. Include positive and negative experiences. What specifically did you do to meet your objectives?

4. Briefly describe how you conducted your observations, your procedures, and where your observations took place exactly.

5. **Write out three of your best reference interview observations**. Describe the user situation, the problem being addressed, the instigating factors that brought the interaction about, the actual question being asked, a description of user behavior and reference librarian behavior including actions taken by both parties, your assessment of the interaction and why you concluded the interaction was successful or not. Apply reference interview criteria in your analysis:

- a. question techniques (open, closed and follow-up questions, restating). Annotate the transcript to indicate when they are used.
- b. behavioral standards (instructing, approachability, etc.). Annotate the transcript

to indicate when they are used.

6. Identify any **habitual patterns of information needs** or behavior that you observed.
7. Give **examples with suggestions** of how some interactions might be improved.
8. **Evaluate the total experience.** Would you recommend it to other students? Why is it important to do these field observations? What did you learn from doing it? What aspects of 601 helped you understand the nature of reference interactions and how to have successful interactions? What was its value for your future library position? What is the value of analyzing the experience and writing a report of it?
9. Use the personal pronoun rather than third person. Write the report from your own perspective. Address your remarks to other students. HL librarians may read your reports for feedback (you may request that your report be withheld). Do not attach your notes or journal to the report. Use them to write it but do not hand them in.
10. **Type, double space, dark print please. No report covers. Bonus points for putting it on the Web.**

Grading criteria: Following instructions; technical accuracy (**spell checking, grammar, sub-headings, pagination**); clarity; useful examples; detailed analysis of the reference process and questioning techniques; critical thinking; thoroughness in reporting.

BIBLIOGRAPHY PLAN

0. GENERAL DEFINITION FOR AN ANNOTATED BIBLIOGRAPHY

An [annotated bibliography](#) is an organized listing of papers, books, articles, dissertations, theses, films, Web sites or other published and unpublished materials on a particular subject. A bibliography is compiled in response to some **need** to gather together information in a **topic domain** in order to inform a certain **audience**. Each **entry**, i.e., each **reference** or **citation**, is annotated in a descriptive paragraph. The **annotations** identify for the reader the most important, relevant, useful, salient information found in the text of the materials. The annotations reflect what the reading audience would want to know or **should know** about the topic. The compiler of the bibliography is either a member of the intended audience or understands the information needs of the target audience. Librarians often prepare bibliographies on special topics. The compiler/bibliographer does the job of **organizing the information**

on the topic.

The main purpose for preparing an annotated bibliography is to bring together the ideas and work of many authors so that an understanding of the topic is enhanced and advancement is made possible. Librarians use published bibliographies in reference work and in collection development. **Bonus points for putting yours on the Web.**

I. GENERAL INSTRUCTIONS FOR PREPARING A PLAN FOR A BIBLIOGRAPHY

It is necessary to begin with a plan or strategy for compiling important sources on a topic. You will be preparing such a plan to map the extent of a topic. **YOU WILL NOT BE PREPARING A COMPLETE ANNOTATED BIBLIOGRAPHY, ONLY GUIDELINES FOR COMPILING ONE THAT INCLUDE 5-7 SAMPLE ENTRIES.**

1. Assume that you are a reference librarian/information specialist. You are aware of the need for a current bibliography to provide access to materials on a subject of interest to a particular segment of your clientele.
2. **Select a topic.** Choose something you are interested in exploring and for which there is a "market." Choose a topic that is not well covered in bibliographies but has materials available. Examples from previous classes: Single Parenting; Mystery of the Amber Room; Presidential First Ladies; Feng Shui at Work; Aikido; Alaskan Eskimo Legends, Quilting, Publishing Children's Books, etc.
3. **Look up what is available on your topic and decide how to focus it.** You will search **12-15 databases and reference sources**, including Internet resources. Decide whether to narrow or broaden the topic to include related readings. What forms of publication will you include: books, journal articles, magazine articles, Web sites, videos, government documents? Will you restrict the materials by reading level, time span, language, geographic location, etc.? Think constantly of your intended **audience** as you decide.
4. Use [*Turabian's Manual for Writers*](#) to format the bibliographic information in citations to reference sources and to your annotated sources. If you use it when you search, you will save much time since you won't have to reformat the information when you enter it. In your Introduction, mention that you followed Turabian style and **cite it in the Endnotes**. Cite journal articles in their print journals and do not cite as published in or by a database (i.e., **do not use electronic style for journal articles** unless there is no print counterpart).
5. Use this checklist to complete your paper:

YOUR PAPER MUST INCLUDE THE FOLLOWING PARTS AND FORMAT:

- ___ a. Title Page including name, date, instructor, course
- ___ b. Table of Contents with at least two sub-topics for your Annotated Entries at the end of the paper
- ___ c. Introduction, cite a general source of information on the topic
- ___ d. Identify the Turabian style manual in the Introduction and give the complete reference in the Endnotes.
- ___ e. Search Strategy section, including LCSH and LC call number areas.
- ___ f. State the value of the assignment to you in the Conclusion.
- ___ g. Appendix listing subject headings, source, & relevance ratings. Use ALL CAPS for subject headings, lower case for natural language search terms.
- ___ h. Endnotes for reference sources consulted and cited in the text, with call numbers and for sample items mentioned in the text.
- ___ i. Sample annotated entries (5-7), with call numbers
- ___ j. Include a mix of books, periodical articles, Web sites or other media
- ___ k. Type, double spaced, dark print. No report covers please.

➔ Look at sample bibliography plans in the 601 box and in [Dr. Nahl's Student Papers](#).

II. INSTRUCTIONS FOR THE SEARCH STRATEGY PROCESS

It is necessary to **document how the materials were discovered**. For this assignment you will keep a list of **the subject headings**, descriptors, and search terms you actually used to locate the books and articles in the plan. You will identify the subject headings found in each reference source and rate their usefulness by typing next to each: highly relevant; **useful**; or **not relevant**. This is done to indicate subject headings that may seem valuable, but are limited in unforeseen ways. Make a table or listing of the subject headings by source with ratings.

**** Keep very accurate notes as you proceed through the search so that you can answer the questions below on pages 13-15.**

1. After deciding on your tentative topic, write down **keywords** associated with the topic. **Keep your UH ID with you whenever you search in the library.**
2. Use the *Library of Congress Subject Headings* on Voyager to **look up the keywords** in order to find the designated **subject headings** for the online catalog (located in the

"Subject(s):" field of each record). Also check the print *LCSH*. **Check the controlled vocabulary for each database you search.**

3. First use the *Guide to Reference Books* (most recent is the CIS Desk copy) to look for existing bibliographies and relevant reference sources that provide definitions, and encyclopedia articles that give an overview of your topic.

4. Write about each database soon after you search it. If you do this, it will be much easier to write the complete paper. You can build the paper as you search. **BELIEVE IT!**

As soon as a search yields some materials, go to look at them in the stacks (or scan the Web sites). This will help you focus the search and the topic. Follow the pattern of searching and examining and note taking, then **searching and examining and note taking**. Resist the impulse to do all of the searching before you look at the material--you will run into trouble and waste time.

5. Keep a **worksheet for each reference source you use**, recording the designated subject headings or descriptors for your topic. Record each title of interest on a separate worksheet, including the **complete bibliographic reference information in correct citation style** in order to locate it easily on the shelf, in journals/magazines and on the Web. **Write all of the essential information then, when you first see it**, rather than having to repeat your search later (common occurrence). Attach a print out of the record to the worksheet.

6. **Use thesauri for databases and indexes. Look up all cross-references** (see, see also, broader, narrower, related) in order to be thorough in researching the topic. Examine some of the items under each term to get an idea of the scope of each heading. Some subject headings at first seem relevant but you may find the materials under a given heading actually are not appropriate. Keep good notes to warn readers of these **false leads**. Inform the reader of headings you discarded.

7. Feel free to **browse** through the catalogs and indexes because, often, useful subject headings are discovered serendipitously.

8. As you look up the headings you have accumulated and read the titles (and abstracts) under each, you will find yourself judging the relevance of each title. The process of **judging the relevance** of titles is the creative process of defining your topic. You bring together in your bibliography the work of many authors that may not have been associated, creating a new knowledge base. You keep refining your topic as you search--this is normal and to be expected. You are influenced by what you discover and adjust your definition of the topic accordingly. That's why the **search, examine, note-taking** cycle is crucial.

9. **Organize your call numbers before you start searching the stacks.** Look up the books and articles in the stacks, **look at many** to help you to define the topic, **select a few** to represent the topic. Take notes from the contents for your **5 to 7 annotations**. Look into the sources you find immediately, especially to see whether they include bibliographies. Keep all of your notes organized in one place. These notes include the **information you find useful** to know and the strengths and limitations of each publication. The notes must be in your own words, not quoted or paraphrased. Do not use an abstract for an annotation. Look up some published bibliographies and the sample bibliography plans on the 601 Shelf and Web site for comparisons.

III. INSTRUCTIONS FOR ORGANIZING ENTRIES FOR THE BIBLIOGRAPHY

1. Read through the 5-7 titles and their annotations. Note that some seem to go together because they relate to a particular aspect of your topic. Make groupings and decide on titles for the sub-topics. The sub-topics will be listed in the Table of Contents. In this way you will classify your topic into major components.
2. You may try different arrangements of entries and different sub-topics. Since your bibliography plan is limited to 5-7 entries the sub-topics may be only two, but think of it as a plan for a major bibliography of many entries, requiring multiple sub-divisions of the topic. **Use at least two sub-topic titles and arrange entries under these.**

IV. INSTRUCTIONS FOR WRITING THE INTRODUCTION, SEARCH STRATEGY & CONCLUSION

By answering the following questions you will be prepared to write your Introduction and Search Strategy sections. Keep these questions in mind as you search.

1. WHAT IS THE TOPIC OF THE BIBLIOGRAPHY?

- A. What descriptors or subject headings are used to categorize materials on this topic? Use ALL CAPS for subject headings.
- B. What reference sources list articles and books on this topic?
- C. What Library of Congress Classification call number areas are used to locate the books and articles listed in your bibliography? Give the LCC name for the call number areas, e.g., BF 311 Cognitive Psychology.
- D. What other bibliographies are available on this topic?
- E. What is the time period covered by the entries in your bibliography?
- F. What is the background of the topic? What are the issues and concerns involved with the topic? Are there new discoveries in this area? Are there new methods for studying the topic? Are there controversies or factions with regard to the

topic? Is there a demand or need for gathering material on the topic? Is this a new topic? Is this an interdisciplinary topic? Are there breakthroughs in this area? Etc.

- G. Which style manual did you follow in the format of your entries? Give the complete reference for the manual in the Endnotes section.

2. WHO IS THE AUDIENCE FOR THE BIBLIOGRAPHY?

- A. What group of people would or should read it? For example parents, scholars in a certain field, researchers in a certain area, students, victims, participants, scientists, professionals, lay volunteers, etc.
- B. Who will find the bibliography useful and why do they need to know the information in the entries? How can the bibliography help these people? For example: Will it help them to discover new methods to study, use, or teach? Will it help them to find people or products of great benefit? Will it familiarize them with the latest research on the topic? Etc.

3. WHAT INSTRUCTIONS ARE NEEDED TO READ THE BIBLIOGRAPHY?

- A. How are the entries organized? For example: alphabetical or chronological listing?
- B. What do abbreviations and codes mean (if any)? Provide a Key.
- C. Provide call numbers for all entries to ease access to materials. Articles should bear the call number for the journal/magazine.

4. WHAT SEARCH STRATEGY DID YOU FOLLOW?

- A. Keep good notes! How did you find all of the entries? For example:
- How did you approach your topic at the beginning?
 - Which sources did you start with? Next?
 - Which sources were helpful? Why? What did you find in them?
 - Which sources were difficult? Why?
 - What leads did you discover?
 - Did you have any difficulties locating subject headings or materials?
 - Did you discover materials in special collections in the library?
 - Did you consult reference librarians?
 - How did you select indexes?
 - Discuss the **controlled vocabulary** and **natural language** terms needed for the

topic & database. Clearly identify each because language analysis is crucial.

- Did you exclude subject headings that at first seemed relevant?
 - What search terms or subject headings should be avoided?
 - Which controlled vocabulary terms are most useful?
 - Which key terms are most useful?
 - Which search mode is best?
 - If you had to do this search again what would you do differently or the same?
 - **Give an example** of a useful item for each major source.
- A. Avoid reporting exact numbers of retrievals, estimate (very few, hundreds, etc.)
 - B. Make a conceptual presentation of the sources, not necessarily in the order in which you searched them.
 - C. Consult thesauri for each database and print source you use. **Follow all cross-references** to map the extent of the topic.
 - D. Discuss search terms you found within database records or print entries. Show evidence of this in your strategies.
 - E. Discuss the differences in searches with natural language vs. controlled vocabulary.
 - F. Write about each database/source immediately after using it. Your memory will fade. Plan ahead to accomplish this. Use the worksheets to document reference sources. Say why you selected the source, what you expected, and what you found.

Be as specific as possible in order to be most informative to prospective searchers. Include much detail about the search process and give an example of a useful item for each source.

5. CONCLUSION: WHAT SPECIFICALLY DID YOU VALUE ABOUT THIS ASSIGNMENT?

- A. What did you learn about information structure?
- B. What did you learn about this topic?
- C. What did you learn about searching?
- D. What did you learn about this assignment?

Grading criteria: Following instructions carefully; technical accuracy (**spell checking**, **grammar**, **sub-headings**, **pagination**); consistency in format and bibliographic style; creativity; thoroughness of reporting search strategy and search term evaluation; clarity and focus of topic domain.

Sample Information Gathering Worksheet for Bibliography Plan

BOOKS (including reference books)

AUTHOR(s):

TITLE:

PLACE:

PUBLISHER:

DATE:

CALL NUMBER:

SEARCH TERMS USED TO RETRIEVE (Distinguish between controlled and natural language terms):

COMMAND USED TO RETRIEVE:

SUBJECT HEADINGS IN RECORD:

DESCRIPTION OF CONTENT:

USEFULNESS:

ANNOTATION WRITING

Definition of Annotation

Characterization of a book or other information source in a compact descriptive or critical note of three to six sentences.

The intent of the annotations for the Bibliography Plan assignment is to give the prospective reader information about the content of the item so that readers can decide whether it will be useful for their purposes. Summarize the content briefly, in at least three sentences. Mention particularly useful portions of the text, indices, appendices, or other special sections. Make critical comments about weaknesses, omissions, dated material, biased material, etc.

Distinctions Between Abstracts and Annotations

ABSTRACTS	ANNOTATIONS
concise summary of research	concise summary of contents
formal part of a journal article or dissertation	formal or informal text, required only for annotated bibliographies
neutral in tone, neither recommends nor criticizes	critical, evaluative, favorable/unfavorable in tone
available in computerized information retrieval systems and in print	mostly available in printed bibliographies
describes research presented in journal articles and dissertations	describes books and articles, but may also include media: software, videographies, discographies, filmographies, mediaographies, Webographies, etc.

Tips on Writing Annotations

- Every word counts, eliminate redundancy and introductory phrases, such as, "this book," and "the author." You may use complete sentences, or you may omit the subject and begin with the verb, e.g., "Illustrates well the distinction between..."; "Presents a balanced view of..."; "Gives a comprehensive description of..."
- Include comments on accuracy, factual errors, omissions, and timeliness of the information.
- Include comments on biases in discussion, sexism in language, readability, etc.
- State the theme (fiction) or thesis (non-fiction). Are the arguments well-supported?
- Is the author a recognized authority?
- If you use a quotation, it must be brief, in quotation marks, and indicate the page number.
- Do not repeat or paraphrase the words of the text. Use your own words, and use a thesaurus to help with synonyms.
- Do not repeat the title of the text in the annotation.
- Use the active voice, avoid the passive voice. E.g., "You must avoid the passive voice." vs. "It is recommended that you avoid the passive voice."
- Be brief and clear, but not too short, e.g., three sentences is the minimum, while six to eight is the maximum.
- Include information that you think the reader would want to know, or should know about the source.
- Do not use an abstract as an annotation.

Some of the information is based on:

Haines, Elizabeth. *Living with Books: The Art of Book Selection*. 2nd ed. Chapter 8 "The Art of Annotation."
New York: Columbia University Press, 1950