

## ASSIGNMENT SPECIFICATION

**Course:** MSc in Information and  
Library Management

**Module:** LM691: Information Literacy

**Lecturers:** Maria Rogers

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**Date Assignment given out:** 5<sup>th</sup> Oct 2011

**Latest date for Submission:** 29<sup>th</sup> Nov 2011

**This is an Individual Assignment**

**% of total assessment marks allocated:** 30

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### General Requirements for Students:

1. A proportion of assessment marks is allocated to presentation. All assignment scripts must be word-processed, where appropriate.
- ~~2. An Assignment Submission Form must be securely attached to each assignment prior to submission. Reception staff will give students a date stamped receipt. In the case of full time first year students, your assignment will be collected in a nominated class and you will receive a stamped receipt.~~

- **All assignment must be submitted via Moodle.**

3. All relevant provisions of the Assessment Regulations must be complied with. Penalties for late submission of assignments are as follows:  
*25% penalty* for assignments submitted *within 5 working days* of the deadline.  
*No marks* for assignments submitted *more than 5 working days* after the deadline.
4. Extensions to assignment submission deadlines will be granted in exceptional circumstances only. The appropriate “Application for Extension” form must be used and supporting documentation (e.g. medical certificate) must be attached. Applications for extensions should be made directly to the Programme Leader **in advance** of the deadline date.
5. Students are required to retain a copy of each assignment script submitted, and the submission receipt until reception of a transcript indicating the mark awarded.
6. Where a submission involves diskettes, it is the student’s responsibility to ensure the disk is fully working and to keep a copy. Please do not use sellotape or other adhesives on the diskette.
7. Assignments that exceed the word count will be penalised.
8. Students are required to refer to the assessment regulations in their Student Guides and on the Student Website.
9. Dublin Business School penalises students who engage in academic impropriety (i.e. plagiarism, collusion and/or copying). Please refer to the attached referencing guidelines for information on correct referencing.

## What is referencing and why is it necessary?

Referencing is a **standard** method of **acknowledging** the **sources of information** you have consulted. Anything – words, figures, graphs, theories, ideas, facts – originating from another source and used in your assignment must be referenced (i.e. acknowledged)

- To avoid plagiarism
- So that the reader can verify quotations

Students within the Business School of Dublin Business School are required to use the **Harvard** referencing format in their assignments, details of which can be found below.

A Harvard referencing guide, produced by DBS Library, which contains details on how to quote, paraphrase and summarise correctly, as well as examples of various citations and references can be accessed on the DBS Library website (<http://library.dbs.ie>) and in the Library.

### What is plagiarism?

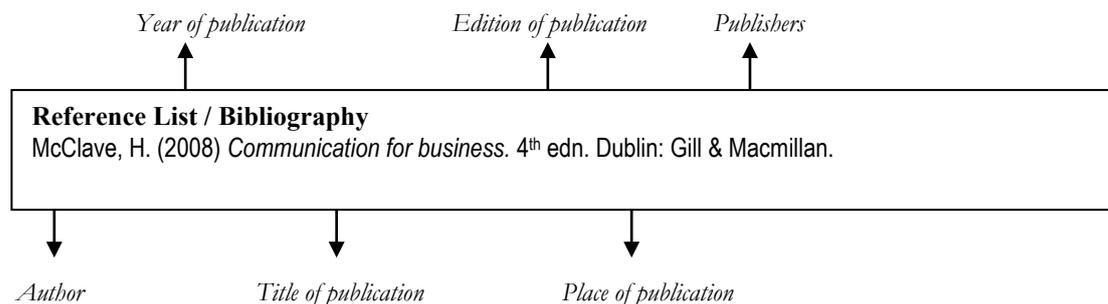
Plagiarism is defined by the College as the act of presenting the work, written or otherwise, of any other person, including another student or institution, as your own. The only way to use another person's work without committing plagiarism is to fully and precisely reference the original author(s) in your own work.

### How and when to reference:

You are writing an assignment about **Communications in Organisations** and you have consulted a book by Henry McClave, called *Communications for Business*. In this book you have found a quotation that you want to include in your assignment. You do that as follows:

“The ability to communicate effectively is often cited as the key characteristic of the successful manager or administrator.” (McClave, 2008, p. 1)

The following is an example of the reference list entry when using the Harvard Business Style:



### What information do I need for proper referencing?

- An acknowledgement within the body of your essay should include the **name of the author**, the **date of publication** and the **page numbers**, if it is a quote or paraphrase - e.g. (Cooper, 2009, p. 105-106)
- At this point – known as “in-text citation” – you are only giving the reader the author, date of publication and page reference of the source. The full details should be included in the reference list and/or bibliography.

### Paraphrasing and quoting – what’s the difference?

Paraphrasing involves writing someone’s ideas in your own words – not verbatim e.g.

- Anderson (1987, p. 73-74) advances three arguments against the death penalty. He contends that the death penalty is inhuman and no society that purports to be civilised can condone it. It has never been proved that the death penalty acts as a deterrent, and, furthermore, many innocent people have died in vain for crimes committed by others.

Quoting involves writing the exact words of the author directly from the book or journal e.g.

- “My arguments against the death penalty are three-fold. To do away with any human being is uncivilised and inhuman. There is no proof that the death penalty acts as a deterrent to heinous criminal acts, and it is a documented fact that many innocent men and women have been wrongly sentenced for the crimes of others” (Anderson, 1987, p. 73-74)

### **What is the difference between a reference list and a bibliography?**

- Reference list – only includes sources cited in the text of your assignment.
- Bibliography – includes all materials used in the preparation of your work.

A reference list is usually sufficient for your assignments.

### **Writing a reference list or bibliography**

Whether you are compiling a reference list or a bibliography, you normally require the following information for each entry. The type of details required depends on the type of source used, i.e. a book, a journal or a website. However, generally the following details should be recorded, most of which can be found inside the book/journal/etc. or on the library OPAC or database:

- Name of the author
- Date of the publication or resource
- Title of the publication or resource
- Edition of the publication or resource
- Place of publication or resource
- Publisher

**The following provides examples of some of the most commonly used sources:**

#### **Book**

##### **In-text Citation:**

According to Cooper (2009, p. 309) the Central Bank had...

##### **Reference List / Bibliography:**

Cooper, M. (2009) *Who really runs Ireland?: the story of the elite who lead Ireland from bust to boom... and back again*. Dublin: Penguin.

#### **Electronic Journal**

##### **In-text Citation:**

According to Wieckowski (2010, p. 23), “the suburbs have lost their sheen”.

##### **Reference List / Bibliography:**

Wieckowski, Ania (2010) ‘Back to the city’, *Harvard Business Review*, 88 (5), pp. 23-25. Business Source Complete, EBSCOhost [Online]. (Accessed: 25 May 2010).

#### **Website**

##### **In-text Citation:**

... should help in identifying those patterns.” (Department of Enterprise, Trade and Innovation, 2010).

##### **Reference List / Bibliography:**

Department of Enterprise, Trade and Innovation (2010) *Credit Supply Clearing Group*. Available at: <http://www.entemp.ie/enterprise/smes/creditsupply.htm> (Accessed: 24 May 2010).

**If you feel you require any further support with referencing and essay writing, you can attend a Library class to assist you in writing and referencing correctly. Please check out the Library website (<http://library.dbs.ie/Research-Skills/LibraryClasses.htm>) for more details or to book a class.**

# LM691: Information Literacy

*MSc. in Information & Library Management*

## Case Study Analysis

**Marks allocated:** 30% of overall module

**Date due:** Tuesday, 29<sup>th</sup> Nov 2011

**Submission:** via Moodle

**Word Count:** approx. 1000 words

**Case Study Article:**

Dobozy, E, & Gross, J 2010, 'PUSHING LIBRARY INFORMATION TO FIRST-YEAR STUDENTS: AN EXPLORATORY STUDY OF FACULTY/LIBRARY COLLABORATION', *Australian Academic & Research Libraries*, 41, 2, pp. 90-99, Academic Search Complete, EBSCOhost, viewed 30 September 2011.

Students are required to read the above case study (available on Moodle) and produce a written critical analysis of the programme.

The following issues should be addressed:

- Individuals - who were involved and how did collaboration come about (e.g. librarians, academics, IT-support staff, etc). For instance, who was responsible for initiating the programme?
- Target audience – what were the characteristics of the target audience? Did the programme instructors do any background research on their audience in advance? Pre-testing?
- Planning process – how was this organised?
- Goals and objectives of the programme?
- Methods selected for instruction – what were they, and why were they chosen for this particular programme?
- Delivery of instruction – any issues there?
- Evaluation & Assessment – how did the instructors evaluate the programme (if they did)?
- What lessons were learned from the programme, and what were the problems encountered?

## Critical Evaluation

The critical analysis of the programme is the key focus of this assignment – rather than just presenting a factual description of the programme, you are also expected to apply your knowledge of IL gained through your lectures and readings thus far, to execute a critical assessment of the effectiveness or otherwise of the programme. For example, consider the following questions, amongst others:

- ✚ Did you perceive **any flaws in the planning process** (e.g. inadequate goals/objectives, failure to consider how programme would be assessed)?
- ✚ In your opinion, **were the instructional methods appropriate** for the content and groups in question? – think in terms of your learning theories and group characteristics here.
- ✚ Assessment – **was the assessment used appropriate to a group of first-year teacher education students?**
- ✚ What do you think were the **key obstacles to implementation and delivery** of this programme and did the instructors deal with them adequately?
- ✚ NB: How could things have been done differently? What lessons can you take from the case study – i.e. **what would you have done differently?**

A helpful tip is to bear in mind a business model of analysis, i.e. **SWOT** analysis criteria.

**S** – strengths

**W** – weaknesses

**O** – opportunities

**T** - threats

Think about the **Strengths and Weaknesses** of the programme in terms of the **advantages and disadvantages of the IL team** (i.e. the two authors of the paper) on embarking on developing and implementing this programme. Strengths and Weaknesses are **internal** and should refer to the team only.

Think about the **Opportunities and Threats** of the programme in terms of the **obstacles and difficulties encountered which came from external forces** – e.g. faculty support/lack of support, financial or resource limitations.