

School Library and Information Technologies
LSC 5500 Introductory Seminar
Spring 2010

Syllabus

Contact Information for Larry Schankman

Home Office	Mansfield Office
40 Fourth St. Apt H Mansfield, PA 16933	Mansfield University Retan Center 205D Mansfield, PA 16933
Cell: 570-404-4695 (preferred) Home: 570-662-1094	MU Fax: 570-662-4334
e-mail: lschankm@mansfield.edu	

Course Goals and Objectives

As a new student you will develop in this seminar core skills and dispositions necessary to progress through the online graduate program in order to become a highly qualified school librarian. As an outcome of this course, students will:

- Demonstrate the effective use of **technology** to complete course work (e.g. Blackboard, Microsoft Office, Email, Web browser, portfolio software, etc.)
- Develop an electronic portfolio using **College LiveText** and plan a strategy for continuously collecting, adding and revising artifacts to keep it current
- After examining student responsibilities as a self-directed learner in an interactive, online environment develop a **course completion plan** for the remainder of the SL&IT program
- Demonstrate proficiency with Internet and database searching in support of **research**
- Identify **dispositions** that distinguish a school librarian from a classroom teacher

Required Materials

1. American Association of School Librarians. *Empowering Learners: Guidelines for School Library Media Programs*. Chicago: American Library Association, 2009. Print. ISBN: 13-978-0-8389-8519-9. \$39.00. [order directly from the ALA Store: <http://www.alastore.ala.org/detail.aspx?ID=2682>]

2. *College LiveText*. Standard ed. La Grange, Illinois: LiveText, Inc., 2007. Web. [five year online subscription, paid directly from the LiveText web site: <https://college.livetext.com/> — but wait until later in the course before ordering]. \$98.00.
3. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association, 2009. Print. ISBN: 9781603290241 (paperback) \$22.00.

In addition to the items above you will read several articles and scanned material held in the library's online catalog. Converted to Adobe Acrobat format, **E-Reserves** are available through the library's online catalog (Pilot) and will be assigned as needed throughout the course.

About Purchasing Class Materials

You can purchase text books and other required materials online from the MU book store (<http://www.mansfieldbookstore.com/>) or buy them from any of the usual suspects (e.g. Amazon, Barnes and Noble, etc.). The one expensive item for this course is an \$98 software subscription to **College LiveText**, web-based software for creating portfolios. The subscription lasts 5 years and is more conveniently bought directly from the company's web site (<http://college.livetext.com/>). You won't need it until half way through the course, so you would be wise to wait until you are 100% committed to the program before making the investment.

Course Description

The one-credit **Introductory Course** will begin with a tutorial on **Blackboard**, the course management system for SL&IT courses, and proceed with exercises to help assess and improve your skills with essential software, such as Windows Live Hotmail, Microsoft Word, Adobe Acrobat, Web browsers, and security software (i.e. anti-virus and anti-spyware). As needed, the instructor will provide coaching to improve your proficiency.

Besides technical skills, you will examine dispositions of successful school librarians; strategies for online learning; student and faculty responsibilities; responsive discourse, and self-directedness. We will also cover indirectly the theme of MU's graduate education programs: **Teacher as Reflective Educational Leader** (and relate that to your future role as school librarian). As a graphical organizer of progress throughout the program, you will create a program completion plan to plot your progression from orientation to graduation.

To document progress, you will create an electronic portfolio using the web-based program **College LiveText**. After completing this course you will be able to identify, collect and present artifacts in the portfolio, which you will maintain throughout the program. You will formally present the completed portfolio during the culminating Seminar course, LSC 5564. The course will conclude with a review of your program completion plan and individual advising to discuss your completion plan and goals, all of which will be included in your portfolio.

Course Requirements

Each module will begin with background information, reading assignments, and activities to demonstrate your mastery of the specific objectives for that module. Each assignment will include a scoring rubric, with required elements, point values and due dates. Modules begin on a Monday and end on Sunday.

Though most modules last for one week, two mods extend for a second week. Mod 3, Orientation to MU and the SL&IT Program, lasts two week to give you a "breather" while you focus on getting settled in with your other classes (and allow the instructor time to conduct one-on-one advising sessions). Mod 5, Success as an Online, Self-Directed Learner, extends an extra week to give plenty of time for you to complete the readings before engaging classmates in a lively forum discussion. You should always refer to the syllabus for due dates and use the rubric as a **checklist** before submitting assignments (i.e. make sure you completed all parts of the assignment).

As an underlying assumption of our program, professional practice requires a willingness to **self-reflect** and **self-regulate**. To reinforce such dispositions, you will discuss the value of reflective practice and examine your own professional and academic goals. In the culminating course, LSC 5565, you will review what you have learned and achieved throughout the program, as reflected in your portfolio.

In general, you do not need to be online at any specific time. Within each module you are free to set your own schedule for competing assignments. However, modules that include forum discussions require active participation, and deep discourse works only when students engage one another in a timely, free-flowing manner. Though you might be tempted to post your submissions all at once, at the end of the due date, faculty discourage the practice and may grade you as a non-participant in the discussion. Posting late is also unfair to students who eagerly seek a spirited exchange of ideas, since learners cannot effectively engage in meaningful discourse by themselves.

Now back to the theme of the MU graduate Education program (Teacher as Reflective Educational Leader). Throughout this course, as well as the entire SL&IT program, I encourage you to continually ask yourself three questions related to the three core ideas of **Information Power**, the now superseded but still relevant vision statement of the American Association of School Librarians:

1. How will I collaborate effectively with teachers and others to foster student achievement?
2. How can I provide leadership in my school in achieving the school's mission and goals?
3. How can I better integrate technology in my practice, and that of my peers and students?

What I Expect From You

- Prepare yourself to function as a proficient, self-directed learner
- Check your Mansfield email account **at least** every 2-3 days
- Inform me of any circumstances that may cause scheduling problems
- Complete all work on time, or contact me to request special arrangements
- Complete assignments as described in rubrics or other instructions
- Ask questions when necessary so I can help you understand course material or assignments
- Use the highest standards of intellectual honesty and integrity
- Use the MLA format for all citations
- Critically reflect on professional practice, long-held assumptions, and school library goals



What You Can Expect From Me

- Respond to your questions and comments within 24 hours (with rare exceptions)
- Read, evaluate and respond to your assignments in a timely manner

- Give you substantive feedback so you will know the strengths and weaknesses of your work
- Assist you in any way possible to locate the materials needed for assignments
- Help you manage major circumstances with either alternative arrangements for completion of assignments or a schedule change

Course Calendar (Due Dates) and Topics

Mod	Objective	Assignment	Date
MOD 1	Technical Orientation <ul style="list-style-type: none"> • Exchange an email with the instructor, using the MU student email system (Mounties). • Complete the Blackboard tutorial. • Introduce yourself in an introductory forum discussion, describing past experience with online learning • Edit the Profile Template and attach it to an initial forum posting. 	1 Orientation to Blackboard and Course Resources	1/17
MOD 2	Technical Skills (coaching as needed) <ul style="list-style-type: none"> • Review the SL&IT Computer Skills Rubric, as well as the SL&IT Help page, to identify computer proficiency. • Reflect on personal experiences with technology, to include strengths and weaknesses. • Reflect on experiences with malware (viruses, spyware, adware, etc.) and identify preventive measures for the future. • Review two tutorials from the list provided and identify skills or topic for further professional development (accepting that everyone can improve their skills or knowledge). 	2 Technical Skills Assessment	1/24
MOD 3 2 weeks	Orientation to MU and the SL&IT Program <ul style="list-style-type: none"> • Identify the goals and mission of the School Library program. • After submitting a course completion 	3 3.1 - Advising and the SL&IT Program Completion Plan 3.2 - MLA Citations	2/7

	<p>plan send an email to your adviser from WebAdvisor confirming that you viewed your current schedule and clearance status. In the same message, or separately, schedule an advising session with the instructor to discuss your future in the program.</p> <ul style="list-style-type: none"> • Identify the three common misconceptions of plagiarism from the 10-minute tutorial at Acadia University. • Acknowledge your understanding of our academic integrity policy then describe why you believe teachers should model high standards of academic integrity, providing examples of integrity violations. • Create proper MLA (7th edition). 		
MOD 4	<p>Internet Searching</p> <ul style="list-style-type: none"> • Using Google and one other Internet search tool plan and conduct an effective Internet search for needed information. • Narrow down your topic by implementing a search strategy, to include a variety of limits, filters and advanced options. • Cite one authoritative web resource and describe it's perspective, authority or apparent biases. • Report your results, with a reflective analysis of the search strategy. 	 Internet Searching	2/14
MOD 5 2 weeks	<p>Success as an Online, Self-Directed Learner</p> <ul style="list-style-type: none"> • Engage classmates in a thoughtful discussion using the Blackboard Discussion Board tool (Forum). • Constructively critique an idea or comment posted in the forum. • Model positive educational dispositions as a self-directed, responsible member 	 Success as an Online, Self-Directed Learner	2/28

	of an online community.		
MOD 6	Dispositions and Standards for School Librarianship <ul style="list-style-type: none"> • Develop a philosophy of teaching and learning. • Describe your future goals as a school librarian. • Identify candidate competencies and SL&IT recommended dispositions and relate them to your own learning and career goals. 	6 Professional Dispositions	3/7
MOD 7	Reflective Portfolios <ul style="list-style-type: none"> • Contemplate, after carefully reviewing the assigned readings, the role of reflection in professional development. • Using the SL&IT template in College LiveText create the initial structure of your electronic portfolio, to include a purpose statement referencing reflective practice and dispositions. • Add as artifacts to your portfolio your Teaching Philosophy, a professional Vita, summary of your technology self-assessment, and a plan to improve or maintain your technical skills. 	7 E-Portfolios with College LiveText	3/14
MOD 8	Library Research <ul style="list-style-type: none"> • Search the ERIC and Library Literature databases to identify relevant, authoritative articles from a scholarly or peer-reviewed journal on a given topic. • Apply a variety of strategies to include keywords, controlled vocabulary (i.e. Thesaurus descriptors), limits, field searching, proximity, and other techniques described in the instructor notes and readings. • Document your search strategy, to include numeric results for each step of your search, to demonstrate the 	8 Library Databases	3/21

	effectiveness and precision of your search strategies		
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Grading Scale

Grade	Percent		Quality Points
A	100-95	Excellent	4.0
A-	94-90		3.7
B+	89-87		3.3
B	86-83	Above Average	3.0
B-	82-80		2.7
C+	79-77		2.3
C	76-73		2.0
C-	72-70	Acceptably Passing	1.7
D+	69-67	Does Not Count for Graduation	1.3
D	66-63		1.0
D-	62-60		0.7
F	59-		0.0

Grading Practice

Student work is graded according to the scoring rubrics or instructions within each Module. Students are expected to turn in all assignments on or before the due date. Points will be deducted for late assignments unless prior arrangements with the instructor have been made. When unforeseen circumstances occur, students should contact the instructor as soon as possible. I cannot help if I do not know there is a problem. An electronic Portfolio is required for this course, submitted online via **College LiveText**.

Graduate students must maintain a 3.0 QPA (similar to a grade point average of "B") to earn a Master's Degree. To earn a B in this course you must score at least 83% on assignments. The Academic Dismissal Policy on page 10 of the graduate catalog states "A student who receives an F in a course is automatically dismissed from the University. A student whose cumulative QPA (quality point average) is below 3.0 at the end of any semester is placed on academic probation until the QPA rises to a minimum 3.0...Failure to achieve the minimum QPA within one academic year will result in dismissal from the University."

Academic Integrity and Plagiarism

Students are expected to do their own academic work and submit original work. Where resources and sources of information are used, credit must be given to the original source, following the citation format of the *MLA Handbook for Writers of Research Papers*.

Dishonesty in academic work, including cheating, academic misconduct, fabrication, or plagiarism is unacceptable. Deliberate plagiarism as well as unintentional plagiarism is a serious issue. Additionally, unauthorized multiple submission of academic work is subject to the same penalties as plagiarism.

Any form of cheating, which includes plagiarism or collusion, may result in an F for the course and/or the filing of academic dishonesty charges with the Provost's office. Students are advised not to lend or share previous course work with other students, as this could lead to work being used by others for academic advantage. It should be noted that in this situation, the original owner of the course work will be liable for academic action regardless of his/her knowledge or lack of the other student's intent.

Additional information concerning academic dishonesty can be found in the [Graduate Bulletin](#), which outlines the procedures faculty will use to initiate disciplinary action in cases of academic dishonesty and the SL&IT [Student Online Handbook](#), which outlines student options for defending against dishonesty charges.

The following is a link to a ten-minute interactive tutorial from Acadia University designed to teach students the basics of avoiding plagiarism by learning why, when, and how to cite information sources:

<http://library.acadiau.ca/tutorials/plagiarism/>

Student Portfolios

Attention must be paid to developing and collecting appropriate portfolio documents. Students in this course will begin the creation and discussion of these portfolios. Please use the required file name format to assist you in organizing documents and projects from your files for future use in your portfolio:

Jones_9_2_collectionplan_5515

(where Jones is your last name, 9_2 is the module and assignment number, *collectionplan* is a brief title or keyword that identifies the assignment, and 5515 is the course number. Naming your files consistently will benefit all of us!

Self-Reflection, Dispositions and Professional Practice

SL&IT faculty assume that students are all professional educators committed to learning. Throughout the program faculty will provide opportunities for students to improve their practice through deep reflection, self-examination, and discourse with peers and instructors. As a prerequisite, reflective practitioners must embrace the ideals of self-reflection, dispositions in action, discourse (vs. mere discussion), and professionalism. They must also constantly evaluate the impact of their actions and choices on students, parents, school boards, administrators, community members and peers.

A primary outcome of this mental effort is for practitioners, whether in the classroom or library, to constantly improve their practice and grow professionally. As a conceptual framework for the

program, the SL&IT program has adopted, along with other MU education programs, Charlotte Danielson's Framework for Teaching. The Framework presents an underlying foundation for how educators promote learning and grow professionally.

We will use the term **dispositions** throughout the course. We'll give examples and make references to them in almost every module, and formally discuss and define the concept in Module 6. Until then you can use as a working definition a set of beliefs, values, habits and ideals that lead one to act professionally. As a teacher, you are driven by a core set of principles, and we will explore these while you are a student in the SL&IT program. Not only do we consider dispositions your fundamental guiding light, national standards and accrediting agencies consider the development of them a critical component of teacher or librarian education.







Students with Exceptionalities

Any students with documented psychological or learning disabilities or other significant medical conditions that may affect their learning should work through Mr. William Chabala in the Mansfield Counseling Center (South Hall 216, Telephone 570-662-4798, email wchabala@mansfield.edu) to provide me with the appropriate letter so I may serve their particular needs more effectively. If you have an exceptionality that requires class accommodations, Mr. Chabala will work with us to identify and implement appropriate interventions.

Readings

Mod 1 (Orientation)	
1	<p>SL&IT / MU Documents</p> <ol style="list-style-type: none"> 1. Orientation Guide (overlaps with Mods 1-2) (http://library.mansfield.edu/pdf/Orientation.pdf) 2. MU My Accounts page to retrieve passwords (https://info.mansfield.edu/myaccount/) 3. Blackboard tutorial (http://libweb.mansfield.edu/graduate/tutorial/start.asp) 4. SL&IT Help page entry on MU email (http://library.mansfield.edu/help.asp#webmail) 5. SL&IT Responsibility Statement
2	<p>Palloff, Rena, and Keith Pratt. <i>The Virtual Student</i>, Appendix B ("Student Tools"). San Francisco: Jossey-Bass, 2003. Print. (Available as e-reserve)</p>
Mod 2 (Technical Skills)	
1	<p>SL&IT Web Pages:</p> <ol style="list-style-type: none"> a. Computer Requirements, http://library.mansfield.edu/hardware.asp b. SL&IT Computer Skills Rubric, http://library.mansfield.edu/pdf/compskills.pdf

	c. SL&IT Responsibilities Statement, http://library.mansfield.edu/pdf/responsibilities.pdf
	Browse through the video tutorial on PC Maintenance and Security at Atomic Learning (Mac users too). Login with your 7-digit ID.
Mod 3 (Orientation to MU and the SL&IT Program)	
	SL&IT Documents <ol style="list-style-type: none"> 1. Academic Policies 2. Clearances Policy 3. Candidate Competency Checklist (used in Practicum) 4. SL&IT Mission Statement 5. Student Handbook (see especially the Academic Dishonesty policy) 6. Whom Do I Ask About... (supplement to our Help Page)
	MLA Resources <ol style="list-style-type: none"> 1. Purdue University's Online Writing Lab (OWL) chart summarizing changes in MLA 7th ed. 2. NoodleTools for Students (PowerPoint) 3. NoodleBib Tutorial (see also my 5-minute Video Demo)
	Optional: <ol style="list-style-type: none"> 1. Buranen, Lise. "A Safe Place: The Role of Librarians and Writing Centers in Addressing Citation Practices and Plagiarism." <i>Knowledge Quest</i> 37.3 (2009): 24-33. <i>Library Literature & Information Science Full Text</i>. Web. 20 May 2009 <http://vnweb.hwwilsonweb.com/>. 2. Citation Machine Video Demo
Mod 4 (Internet Searching)	
	Cohen, Laura. "Boolean Searching on the Internet: A Primer in Boolean Logic." <i>Internet Tutorials.net</i> , 2009. Web. 4 Sept 2007. Web. < http://www.internettutorials.net/boolean.asp >.
	Monson, Kyle. "11 Ways to Search Without Google." <i>PC Magazine</i> 26.17 (04 Sep. 2007): 72-74. <i>Academic Search Complete</i> . Web. 14 September 2007 < http://web.ebscohost.com/ >.
	Scott, Thomas J., and Michael K. O'Sullivan. "Analyzing Student Search Strategies:

	Making a Case for Integrating Information Literacy Skills into the Curriculum." <i>Teacher Librarian</i> 33.1 (Oct. 2005): 21-25. Library Literature & Information Science Full Text. Web. 14 September 2007 < http://vnweb.hwwilsonweb.com/ >.
Mod 5 (Success as an Online, Self-Directed Learner)	
	Garrison, D. Randy. "Online Collaboration Principles." <i>Journal of Asynchronous Learning Networks</i> 10.1 (2006). Web. 18 Dec. 2008 < http://www.aln.org/publications/jaln/v10n1/pdf/v10n1_3garrison.pdf >.
	Palloff, Rena, and Keith Pratt. <i>The Virtual Student</i> , Appendix B (" Student Tools ") and Chapter 2 (" The Student Side of Online Learning Communities "). San Francisco: Jossey-Bass, 2003. Print. (Available as e-reserve)
	Schankman, Larry. "Notes on Influential Learning Theorists for Distance Learning". <i>Introductory Seminar, LSC 5500</i> , Course Documents. Dept. of School Library and Information Technologies, Mansfield U., Spring 2009. Web. 3 Jan. 2009.
	Stodel, Emma, Terrie Lynn Thompson, and Colla J. MacDonald. "Learners' Perspectives on What Is Missing From Online Learning: Interpretations Through the Community of Inquiry Framework." <i>The International Review of Research in Open and Distance Learning</i> 7.3 (2006). Web. 18 Dec. 2008 < http://www.irrodl.org/index.php/irrodl/article/view/325/743 >.
	Optional (not required--just in case you're interested): <ol style="list-style-type: none"> 1. Steinman, Debbie. "Educational Experiences and the Online Student." <i>TechTrends: Linking Research & Practice to Improve Learning</i> 51.5 (Sep. 2007): 46-52. Print. [not available online] 2. Imel, S. "Transformative learning in adulthood." ERIC Clearinghouse on Adult, Career, and Vocational Education. ERIC Digest No. 200 (ED423426), 1999. Web. May 23, 2007 <http://www.ericdigests.org/1999-2/adulthood.htm>. [enhances my notes on transformative learning]
Mod 6 (Dispositions and Standards for School Librarianship)	
	American Association of School Librarians. <i>Empowering Learners: Guidelines for School Library Media Programs</i> . Chicago: American Library Association, 2009. Print. [browse through this document to gain a familiarity with it, but read pp. 7-18] Note: The previous set of guidelines (<i>Information Power</i>), published first in 1988 and updated in 1998 still remains a valuable resource and should not be discarded, if you own the book. For a 8-page summary of the standards view: American Association of School Librarians. <i>21st Century Library Learning Standards</i> [8-page Overview]. AASL, 2007. Web. 2 Jan. 2009

	< http://www.ala.org/ala/aasl/aaslproftools/learningstandards/AASL_LearningStandards.pdf >.
	American Library Association. "ALA Code of Ethics." <i>ALA</i> , 1995. Web. 26 Apr. 2007 < http://www.ala.org/ala/aboutala/offices/oif/statementspols/codeofethics/codeethics.cfm >.
	Candidate Competency Checklist." School Library and Information Technologies Program. <i>Mansfield University</i> , 2009. Web. 10 Aug. 2009. < http://library.mansfield.edu/pdf/competencies.pdf >.
	Pennsylvania Dept. of Education. Bureau of Teacher Certification and Preparation. "Library Science." <i>General Standards and Specific Program Guidelines for State Approval of Professional Educator Programs</i> . Rev. Mar. 2001. Web. 10 Apr. 2007 < http://www.teaching.state.pa.us/teaching/lib/teaching/LibraryScience.pdf > (this is the source document for our Competency Checklist for School Library Certification).
	Stripling, Barbara. "Dispositions: Getting Beyond "Whatever"." <i>School Library Media Activities Monthly</i> 25.2 (Oct. 2008): 47-50. <i>Computers & Applied Sciences Complete</i> . Web. 19 Feb. 2009 < http://search.ebscohost.com/ >.
	Optional: <ol style="list-style-type: none"> 1. Moreillon, Judi, and Kristin Fontichiaro. "Teaching and Assessing the Dispositions: A Garden of Opportunity." <i>Knowledge Quest</i> 37.2 (2008): 64-7. <i>Library Literature & Information Science Full Text</i>. Web. 2 Jan. 2009 <http://vnweb.hwwilsonweb.com/>. 2. Danielson, Charlotte. <i>Enhancing Professional Practice: A Framework for Teaching</i>. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print. (Chapter 5 available as e-reserve).
Mod 7 (Reflective Portfolios)	
	Barrett, Helen C., and Judy Wilkerson. "Conflicting Paradigms in Electronic Portfolio Approaches: Choosing an Electronic Portfolio Strategy that Matches your Conceptual Framework." <i>electronicportfolios.org</i> , 2004. Web. 6 July 2007 < http://helenbarrett.com/systems/paradigms.html >.
	Ferraro, Joan M. "Reflective Practice and Professional Development." <i>ERIC Clearinghouse on Teaching and Teacher Education</i> (ED449120), 2000. Web. 15 July 2007 < http://www.ericdigests.org/2001-3/reflective.htm > (alternate PDF version also available).
	Thornton, Holly. "Dispositions in Action: Do Dispositions Make a Difference in Practice?." <i>Teacher Education Quarterly</i> 33.2 (Spring 2006): 53-68. <i>Education Research</i>

	<i>Complete</i> . Web. 23 Feb. 2009 < http://search.ebscohost.com/ >.
4	Wenzlaff, Terri L. "Dispositions and Portfolio Development: Is There a Connection?." <i>Education</i> 118.4 (Summer 1998): 564. <i>Academic Search Complete</i> . Web. 23 Feb. 2009 < http://search.ebscohost.com/ >.
5	Optional: Barrett, Helen C. "Electronic Portfolios as Digital Stories of Deep Learning: Emerging Digital Tools to Support Reflection in Learner-Centered Portfolios." <i>electronicportfolios.org</i> , 2004. Web. 6 July 2007 < http://electronicportfolios.com/digistory/epstory.html >.
Mod 8 (Library Research)	
1	Bell, Suzanne. "Tools Every Searcher Should Know and Use." <i>Online</i> 31.5 (Sep. 2007): 22-27. <i>Academic Search Complete</i> . Web. 14 September 2007 < http://web.ebscohost.com/ >.
2	Leise, Fred, Karl Fast, and Mike Steckel. "What Is A Controlled Vocabulary?" <i>Boxes and Arrows</i> (Sep. 2007): n. pag. Web. 18 Sep. 2007 < http://www.boxesandarrows.com/view/what_is_a_controlled_vocabulary >.
3	Ojala, Marydee. "Finding and Using the Magic Words: Keywords, Thesauri, and Free Text Search." <i>Online</i> 31.4 (July 2007): 40-42. <i>Academic Search Complete</i> . Web. 15 September 2007 < http://web.ebscohost.com/ >.
4	Optional: 1. Loertscher, David V., and Blanche Wools. "The Information Literacy Movement of the School Library Media Field: a Preliminary Summary of the Research." <i>San Jose State University</i> , 1997. Web. 5 August 2007 < http://slisweb.sjsu.edu/courses/250.loertscher/modelloer.html >. 2. Schankman, Larry. "Library Research Tips for SL&IT Students." School of Library and Information Technologies Program. <i>Mansfield University</i> , 2007. Web. 1 Jan. 2009 < http://library.mansfield.edu/researchtips.asp >.