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LIS 652: INFORMATION SERVICES AND SOURCES
FALL 2013

ALL COURSE MATERIALS AVAILABLE ON MOODLE (LMS.PRATT.EDU)

CLASS HOURS: TUES. 3:30-5:50 P.M. *PMC 613*
OFFICE HOURS: ROOM 604B: WED. 1:30-6 P.M.,
SING UP FROM THE "SIGN UP FOR ADVISING" TAB HERE:
HTTP://DEBBIERABINA.WORDPRESS.COM/

Course Description
The Course covers reference in real and virtual environments. The course introduces the selection and evaluation of resources in all formats, the development of searching techniques, strategies for user-centered service, matching user needs to resources, and the provision of information services in changing technological environments. Six hours of field observation are required.

Course Objectives:
- Ability to understand and evaluate information sources, services, and activities in a variety of applied contexts
- Knowledge of a variety of information sources in print and electronic form: how they are structured, how information is retrieved from them, and about the contexts in which these resources function to communicate information
- Ability to make professional and socially responsible decisions in managing the process through which information agencies and organizations provide access to information to individual users and different groups of users
- Knowledge of the process of learning from a variety of sources and in different settings and ability to manage that process
- Knowledge and analytical skills to apply toward work in a changing context of information production, dissemination, and use

For further information and explanation with regard to accommodations for disabilities, academic integrity, plagiarism, computer and network use, among other Community Standards policies, please see Office of the Provost site and the online Student Handbook.

LMS Addendum

New York State Standards

This course addresses the following New York State Pedagogical Core Requirements:
        General Requirements:
(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning.

This course responds to The New York State Teaching Standards:
Standard VI: Professional Responsibilities and Collaboration
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element V1.1: Teachers uphold professional standards of practice and policy as related to students rights and teachers' responsibilities.
Performance indicator:
d. Teachers advocate, model and manage safe, legal and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.

Element V1.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.
Performance indicators:
e. Teachers collaborate with others both within and outside the school to support student growth, development and learning.
f. Teachers collaborate with the larger community to access and share learning resources.

LMS Program Students:
If you conduct field observation in a school library as part of this course, you may be eligible to receive credit toward your 100 hours of observation. If you have questions about whether an observation counts toward this requirement, please contact Professor Jessica Hochman, LMS coordinator jhochman@pratt.edu

e-Portfolio

Starting Fall 2012, all students entering the MSLIS degree program are required to complete an e-portfolio that must be approved by their advisor before they will be permitted to graduate. The e-Portfolio provides students with an opportunity to showcase their best work from the courses they have taken at SILS, and an opportunity to demonstrate they have met the learning objectives of a Master of Information and Library Science.

Work completed for this course may be included in the e-portfolio.
Students must demonstrate that their work fulfills at least one of the following learning outcomes:
1. Students carry-out and apply research
2. Students demonstrate excellent communication skills and create and convey content
3. Students use information technology and digital tools effectively
4. Students apply concepts related to use and users of information and user needs and perspectives
5. Students perform within the framework of professional practice

Detailed information on the learning outcomes, requirements and how to create your e-portfolio is available from:
http://www.pratt.edu/academics/information_and_library_sciences/about_sils/sils_eportfolio/

Communicating with your Professor
E-mail is the best way. Please use drabina@pratt.edu
In the subject line please write "652 firstname lastname"

Notice on research, archiving and photographs:
1. Students taking this class may be asked to participate in faculty-sponsored research, and assignments, excluding any identifying information, may be used for research purposes.
2. Student work may be made available through institutional or departmental repositories or faculty websites. Students still retain intellectual property rights on their work but Pratt has the right to use and display your work (for more information see Pratt's Intellectual Property Policy available at: http://www.pratt.edu/about_pratt/mission_and_governance/office_of_the_provost/policies_and_forms/)
3. Students in the class may be photographed during class related activities. Photographs may be archived in institutional or departmental repositories. Photographs may be name tagged. If you object to this practice, please communicate with me at the beginning of the semester.

Moodle
Pratt uses Moodle, a learning management system, to enhance classroom learning. All students enrolled in the course have access to course materials on Moodle. Please make sure you know how to access and use Moodle.

Access Moodle from lms.pratt.edu (works better than my.pratt.edu)
Also, please note that Moodle facilitates communication using Pratt e-mail only. If you do not use your Pratt account, please have the Pratt e-mail forwarded to the account that you do use (you can do this through web-mail).

Finally, be aware that Moodle tracks all your activities while logged-on, excluding email activity (i.e., if you e-mail another student in the class, your professor will not be aware of that, but you professor can see when you log-on, what you access, etc.)

Course Textbook

Richard E. Bopp and Linda C. Smith (2011). Reference and Information Services: An introduction. Fourth Edition. Santa Barbara, CA: Libraries Unlimited.

Available on reserve from PMC (Pratt Manhattan Center) library and from the Barnes and Noble bookstore (18th St. and 5th Ave.).

Recommended:
Publication Manual of the American Psychological Association. Washington, DC : American Psychological Association, . c.2009. 6th Edition
(commonly known as *APA Style Manual*)

Both books are available from the PMC library

Course Requirements
Don't say you didn't know:
1. ALL assignments must be completed in order to receive a passing grade in the course.
2. Assignments should be uploaded to Moodle unless otherwise instructed. DO NOT e-mail assignments unless by prior arrangement.
3. All citations must be in APA style.
4. Late papers will receive a reduced grade.
5. Late papers will receive a grade but no comments.
6. Pratt policy: Students with extensive absences (three or more for any reason) will be required to drop the course.
7. Read assigned readings prior to class.

<u>Pratt's Grading Scale</u>

Superior work:	A	4.0	(96-100)	A- 3.7	(90-95)	
Very good work:	B+ 3.3	(87-89)	B	3.0	(83-86)	B- 2.7 (80-82)
Marginally satisfactory:	C+ 2.3	(77-79)	C	2.0	(70-76)	
Failed:	F	0.0	(0-69)			

<u>Assignments</u>

I.	Participation	5%
II.	Reference questions (teams)	40%
III.	Service review (individual)	10%
IV.	Map Warper redo (teams)	15%
III.	Final project (teams)	30%

I.   Participation (5%)
Attendance and participation are required. It is fully expected that students participate and contribute to classroom discussion in a meaningful manner. Simply attending class will not suffice; students must participate in order to earn this portion of the final grade.

Please note that it is **in your best interest** to participate in class, it is the best way to guarantee that your professors get to know you, remember you, and have something meaningful to say about you when you ask us to write letters of recommendation for you.

Students with 3 absences (for any reason, including documented medical reasons) cannot expect to receive an A in the course and, in accordance with Pratt Institute policy, may be asked to drop the class.

Please notify your professor if you know you will be absent.

II.   Reference questions (40%)
These exercise questions are intended to reinforce materials covered in class. Please see separate handout for further instructions

III.   Map Warper redo (15%)

We will be creating instructional video tutorial explaining how to use NYPL's Map Warper. **http://maps.nypl.org/warper/** Please see separate handout for further instructions

IV.   miNYstories (30%)

For our final project, working in teams, we will create audio/slideshow stories inspired by the book *The Grand Complication* by Allen Kurzweil

Please see separate handout for further instructions

Block	Date	Topic	Due
Class 1-3 Block 1: Reference processes	Aug. 27	Introduction to course, Reference materials, reference models	
	Sept. 3	Evaluation of sources; APA Guest speaker: Sarah Ball, NYPL Correctional Services	
	Sept. 10	The reference interview; Information seeking behavior	Form miNYstories groups
Class 4-7 Block 2: Building block of reference	Sept. 17	Bibliographies, directories Indexes	miNYstories inspiration sections
	Sept. 24	Dictionaries, encyclopedias, biographic sources	RefQ part I
	Oct. 1	Geographic sources, GIS Guest speaker: Matt Knutzen, NYPL Map division	RefQ part I
	Oct. 8	I. Workshop: Creating a podcast with slideshow [Katherine Borkowski] II. Digital reference options and environments	
Class 8-9 Block 3: The public domain	Oct. 15	I. Government information II. Right & Permission	Service Review
	Oct. 22	Open access sources	
Class 10-12 Block 4: Dealing with Data	Oct. 29	Citation indexes	
	Nov. 5	Numerical reference services and processes	RefQ part II
	Nov. 12	Numerical reference sources Guest speaker Samantha Guss, data librarian at NYU	
Class 13-14 Block 5: Reference Hodgepodge	Nov. 19	I. The digital experience II. Reference Hodgepodge	Map Warper tutorial due miNYstories due Deliverables 1-3
	Nov. 26	Guest speaker: TBA	miNYstories due Deliverables 4-5
	Dec. 3	No class	
Class 15 Finale	Dec. 10	Student presentations	Presentation

Block 01: Reference processes
Classes 1-3
8/27; 9/3 ; 9/10

This unit will introduce students to the basic processes associated with assisting users on both face-to-face and online reference environments. We will examine various reference models, reference settings, and the reasons and ways in which users seek information; how to communicate effectively with users; and how to evaluate reference sources and cite them.

Readings:

   Class 01: Aug. 27: Reference materials and models
        Bopp and Smith Chap. 1 (History & Functions), Chap. 4 (Organization...)
        Herring et al (2009)
        RUSA guidelines
        http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/professional.cfm
        Lotts and Graves (2011) (Optional)
        Misinformation and its consequences (Optional)
        Sherman (2011) (Optional)
        Blair (2010) (Optional, great for history lovers)

   Class 02: Sept. 3: Evaluation of reference sources; APA citations
   APA style
        APA style workshop from Purdue's OWL
        http://owl.english.purdue.edu/owl/resource/664/1/

   Evaluation of reference materials
        Bopp and Smith Chap. 13 (Selection and evaluation of…)
        Retting (1999)

   Class 03: Sept. 10: Interacting and understanding people
   The reference interview
        Bopp and Smith, Chap. 3 (The reference interview),
        Ross et al, Chap. 1 (Why bother…)

Ross et al, Chap. 2 (Setting the stage)
Bonnet and McAlexander (2013)
Dewdney (1996)
Gladwell (2002) (optional, highly recommended)

Information seeking behavior
Kuhlthau (1994)
Ross et al, Chap. 3 (Finding out what they…)
[podcast] Alison Head
Head and Eisenberg (2010) (skim)
Foster (2007) (skim)
Miller (2011) (Optional, but really fun)

Block 02: Reference Sources
Classes 4-7
9/17; 9/24; 10/1; 10/8

Reference relies on information professionals who are familiar with high quality reliable content. Perhaps nothing changes as quickly in reference as the sources we use. These changes result from publishing trends, business trends, and user preferences. While new reference sources enter our corpus constantly, they are usually added to—rather than in place of—older materials.
An annually updated detailed list of reference materials is available on Moodle. In class we will focus on a few select sources that are essential to the work of the generalist in a reference environment.

Readings:

Class 04: Sept. 17 : Bibliographies, directories , Indexes
Bopp and Smith, Chap. 21 (Indexes and abstracts)

A. Bibliographies
Bopp and Smith Chap. 20 (Bibliographic sources)
Hall (2004)
East (1999)
Krummel (2011)
Fox (2006) (optional, short and facinating)

B. Directories
Bopp and Smith, Chap. 14 (Directories)
Lamere (2000)
Ojala (2005)

Class 05: Sept. 24: Dictionaries, encyclopedias, biographical sources

Bopp and Smith, Chap. 17 (Dictionaries)
Landecker (2012)
Stuff you missed in history class

O'Conner (2012)
Lepore (2006) (optional)
Safire (2009) (optional)

Bopp and Smith, Chap. 18 (Encyclopedias)
Auchter (1999)
Fallis (2008)

Bopp and Smith, Chap. 16 (Biographical sources)
Simpson, Chap. 9, 12 (Optional)

Class 06: Oct. 1: Geographic sources
Bopp and Smith, Chap. 19 (Geographical sources)
Reinman (2011)
Higgs (2012)
Harvey (1997) (optional)
Martin (2006) (optional)
Paumgarten (2006) (optional)
Rea (2011) (Optional)
Using digital maps to study disaster preparedness and history. New Tech
City 7 min. http://www.wnyc.org/shows/newtechcity/2012/nov/20/
Making maps the Google way (Optional)
http://www.onthemedia.org/2010/jul/23/making-maps-the-google-
way/

Bopp and Smith, Chap. 16 (Biographical sources)

Class 07: Oct. 8: Workshop: Creating podcast with slideshow
[Katherine Borkowski]

II.   Digital Reference options and environments
*Reference services developed in a face-to-face environment, but with the migration of
reference sources to online environments, new service models have developed—ones
that allow users to communicate with the library in a location-free way. This unit will
examine synchronous and a-synchronous reference service options as well as the
particulars of online service.*
Ross et al, Chap. 06
Shachaf (2006)
Westbrook (2009)
Anderson (2010)

Block 03: The public domain
Classes 08- 09
10/15; 10/22

Information wants to be free and library administrators support that trend whole-heartedly. The
unit will help students identify high quality open-access sources most helpful for reference
services.

Readings:

Class 08: Oct. 15: Government information
Bopp and Smith, Chap. 22 (Government….)

Class 09: Oct. 22: Open access information
Booth (2011)
Willinsky (2007)
Streitfeld (2012)

Block 04: Dealing with data
Classes 10-12
10/29; 11/5 ; 11/12

The number of reference questions that require data sources to answer them is increasing steadily in al disciplines and in many ways; the future of reference is in data. Many LIS students come from an arts and humanities background and are unfamiliar with basic statistical terminology and sources. This unit will focus on statistical literacy and data sources for the generalist.

Readings:

Class 10: Oct. 29: Citation indexes
ISI Web of Science tutorial:
http://science.thomsonreuters.com/tutorials/wok3/
Kear (2011)

Class 11: Nov. 5: Numerical reference services and processes

Gray (2004)
Herzog (2011) (skim)
Pacella (2011)
Plottel (2013)
Thompson (2004)

Class 12: Nov. 12: Numeric data sources in social science and humanities
Guest speaker: Samantha Guss, Data Librarian, NYU

Block 5: Reference Hodgepodge
Classes 13-14
11/19; 11/26

Reference services developed in a face-to-face environment, but with the migration of reference sources to online environments, new service models have developed—ones that allow users to communicate with the library in a location-free way.
We will revisit our experience as reference users and providers and put it in the context of libraries, services, institutions and policies.

Readings:

> **Class 13: Nov. 19:** Digital reference options and environments
>
> Reference Hodgepodge
> > Detmering (2012)
>
> **Class 14: Nov. 26**
>
> *Guest speaker: TBA*

Course Readings

For recommended reference sources for the course, see List of Reference Sources on Moodle

PMC = Pratt Manhattan Center

[podcast] Alison Head on what students do in libraries | The Harvard Library
> Innovation Laboratory. (n.d.). Retrieved December 28, 2011, from
> http://librarylab.law.harvard.edu/blog/2011/12/13/podcast-alison-head-on-what-students-do-in-libraries/

Anderson, Craig (2009). How to be a person: Tips and tricks for virtual reference.
College *and Research Libraries News 70* (10):.
> Available from *Library Literature*

Auchter, Dorothy (1999). The Evolution of the Encyclopaedia Britannica: From the
Macropaedia to Britannica Online. *Reference Service Review* 27(3) 291-299.
> Available from *Emerald*

Blair, Ann M. (2010). Too much to know: Managing scholarly information before the
modern age. Chapter 3: Reference genres and their finding devices.
> Available from PMC

Bonnet. Jennifer L., McAlexander, Benjamin (2013). First Impressions and the
Reference Encounter: The In␣uence of Affect and Clothing on Librarian Approachability.
The Journal of Academic Librarianship (article in Press)
> Available from Science Direct [in press]

Booth, Char (2011, June 9). Unlocking HathiTrust: Inside the Librarians' Digital Library.
Library Journal Online.
> Available from:
http://www.libraryjournal.com/lj/communityacademiclibraries/890917-419/unlocking_hathitrust_inside_the_librarians.html.csp

Bopp, Richard E. and Linda C. Smith. Reference and Information Services: An
introduction. Fourth Edition.

Available from PMC

Creating the digital humanities | Harvard Gazette. (n.d.). Retrieved December 28, 2011, from http://news.harvard.edu/gazette/story/2011/12/creating-the-digital-humanities/?utm_source=SilverpopMailing&utm_medium=email&utm_campaign=12_16_111&utm_content#.Tuu6wyWuKBM.email

Detmering, Robert, Sproles, Claudene (2012).
Forget the Desk Job: Current Roles and Responsibilities in Entry‑Level Referece
 Job Advertisements. *College and Research Libraries 73*(6): 543-555.

Dewdney, Patricia and Gillian B Mitchell. Oranges and peaches: understanding communication accidents in the reference interview. RQ 35 (summer 1996) 520-536.
        Available from *Gale Academic One-File*

East, John W. (1999). Requiem for the National Bibliography? The implications of internet access to national library catalogues. *Australian Academic and Research Libraries 30* (1): 1-10
        Available from *Library Literature*

Fallis, Don (2008). Toward an epistemology of Wikipedia. *Journal of the American Society of Information Science and Technology 59*(10): 1662-1674.
        Available from M-reserves

Foster, Nancy Fried, Gibbons, Susan (eds.) (2007). Studying students: The undergraduate research project at the university of Rochester.
        Available from M-reserves

Fox, Margalit (3 May 2006). Henriette D. Avran, Modernizer of libraries, dies at 86. The New York Times.
        Available from: http://www.nytimes.com/2006/05/03/us/03avram.html

Gladwell, Malcom (2002). The Naked Face. *The New Yorker* Aug. 5.
http://www.gladwell.com/2002/2002_08_05_a_face.htm

Gray, Ann S. (2004). Data and statistical literacy for librarians. *IASSIST Quarterly* 28, no. 2: 24-29.
        Available from M-reserves

Hall, Danelle. Mansell Revisited. *American Libraries*. 35, no. 4 (2004): 78-79.
        Available from *Library Literature*

Harvey, Miles (1997). Mr. Bland's Evil Plot to Control the World. *Outside Magazine* (June)
        Available from M-reserves

Head, Alison J., Eisenberg, Michael B. (2010). How college students evaluate and use information in the digital age.

Available from: *projectinfolit.org/pdfs/PIL_Fall2010_Survey_FullReport1.pdf*

Podcast: http://librarylab.law.harvard.edu/blog/2011/12/13/podcast-alison-head-on-what-students-do-in-libraries/

Herring, Susan D.,Robert R. Burkhardt, Jennifer L. Wolfe (2009)*. Reaching remote students: Athens State University's electronically embedded librarian program.*
C&RL News 70 (11)

Available from: http://crln.acrl.org/content/70/11/630.full

Herzog, David (2011). U.S. newspaper reporters' perceptions and use of government data. *Reynolds Research Institute*

Available from: http://www.rjionline.org/news/highlights-reporter-data-use-survey

Higgs, Gary, Langford, Mitch, Fry, Richard (2012 Nov. 13 in press corrected proof) Investigating variations in the provision of digital services in public libraries using network-based GIS models. *Library & Information Science Research.*

Available from Science Direct

Kear, Robin, Colbert-Lewis, Danielle (2011). Citation searching and bibliometric measures Resources for ranking and tracking. *College and Research Libraries News 72* (8): 470-474.

Available from: http://crln.acrl.org/content/72/8/470.full

Kuhlthau, Carol (1994). Students and the Information Search Process: Zones of Intervention for Librarians. *Advances in Librarianship,* 18.
http://www.ischool.utexas.edu/~vlibrary/edres/theory/kuhlthau.html

Krummel, D.W. (2011). Bibliography. In Encyclopedia of Library and Information Sciences, Third Edition.
Available electronically from Pratt libraries (look under list of databases)

Lamere, Cliff (2000). City Directories as a Research Tool.

Available from
 http://freepages.genealogy.rootsweb.com/~clifflamere/Aid/AID-CityDir.htm

Landecker, Heidi (2012 March 4). What We Say Here: an American Regional Dictionary Explores the Power of Place. *The Chronicle of Higher Education.*
Available from M-reserves

Lepore, Jill. (2006). Noah's Mark: Webster and the Original Dictionary Wars. *The New Yorker, Nov. 6.*
Available from *M-reserves*

Lotts, Megan, Graves, Stephanie (2011). Using the iPad for reference services: Librarians go mobile. *College and Research Libraries News 72*(4): 217-220.
        Available from: http://crln.acrl.org/content/72/4/217.full

Martin, Douglas (2006, April 17). Walter Ristow dies at 97; Populist curator of maps. *The New York Times*
        Available from *New York Times* website.

Miller, Robert (2011). I came, I saw, I researched: Students reflect on library life in six-word memoirs. *College and Research Libraries News 72* (6): 338-356)
        Available from: http://crln.acrl.org/content/72/6/338.full

Misinformation and its consequences (2011, July 27). World Bank blog.
        Available from: http://blogs.worldbank.org/impactevaluations/node/614

O'Conner, Patricia, T (2012, Nov. 2). What Everyone Was Saying 'The Story of Ain't,' by David Skinner. *The New York Times.*
        Available from http://www.nytimes.com/2012/11/04/books/review/the-story-of-aint-by-david-skinner.html?ref=books

Ojala, Marydee (2005). The future of directory information. *Online 29* (5): 38-39
        Available from *Library Literature*

Pacella, Rena Marie (2011, Nov.) Where Data Lives. *Popular Science* 279 (5): 52-56
        Available from NYPL

Paumgarten, Nick (2006, April 24). Getting there. *The New Yorker*.
        Available from http://www.newyorker.com/archive/2006/04/24/060424fa_fact

Plottel, Tina (2013) Flying without a new: Finding data. *Documents to the People*, Spring, 8-10.
        Available from M-reserves

Rea, Tushar (2011, April 10). Inventing the Science of Geographic Information Puts a Professor on the Map. *The Chronicle of Higher Education.*
        Available from: http://chronicle.com/article/Inventing-the-Science-of/127056/

Reinman, Suzanne L. (2011). Geography, biography and history : Geodata.gov: U.S. Maps & Data. *Reference Reviews 25*(3)
        Available from Emerald

Rettig, James, LaGuardia, Cheryl (1999). Beyond "beyond cool": Reviewing web sources. *Online July/August*, 51-55.
        Available from *Library Literature*

Ross, Catherine Sheldrick, Nilsen, Kristi, Radford, Marie L. (2009). *Conducting the reference interview.* 2nd. ed. New York: Neal-Schuman.
        Available from PMC

Safire, William (26 June 2009). On language: Location, location, location. The New York Times magazine, MM14
    Available from http://www.nytimes.com/2009/06/28/magazine/28FOB-onlanguage-t.html

Shachaf, P., & Horowitz, S. (2006). Are virtual reference services color blind? Library & Information Science Research, 28(4), 501-520.
    Available from Science Direct

Sherman, Scott. (2011. Nov. 30) Upheaval at the New York Public Library. The Nation.
    Available from http://www.thenation.com/article/164881/upheaval-new-york-public-library

Simpson, Jack (2008). Basics of genealogy reference: A librarian's guide. Westport, CT: Libraries Unlimited.
    Available from: PMC 929.1 S613

Streitfeld, David (2012, March 3). In a Flood Tide of Digital Data, an Ark Full of Books
    Available from : http://www.nytimes.com/2012/03/04/technology/internet-archives-repository-collects-thousands-of-books.html

Stuff you missed in history class
W. C. Minor: Madness, Murder and a Dictionary (Part I) Released Jan 02, 2012
W.C. Minor: Madness, Murder and a Dictionary (Part 2) Released Jan 11, 2012
http://itunes.apple.com/us/podcast/stuff-you-missed-in-history/id283605519

Thompson, Kristi, Edelstein, Daniel M. (2004). A Reference Model for Providing Statistical Consulting Services in an Academic Library Setting. *IASSIST Quarterly* 28, no. 2: 35-38.
    Available from M-reserves

Westbrook, Lynn (2009). Unanswerable questions at the IPL: User expectations of e-mail reference. Journal of Documentation 65 (3): 367-395
    Available from *Emerald*

Willinsky, John (2007, Oct. 23). Interview with Thomas Hill
    Available from http://library-cafe.blogspot.com/2007/10/john-willinsky.html