

Course Syllabus for LIS 4101

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Course: 2022 Fall LIS 4101 for Diane Gill
Book: Course Syllabus for LIS 4101

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Description

Course Logistics: For organizational purposes this class will *meet* on Mondays, unless otherwise specified. This means new/updated content will post on Monday, with very few exceptions. (ex: beginning of the semester, holiday breaks, and end of semester)

Table of contents

1. Your Responsibilities/Communication

1.1. How to Succeed in an Online Course

2. Course Description

3. Course Materials and Resources

3.1. Required Materials

3.2. Supplemental Materials

3.3. Additional Resources : Book Award Websites

3.4. Ethnic and Multicultural Book Resources

3.5. "Recommended Books" websites

4. Grading

4.1. Assignments

4.2. Grading Scale

5. General Instructions

5.1. Discussion Forums

5.2. Submitting Assignments

5.3. Evaluation Instructions

5.4. Evaluation Examples

6. Academic Misconduct/Plagiarism

6.1. Do's and Don'ts of Academic Integrity

7. Students with Disabilities

8. Center for Academic Success

9. Diversity Statement

10. Library Research Tips

10.1. Searching

10.2. Evaluating Resources

10.3. Citations

11. Writing Tools and Tips

12. Syllabus Status

1. Your Responsibilities/Communication

You are responsible for knowing and understanding the information contained on this course website and for information distributed through class e-mails and the News Forum.

SLIS and LSU will communicate with you exclusively through your LSU/PAWS e-mail. If you prefer to continue to use your personal e-mail, you should forward all LSU e-mail to that account. You must also forward all Moodle mail.

1.1. How to Succeed in an Online Course

For many of you, this is your first course in many ways -- your first online course, your first graduate course, your first LIS course - and you're struggling to juggle school, work, and family. I can't help with the work and family, but I can provide some suggestions about managing school.

Graduate school is different from undergraduate. All graduate courses require more critical thinking and analysis, and much less memorization and recall. They require you to synthesize what you learn and then apply it in some way, either to a paper or a project or a discussion forum, only occasionally to an exam.

Because undergraduate LIS degrees are few and far between, this is the first time that most of you are being exposed to these principles, concepts, theories, and just basic facts. This makes it interesting and even exciting, but you may also feel overwhelmed with all of the new information.

Online courses are more difficult and more time-consuming than most people expect, for a variety of reasons, the primary one being that three hours a week are not spent sitting in a class, listening to a lecture and taking notes. Not only is your education more self-directed, you have to actually spend nine hours a week on the class. If you were like me as an undergrad, you knew that you could do pretty well by just going to class and taking notes, and reviewing before the exam, maybe skimming the textbook. Now, you have to set aside nine hours for reading, discussing, researching, and writing.

One mistake that students make is thinking that they can just put in nine hours on the weekend -- for the week that has just ended. Even if you have to do all of your work on the weekend, do it for the coming week, so that you will have time to wait for answers to questions, interlibrary loan materials, consultations with tutors, and proof-reading. Always be working ahead.

So, how to manage your time?

1. Go through the syllabus for every class and add any assignment due dates to whatever calendar you keep (if you don't keep a calendar -- start keeping one!). Also include any holidays. Keep only one calendar, whether it's electronic or paper, so that you can see your work, school, and personal life all in one.
2. Work out a daily and weekly schedule that blocks out nine hours per class -- specific hours and what you will do during that time. Prioritize according to how much each activity is worth. If discussion forums are each worth 3% of your final grade, spend 3% of your time and effort on them. If an assignment is worth 20% of your grade, give it 20% of your time and effort.

For example, set aside three hours on Saturday and three on Sunday for class reading and research/assignments for the coming week. Then, schedule three more hours during the week. Or schedule three hours a day three days a week. Or one hour a day Monday-Friday, and four hours on Saturday. Whatever works with your schedule. Do that for each class.

3. Plan ahead for working on assignments, even if it's only one hour a week at first. Break them down into steps, and take advantage of any time you have to work on each step, regardless of when the assignment is due. The reality is that you're never "finished" for the week, so if you finish the course readings in two hours, then spend the next hour on discussion forums. If you finish the readings and forums in five hours, you have four hours to work on assignments.

4. In terms of the readings, unless you are going to be tested on them, don't outline and summarize as if you were. Read them through carefully, making sure that you understand the central points and main ideas. You might jot down those central points, but, generally, if you need to refresh your memory, re-read the abstract and the summary/conclusion. You're going to be asked to apply what you read in some way, so focus on understanding, not memorizing.

2. Course Description

Catalog Description: Developing library collections for children ages birth to twelve and the uses of such literature in public and school libraries

Course Description: The course is for those planning to work with children from birth to age 11 in public libraries and elementary schools and is appropriate for meeting Louisiana school library media certification requirements in Category 1.

Course Objectives: Upon satisfactory completion of this course, the student will be able to:

- Discuss the development and psychology of children from birth to age 11
- Identify and evaluate books, periodicals, media and electronic resources designed for and marketed to children, their parents and teachers
- Use selection tools and criteria for print and non-print materials designed to assist in building and maintaining a viable collection for children
- Connect children to information resources and literature through age-appropriate programs and activities

Course requirements: To achieve these objectives, students are expected to:

1. Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other assignments as specified in the syllabus.
2. Turn in all assignments by the deadlines listed in the syllabus
3. Read selected items from the professional literature about children, children's services in libraries and children's literature
4. Evaluate selected works of children's literature
5. Complete other assignments as outlined in the syllabus

3. Course Materials and Resources

Required, supplemental, and additional resources to use for assignments

3.1. Required Materials

Vardell, Sylvia M. *Children's Literature in Action : A Librarian's Guide*. 3rd ed. Libraries Unlimited, 2019. 978-1-4408-6778-1

3.2. Supplemental Materials

Children's Books from Other Countries. Edited by Carl M. Tomlinson.

Crossing Boundaries with Children's Books. Edited by Doris Gebel.

East, Kathy and Rebecca L. Thomas. *Across Cultures: A Guide to Multicultural Literature for Children*.

Gates, Pamela S. and Dianne L. Hall Mark. *Cultural Journeys: Multicultural Literature for Children and Young Adults*.

Gillespie, John T. *The Children's and Young Adult Literature Handbook: A Research and Reference Guide*.

Gillespie, John T. and Corinne J. Naden. *The Newbery/Printz Companion: Booktalk and Related Materials for Award Winners and Honor Books*.

Genreflecting: A Guide to Popular Reading Interests.

Krashen, Stephen, Sy-Ying Lee, and Christy Lao. *Comprehensible and Compelling: The Causes and Effects of Free Voluntary Reading*.

Lukens, Rebecca J. *A Critical Handbook of Children's Literature*.

Lynn, Ruth Nadelman. *Fantasy Literature for Children and Young Adults: A Comprehensive Guide*.

Russell, David. *Literature for Children: A Short Introduction*

The World Through Children's Books. Edited by Susan Stan.

3.3. Additional Resources : Book Award Websites

Aesop Prize and Aesop Accolades

The Aesop Prize and Aesop Accolades are conferred annually by the Children's Folklore Section of the American Folklore Society upon English language books for children and young adults, both fiction and nonfiction.

<http://www.afsnet.org/?Aesop>

ALSC Literary Awards

Includes links to Caldecott, Newbery, Arbuthnot, Batchelder, Belpre, Carnegie, Geisel, Odyssey, Sibert, and Wilder.

<http://www.ala.org/alsc/awardsgrants/bookmedia>

ALSC Children's Notables

<http://www.ala.org/alsc/awardsgrants/notalists>

Children's Choice Book Awards

Awarded by the Children's Book Council as part of the Children's Book Week celebrations. Instituted in 2008.

<http://www.cbcbooks.org/ccba/>

Center for Children's Books list of awards

<http://ccb.lis.uiuc.edu/awards.html>

Charlotte Zolotow Award

The Charlotte Zolotow Award is given annually to the author of the best picture book text published in the United States in the preceding year.

<http://www.education.wisc.edu/ccbc/books/zolotow.asp>

Comic Book Awards Almanac

Links to comic book and related literatures (fantasy, sci-fi, etc.)awards websites

<http://www.hahnlibrary.net/comics/awards/index.html>

Coretta Scott King Book Award

Given to African American authors and illustrator for outstanding inspirational and educational contributions, the Coretta Scott King Book Award titles promote understanding and appreciation of the culture of all peoples and their contribution to the realization of the American dream.

<http://www.ala.org/emiert/ckbookawards>

Ezra Jack Keats Award

The Ezra Jack Keats New Writer and New Illustrator Awards are given annually to an outstanding new writer of picture books for children (age 9 and under) and are presented jointly by the New York Public Library and the Ezra Jack Keats Foundation.

<http://www.ezra-jack-keats.org/bookawards/index.html>

Golden Kite Award

The Golden Kite Awards, given annually to recognize excellence in children's literature, grant cash prizes of

\$2,500 to author and illustrator winners in four categories: Fiction, Nonfiction, Picture Book Text, and Picture Book Illustration.

http://www.scbwi.org/awards/gk_main.htm

Gryphon Award

The Gryphon Award of \$1,000 is given annually in recognition of an English language work of fiction or non-fiction for which the primary audience is children in Kindergarten through Grade 4. The title chosen best exemplifies those qualities that successfully bridge the gap in difficulty between books for reading aloud to children and books for practiced readers.

<http://ccb.lis.uiuc.edu/gryphon.html>

Hans Christian Andersen Awards

Every other year IBBY presents the Hans Christian Andersen Awards to a living author and illustrator whose complete works have made a lasting contribution to children's literature.

<http://www.ibby.org/index.php?id=273>

Mildred L. Batchelder Award

"The Batchelder Award is given to an American publisher for a children's book considered to be the most outstanding of those books originally published in a foreign language in a foreign country, and subsequently translated into English and published in the United States."

National Book Awards

The National Book Award was created in 1950 to recognize the best of American literature and to strive to raise the cultural appreciation of great writing in the U.S., while advancing the careers of both established and emerging writers. Includes an award for Young People's Literature.

http://www.nationalbook.org/nbawinners_category.html#.UB_qM6PleSo

National Council for the Social Studies Notable Social Studies Trade Books

<https://www.socialstudies.org/publications/notables>

National Council of Teachers of English Award for Excellence in Poetry for Children

NCTE established the Award for Excellence in Poetry for Children in 1977 to honor a living American poet for his or her aggregate work for children ages 3–13. NCTE also recognizes and fosters excellence in children's poetry by encouraging its publication and by exploring ways to acquaint teachers and children with poetry through such means as publications, programs, and displays.

<http://www2.ncte.org/awards/excellence-in-poetry-for-children-living-american-poet/>

National Science Teachers' Association Outstanding Science Trade Books for Students K-12

<http://www.nsta.org/publications/ostb/>

Orbis Pictus Award

National Council of Teachers of English Award for Outstanding Nonfiction for Children

<http://www.ncte.org/awards/orbispictus>

Phoenix Award

Given to the author of a book for children published originally in English that did not win a major award at the time of its publication twenty years earlier. The award is intended to recognize books of high literary merit. Like the fabled bird that rose from its ashes with renewed life and beauty, Phoenix Award books once again touch the imaginations and enrich the lives of those who read them.

http://www.childlitassn.org/index.php?page=about&family=awards&category=06--Phoenix_Award&display=27

Pura Belpre Award

The Belpré Medal honors a Latino/Latina writer and illustrator whose works best portray, affirm, and celebrate the Latino cultural experience in an outstanding work of literature for children and youth.

Scott O'Dell Award for Historical Fiction

<http://www.scottodell.com/pages/ScottO%27DellAwardforHistoricalFiction.aspx>

Sydney Taylor Book Award

Annual award for the best in Jewish children's literature

Virginia Hamilton Award for Lifetime Achievement

3.4. Ethnic and Multicultural Book Resources

[Coretta Scott King Book Awards](#)

[Ethnic and Multicultural Information Exchange Round Table](#)

[Fifty Multicultural Books Every Child Should Know](#)

"I" is not for Indian: The Portrayal of Native Americans in Books for Young People Selective Bibliography and Guide. Program of the ALA/OLOS Subcommittee for Library Services to American Indian People. American Indian Library Association. Atlanta, June 29, 1991

[Mildred L. Batchelder Award](#)

"The Batchelder Award is given to an American publisher for a children's book considered to be the most outstanding of those books originally published in a foreign language in a foreign country, and subsequently translated into English and published in the United States."

[Pura Belpré Award](#)

The Belpré Medal honors a Latino/Latina writer and illustrator whose works best portray, affirm, and celebrate the Latino cultural experience in an outstanding work of literature for children and youth.

[Reese, Debbie. "Native Voices." School Library Journal 54, no. 11 \(November 2008\): 53-60](#)

An annotated bibliography of titles for children and teens by Native American writers.

[Sydney Taylor Book Award](#)

Annual award for the best in Jewish children's literature

[Virginia Hamilton Award for Lifetime Achievement](#)

3.5. "Recommended Books" websites

Children's Book Council Reading Lists

<http://www.cbcbooks.org/reading-lists/>

Children's Literature Web Guide

Links to author's web pages, recommended book lists, review sources, resources for teachers, parents and storytellers, research guides and indexes, etc. Last updated 2001

<http://www.acs.ucalgary.ca/~dkbrown/index.html>

Kay Vandergrift's Special Interest Page

<http://www.scils.rutgers.edu/~kvander>

Carol Hurst's Children's Literature Site

<http://www.carolhurst.com/>

Cooperative Children's Book Center

<http://www.education.wisc.edu/ccbc/>

4. Grading

Grading policies: All assignments are due on the dates indicated in the Course Schedule. Forum post must be submitted on time and will not be graded after the due date. For all other assignments, let me know in advance (before the due date) if you run into issues and are unable to submit work on time.

- With advance notice late assignments will be accepted up to three days past the deadline without a penalty.
- Without advance notice, late assignments will be accepted up to cut off deadline with 1 letter grade reduction.

Submission of Assignments: Assignments should be submitted via Moodle drop box on the respective due date. There are no opportunities to earn extra credit in the course. Here is a helpful [Time Zone Converter](#) if needed.

A grade of B indicates that the student has achieved the objectives and met the requirements for the course. A grade of A indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved. A grade of C indicates that the student has partially met the requirements, but demonstrates an incomplete understanding of the principles and concepts involved. A grade of D indicates that the work does not meet the requirements and demonstrates a lack of understanding. A grade of F indicates that the student did not meet any of the course requirements or objectives.

4.1. Assignments

Grades will be based on:

Evaluations (10 @ 50)	500
Forums/Participation (4 @ 25) Discussion Forum Rubric	100
Emergent Literacy Program	100
Booktalk	100
Collection Development Plan	200
TOTAL	1000

4.2. Grading Scale

Grading scale:

99-100%	A+
93-98.99%	A
90-92.99%	A-
87-89.99%	B+
83-86.99%	B
80-82.99%	B-
77-79.99%	C+
73-76.99%	C
70-72.99%	C-

5. General Instructions

Instructions, deadlines, etc. that apply unless stated otherwise in the assignment or forum

5.1. Discussion Forums

All discussion forums for this class have been assigned by due dates. Please mark your calendars paying attention to holidays and end of the semester. Posts made after that time will not receive credit. Initial posts are graded on both content and timeliness. Comments on the posts of others is based only on content. You can earn the maximum points with a few excellent posts, with several average posts, many mediocre posts, or some combination thereof. Posts which say nothing more than some variation of "I agree" earn no points.

Each of your original posts should be 150-300 words, or as long as necessary.

Unless stated otherwise in the forum, your original posts are worth up to 15 points. Responses to others' posts are worth up to 5 points each. The maximum for any week is 25 points.

You can manage your forums (subscription, frequency & type of e-mails) through the list of Forums in Activities. You can also set preferences for all forums in all Moodle courses by following instructions at

<https://grok.lsu.edu/Article.aspx?articleid=20186>

5.2. Submitting Assignments

File names should be Yourlastname_GenreorAssignmentname

Files may be submitted in .rtf, .wpd, .docx. Do not submit as PDF.

5.3. Evaluation Instructions

Each week, you will read five (5) different children's titles in one genre selected from any list of award-winning/notable/honorable mention/recommended, etc., books of the genre/form being read that week. This includes any bibliography of selected/recommended works in the required or readings.

Books must be appropriate for children between the ages of 3 and 12.

Only one volume of a series may be submitted for credit. Only one work by an author may be submitted for credit within each genre.

Submit an evaluation of each work in the following format:

Citation for the Work: Author's Lastname, Firstname. *Title of work*. Illustrated by Firstname Lastname. Place of Publication : Publisher, date of publication, # p. ISBN

In the case of a work which has no author, the format is : *Title*, edited by (or collected by or translated by or adapted by, etc.) Firstname Lastname. Illustrated by Firstname Lastname. Place of Publication : Publisher, date of publication, # p. ISBN

Target Ages/Audience: *The target age must fall into the range of birth to age 11, although it can extend beyond that. So, for example, ages 9-12 are acceptable.*

Evaluation: Your brief evaluation of 175-250 words, which should include:

A brief description of what the book is about, not a summary of the plot. This is an evaluation of the quality of the book, not a book talk. One or two sentences about the plot should be sufficient.

For fictional works, evaluate the theme, characterizations and character development, and plot. Provide brief examples from the work to support your evaluation.

For non-fiction, evaluate the scope, accuracy, reliability, and need for the work. This includes whether the work provides a bibliography or other reference to resources and the author's credentials or qualifications. It may also include the reputation of the publisher.

For all works, include a discussion of the writing style, illustrations, purpose and effectiveness, and possible uses.

End the evaluation with a recommendation for purchase. State whether it is an essential, supplemental, or marginal purchase, or if a purchase is not recommended and for what type of library/collection (e.g., all public libraries, larger public libraries, elementary school libraries, middle-school libraries, etc.). Recommendations are always made within the context of **specific** library types.

Essential purchases are works of the highest quality, that meet a current need that is otherwise unmet, and that have the potential to continue to fill a need in the future. All award-winning books are essential purchases. They will be on reading lists now and in the future.

Supplemental purchases are works of high quality that do not meet current needs or that are unlikely to continue to meet future needs. They are works that would be nice to have if there is money left after buying the essential works. They may be purchased only if there is a demand for them.

Marginal purchases are works of mediocre quality. They are only purchased if they are the only works that meet a specific current need and are replaced with better works as soon as possible or are discarded when there is no longer any demand for them.

Works that are not recommended are of extremely low quality with no redeeming social or educational value. They may contain inaccurate information, blatantly offensive negative stereotypes, poor writing, plagiarism, etc. They are works that would not be added if they were donated.

5.4. Evaluation Examples

Picture Book

Ata, Te. *Baby Rattlesnake = Viborita de cascabel*. Adaptation by Lynn Moroney. Mira Reisberg, ill. Francisco X. Alarcon, trans. San Francisco: Children's Book Press, 1989, 2003. 31 p., 0-89239-188-X

This is a new bilingual edition of the 1989 telling of this Chickasaw Indian story which has become a story time classic. Baby Rattlesnake throws tantrums because he is too young for a rattle. The adults finally give in, deciding to let him learn from experience, which he does as he misuses his rattle, which is ultimately crushed. The story is simple, clear, and direct. Children can easily identify with his desire for a rattle and frustration with being "too young." The straight forward narration and repetition of "shhh shhh shhhhh" when he won't stop crying and "Ch-ch-ch! Ch-ch-ch!" when he shakes his rattle make this an excellent story for reading aloud. The ending is satisfying and comforting, with him "safe in the arms of his rattlesnake family." The illustrations are made using cut paper and gouache paints in a Southwestern palette of clear, bright colors. They include many familiar Southwestern symbols such as Saguaro cacti, gila monsters (friendly ones, of course), chili peppers, and Native American rock art. Every public library should have a copy of this book. Those serving Hispanic populations will want to add this bilingual edition to their collection.

Children's Fiction

Aiken, Joan. *The Wolves of Willoughby Chase*. New York : Yearling, 2001, c1962. 0-440-49603-9.

The first in *The Wolves Chronicles*, set in an alternate universe where steam locomotives are nightly attacked by packs of savage wolves while traveling through the heavily wooded countryside from a Victorian Era London. When Bonnie Green's parents, Sir Willoughby and Lady Chase, are lost at sea, Bonnie and her orphan cousin, Sylvia, are left to the mercies of their distant cousin, with the Dickensian name of Miss Slighcarp. How they escape and free Willoughby Chase from the clutches of the evil Miss Slighcarp and her confederates is an adventure that will be sure to appeal to fans of Lemony Snicket and *The Little Princess* alike, although Aiken's girls are stronger, more resourceful, and more assertive than Burnett's and the ending is more traditional than Snicket's. An essential purchase for large public libraries, a supplemental one for smaller libraries, as demand will require the purchase of the remaining eleven books in the series.

Children's Non-Fiction

Aronson, Marc. *John Winthrop, Olive Cromwell, and the Land of Promise*. New York : Clarion, 2004. 0-618-18177-6

This work continues the story of colonial America begun in *Sir Walter Raleigh and the Quest for El Dorado*. The series *The Ideas, Beliefs and Individuals Behind the Creation of America* concludes with *The Real Revolution, The Global Story of American Independence*. In this work, Aronson explores the roots of modern American values in the religious revolutions which took place simultaneously in Great Britain and America, as exemplified by Oliver Cromwell and John Winthrop. Much more detailed and complete than previous children's works on this period, it includes a consideration of the roles of Charles I, John Cotton, Roger Williams, Anne Hutchinson, and other political and religious figures of the time. It documents the failure of attempts to institute a theocratic government both in Great Britain and in the United States, and persuasively argues that the outcome of these attempts was an acceptance on both sides of the Atlantic of the ideals of liberty of conscience, and political, economic and religious equality and tolerance, as well as a reduction in the power of the monarchy. The language is clear and easy to read, and while remaining age appropriate, Aronson includes relevant discussions of the influence of attitudes toward sexual behavior. The work is well documented, with endnotes and a bibliography, and includes a timeline and an index. Aronson's conclusions, while bound to be controversial, are well supported by his evidence and his argument.

6. Academic Misconduct/Plagiarism

Statement on Academic Misconduct: All work submitted for this course must be your own work. In accordance with University policy, academic misconduct will not be tolerated. All students are required to know and abide by the University's Policy for Academic Integrity and the LSU Student Code of Conduct. A copy of these documents may be found at: <http://www.lsu.edu/judicialaffairs> . As future librarians and information professionals, [plagiarism](#) in particular is not only academic misconduct, it is professional misconduct.

LSU Student Code of Conduct: The LSU student code of conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here: <http://students.lsu.edu/saa/students/code>. Any violations of the LSU student code will be duly reported to the Dean of Students.

[Avoiding Plagiarism](#)

6.1. Do's and Don'ts of Academic Integrity

Please view our review of [**Do's and Don'ts**](#) to help you maintain academic integrity.

7. Students with Disabilities

Information for Students with Disabilities: Louisiana State University is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with Disability Services in 115 Johnston Hall. Their phone number is 225-578-5919 and website is www.lsu.edu/disability. To receive academic accommodations for this class, please obtain the proper Disability Services forms and contact me at the beginning of the semester.

8. Center for Academic Success

Academic Success: The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the Center for Academic Success (<https://www.lsu.edu/cas/index.php>). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management. Communication Across the Curriculum (<http://cxc.lsu.edu>) assist students in developing the communication skills necessary for academic and professional success. Finally, with respect to professional success, the LSU Olinde Career Center (<https://www.lsu.edu/careercenter/>) can assist you in choosing a major and a profession that best suits your talents and passions and help you develop a four year career plan to ensure success when you graduate from LSU

9. Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority.

LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

10. Library Research Tips

All links will open in a new window

Highlights of the LSU Libraries Website : LSU Libraries offers incredible resources. Some of the ones that you may find helpful in this class and other classes are highlighted here.

LIS 7000 Research Guide : Content is relevant for LIS 4101.

Selecting the Right Databases for LIS

Broken Links From External Sources:

1. Check in our [PDF Storage](#).
2. Conduct an online search by author and title.
3. Ask the librarian! [LSU Subject Librarian](#)

10.1. Searching

Basic and Advanced Searching

Tips for Better Searching

Using a Citation Index : A citation index allows you to find newer articles (and in some cases book chapters) which cite an earlier article.

10.2. Evaluating Resources

Evaluating resources, including how to identify scholarly sources and peer-reviewed articles.

10.3. Citations

[Understanding Citations](#)

[Finding an Article from Citation Information](#) : How to find an article when the link is not working or it's listed in a bibliography

[Citation Resources and Style Manuals](#)

[Avoiding Plagiarism](#)

[Finding Related Articles](#)

11. Writing Tools and Tips

[Purdue OWL Resources](#)

[Create a Bibliography, Citations, and References with Microsoft Word](#)

[LSU CxC Writing Support](#)

12. Syllabus Status

While the syllabus provides the framework for this course and lists assigned readings, it's possible that items will be added or deleted throughout the term.