

## **Fa16 - INTRO INFO RESOURCES/SERVICES (28150)**

### **Welcome to the fall 2016 'Basic Reference' class!**

We will meet each Monday night for three hours, from 29 August through 5 December. Read on to find details about the course, including our plans for each week (also see the 'modules'), descriptions of assignments, and the formal elements of the class including our objectives, course policies, and details on grading.

You might be interested in taking this class if you are seeking a career as a Reference Librarian, Instruction Librarian, Public Service Librarian, School Librarian, Archivist, Embedded Librarian, Academic Liaison Librarian, Outreach and Instruction Librarian, Student Enrichment Librarian, Customer Service Librarian, or any position where you might provide your patrons with information.

### **Course Meeting Times**

Monday, 6 p.m. - 9 p.m. in UTA 1.210A, starting on Monday, 29 August 2016.

Unique number: 28150

### **Course Description**

Major reference resources and techniques useful for providing information services in libraries and other information agencies. Includes: examination, evaluation, and use of reference materials; community information sources; introduction to online searching; reference interviews and search strategies; library instruction for end users; and communication processes. (Graduate standing)

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TA:

Email:

**Office Hours:** Please ask your questions about assignments in class. Remember to submit your assignments through Canvas. If you need to meet with me outside of class, please send me an e-mail and we will find a mutually agreeable time to meet.

### **Specific Learning Objectives**

At the conclusion of this course students should:

- Demonstrate awareness and close knowledge of the contents of a representative sample of English language reference sources;
- Examine, compare, contrast, and evaluate reference sources;
- Understand the history and role of reference services in information settings;
- Understand and demonstrate the role of the reference interview;
- Articulate the role of library instruction in reference services and develop basic training skills;
- Demonstrate effective search strategies including the use of Boolean operators and natural language searching;
- Understand ethical guidelines underpinning reference services, including national guidelines developed for reference service;
- Design a continuing education plan to update and refresh reference skills;
- Demonstrate awareness of the role of professional associations, especially the Reference and User Services Association (RUSA) in reference services.

### **Your Required Textbooks**

Required: Cassell, Kay Ann and Uma Hiremath, editors. Reference and Information Services in the 21st Century: An Introduction. 3rd ed. New York: Neal-Schuman Publishers, 2011. ISBN: 978-155570-864-1

Required: Ross, Catherine Sheldrick, Kristi Nilsen, and Marie L. Radford. Conducting the Reference Interview. 2nd ed. New York: Neal-Schuman Publishers, 2009. ISBN: 978-1-55570-65505

### **General Course Resources**

You can print out a paper copy of the syllabus here: [BR\\_SyllabusDocFall2015 \(1\).docx](#)

Can I show up 30 minutes late each week? How should I cite my sources? What happens if I want to miss class to attend a conference? What do you mean by a cover sheet? Do you want paper copies of class assignments? Read the answers to these questions and more in the course policies? Click this link: [Course PoliciesFall2016.docx](#)

Each class provides you with an opportunity to work on your presentation style. Here's a list of behaviors you might consider: [LectDeliveryFall2016.doc](#)

There is a lot written about reference! Start compiling your own reading list by adding to this bibliography: [OtherReferenceReadingsFall2016.docx](#)

### **Advice on Group Work**

Here is an article I co-wrote with an iSchool alumna on working on class assignments with others.

Roy, Loriene, and Sarah E. Williams. "Reference Education: A Test Bed for Collaborative Learning." *The Reference Librarian* 55, no. 4 (2014): 368-374. RoyWilliamsGroupWork.pdf

Please send these completed forms to me within 24 hours of completing your group assignments. This includes the Resources Presentation and Handout assignment.

A. Self-evaluation: SelfEvalFormFall2016.doc

B. Peer evaluation. Please send a separate completed form for each of your teammates. PeerEvalFall2016.doc

**Grading** (Note: details on any one assignment are provided, below. Just scroll down. You can find the same content under "Assignments.")

Grades will be based on:

- Individual activities during our 15 meetings:
- Attendance and Participation: 150 points
- Asking Questions (essay): 150 points
- Information Specialist Interview and Reflective Essay: 150 points
- Slam the Boards! Participation and Essay: 150 points
- Group projects that span the entire semester
- Get Off the Desk! I: 75 points
- Get Off the Desk! II: 75 points
- Resources: Presentation and Content: 150 points
- Resources: Handout: 100

No letter grades are assigned to individual assignments. Instead, each assignment will be worth a certain number of points, as designated above. Points will be totaled at the end of the semester.

### **Grade Calculations**

950-1000 points = A; 900-949 points = A-; 870-899 points = B+; 830-869 points = B; 800-829 points = B-; 770-799 points = C+; 730-769 points = C; 700-729 points = C-

I will award partial credit when possible. Totals are not rounded up: for example, cumulative scores of 899.5 points receive a grade of B+. I neither grade on a curve nor use a "quota system." It is a rough rule of thumb that in elective graduate courses in this department there will be one A awarded for every three B's. Remember that you can check the points you receive for individual assignments on Canvas and your final grade online.

### **Tentative Course Schedule**

\*\*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

See the modules. Scroll down to see details about assignments. These details are also available under "Assignments."

### **Week 1 (Aug. 29): Welcome to the class! Orientation to Reference**

- Overview of the class: assignments, requirements, Canvas, and an orientation to key concepts
- Select teams for Get Off the Desk! Get Off the Desk! Episode 1 Get Off the Desk! Episode 2
- Start signing up for Resources Presentation & Handout Resources Presentation: Content and Delivery
- In class work: Reference Definitions ReferenceWordDefDiscussionsFall2016.pptxPreview the document
- Review of course policies

### **Week 2 (Sept. 5): Labor Day. No class!**

### **Week 3 (Sept. 12): History, Ethics, and Professional Guidelines**

- History of reference Reference RootsFall2016 (1).pptx Reference Librarianship on the FlyFall2016 (2).pptx
- Review RUSA documents. Link
- Write a one-sentence description for one of the documents, explaining who, what, where, how, why, or when. New Definition of Reference (2008). Professional Competencies for Reference and User Services Librarians (2003). Guidelines for Behavioral Performance of Reference and Information Service Providers (2013). Guidelines for Implementing and Maintaining Virtual Reference Services (2010).
- Applying RUSA documents. Professional CompetenciesDiscussionsFall2016 (1).pptx
- Read: Cassell and Hiremath, Chapters 1 and 8
- Select names for Get Off the Desk! teams by this date. Get Off the Desk! Episode 1 Get Off the Desk! Episode 2

### **Week 4 (Sept. 19): Varieties of Reference Service: The Reference Interview, Communication, and Learning Styles; Sources: Dictionaries**

- Communication and the reference interview Communication.ppt
- Types of reference queries Types of Reference QueriesRevFall2016.pptx
- Reference sources Criteria in Evaluating SourcesFall2016 (2).pptx What the Heck is a Database.pptx DictionariesFall2016.ppt

- Best Free Reference Websites. Cut and paste this link:  
<http://www.ala.org/rusa/sections/mars/marspubs/marsbestfreewebsits/marsbestref2015>
- Read: Cassell and Hiremath, Chapters 2, 7, and 17
- Read: start reading Ross, Nilsen, Radford, Chapter 1. Continue reading each week.

#### **Week 5 (Sept. 26): Asking Questions: Quality of Service Patron Assessment**

- Assignment Due: Asking Questions Asking Questions
- Discuss essays in class
- Search Strategies Psychology of Searching.pptx
- Boolean...SearchingFall2016.pptx
- Boolean Searching Instruction Video, Sp 2016 (see the link in the Module)
- Reference Sources EncyclopediasFall2016.ppt
- Read: Cassell and Hiremath, Chapters 3, 5, and 13

#### **Week 6 (Oct. 3): Ask, Search, Play!**

- Assignment due: Get Off the Desk! Submit group questions & answers in writing to Dr. Roy in class. Bring an extra copy of your questions to pose to other teams.
- Reference Sources HandbooksFall2016.ppt Handbooks  
MarathonInstructionsFall2016.docx
- Read: Cassell and Hiremath, Chapters 6 and 8
- Participate in Slam the Boards! on October 9, 10, or 11 Slam the Boards! Participation and Essay
- Inform the class which answer board you're using

#### **Week 7 (Oct. 10): Reader's Advisory and More! [Dr Roy will be at the ECIL conference.]**

- Guest speaker: Ms. Trina Bolfig. What is reader's advisory? RAFall2016.pptxPreview the document How are Libraries Supporting Readers Advisory.docPreview the document
- Read: Cassell and Hiremath, Chapter 14
- Read: Ross, Nilsen, Radford, Chapter 7

#### **Week 8 (Oct. 17): Sources: Directories, Biographies, and Bibliographic Resources**

- Reference Sources Biographical SourcesFall2016.pptx DirectoriesFall2016.pptx  
BibliographyFall2016.pptx
- Resources Presentation and Handout: Provide Status Report  
InterimResourcesPresentationHandoutPeerEvalFall2015.doc  
InterimResourcesPresentationHandoutSelfEvalForm.doc
- Read: Cassell and Hiremath, Chapters 4 and 11

### **Week 9 (Oct. 24): Government Documents, Geographic Resources, and Information Specialist Interviews**

- Assignment due: Information Specialist Interview and Reflective Essay Information Specialist Interview and Reflective Essay
- Discuss interviews in class
- Reference Sources Government DocumentsFall2016.pptx GeographyFall2016 (1).pptx
- Read: Cassell and Hiremath, Chapter 12

### **Week 10 (Oct. 31): Get Off the Desk! Round Two!**

- Assignment due: Game 2: Get Off the Desk! Submit group questions & answers in writing to Dr. Roy in class. Bring an extra copy of your questions to pose to other teams. Get Off the Desk! Episode 2

### **Week 11 (Nov. 7): Resources Presentations and Handouts**

- Assignment due: Resources Presentation and Handout: Five presentations scheduled Resources Presentation: Content and Delivery Resources Presentation: Handout SelfEvalFormFall2016.doc PeerEvalFall2016.doc
- Participate in Slam the Boards! on November 9, 10, or 11 Slam the Boards! Participation and Essay

### **Week 12 (Nov. 14): Resources Presentations and Handouts**

- Assignment due: Resources Presentation and Handout: Five presentations scheduled Resources Presentation: Content and Delivery Resources Presentation: Handout SelfEvalFormFall2016.doc PeerEvalFall2016.doc

### **Week 13 (Nov. 21): Sources: Statistical Sources; Information Literacy**

- Resource Presentations scheduled, if needed Resources Presentation: Content and Delivery Resources Presentation: Handout SelfEvalFormFall2016.doc Preview the document PeerEvalFall2016.doc
- Library Instruction (LI)
- LI: in class activity How is Instruction expressed in LIS settings.docx Preview the document
- Read: Cassell and Hiremath, Chapter 16
- Reference Sources Statistical Sources.pptx Preview the document

### **Week 14 (Nov. 28): Reference Evaluation**

- Reference Evaluation Evaluating ReferenceFall2016.ppt

### **Week 15 (Dec. 5): Slam the Boards Reflective Essay; the Future of Reference**

- Assignment Due: Slam the Boards! Essay Slam the Boards! Participation and Essay
- Future of Reference Services: Activity FutureReferenceTalk.ppt
- Read: Cassell and Hiremath, Chapters 19, 20, 21, and 22
- Summary

### **Assignment Descriptions**

#### **Asking Questions: Quality of Service Patron Assessment**

- Here's the metric for this assignment: AskingQsEvalFormFall2016.doc
- Here's what your cover sheet might look like: SampleCoverSheetBasicRefFall2016July5(1).docx
- Here's where you can find details on the Six Mandatory Elements. Click on the link. You will also see the URL: Link (Links to an external site.)  
<http://training.ipl.org/div/backroom/refvols/students/> (Links to an external site.)
- Here's the link to relevant RUSA documents, Click on the link. You will also see the URL: Link (Links to an external site.) <http://www.ala.org/rusa/resources/guidelines> (Links to an external site.)
- Here's the General Writing Mechanics document: General Writing Mechanics Fall 2016(1).docx

#### **Asking Questions: Quality of Service Patron Assessment: Description of the Assignment**

Note: Elements of this assignment are based on one developed by Bonnie Brzozowski and adapted by Trina Bolfig.

As we prepare to take on the roles of the information professional, consider the role of the patron who brings a question to the encounter. In this assignment you will ask three different questions to three different information providers and write a reflective essay based on this experience.

Ask a face-to-face question at an information service area within a library;

Ask a different question through a library's virtual reference service;

Finally, ask a different face-to-face question or question over the phone of someone working in customer service for another agency/institution/setting. This might be someone working in retail or at a service point in a post office, utility company, online travel service, bank, grocery, medical office, or similar setting other than a library. Take notes of your experiences.

After you ask your question, write a three to four (750-1000 word) paper based on the results and your reflections on these results. The best papers will be well written, well organized, and detailed. Please write this essay in personal voice (e.g., "I"). Make sure that you attach an unnumbered cover sheet and review the course policies on citing sources. The questions you

asked should appear in an appendix to your paper, along with a summary of the answers that you received. See the evaluation sheet for more details on the details you will address in your paper. Make sure that you refer to resources: (1) key professional documents such as guidelines and documents developed by RUSA and (2) the Six Mandatory Elements of the IPL (<http://training.ipl.org/div/backroom/refvols/students/>).

**Advice:**

- As close as possible, design reasonable, realistic questions that reflect your real information needs.
- Avoid informing the information specialist or customer service representative that this question (and their response) forms part of a graduate school assignment.
- You may reveal that you are a graduate student in a School of Information, if this information helps you with your script and in explaining your needs.
- Take notes either during the reference encounter or soon afterwards.
- Ask your questions well before the assignment due date.
- Review the evaluation sheet for details.
- Do not disclose the information provider's name or specific name of their employer. You may use a general reference to the information provider and organization such as academic librarian or restaurant.
- Make sure that you cite your RUSA document(s) and the Six Mandatory Elements.
- Use a citation manager such as NoodleBib. Mention this at the top of your bibliography in a statement such as "I used NoodleBib as my citation manager."
- Make sure to cite the Chicago Manual of Style in your bibliography: The Chicago Manual of Style. 16th ed. Chicago: The University of Chicago Press, 2010.

**Get Off the Desk! Episodes I and II**

Get Off the Desk! is an in-class game that simulates the fast pace of reference service.

Make sure to add your cover sheet to your master copies:

SampleCoverSheetBasicRefFall2016July5 (1).docx

Here is the metric for this assignment: GOtDeskEvalFormFall2016.doc

**Step One: Organize teams**

Students will work in teams of two (and sometimes, three). Select a name for your team that has some connection to reference (e.g., the Tyckoson Tornadoes). Note: if you miss a class when Get Off the Desk! is scheduled, you may receive credit for your written questions (up to 37.5 points) but not for your class participation (up to 37.5 points).

**Step Two:**



Each team member will prepare three reference questions. Questions should be developed from reference sources cited in these publications:

(1) Rabina, Debbie. "Reference Materials in LIS Instruction: A Delphi Study." *Journal of Education for Library and Information Science* 54, no. 2 (Spring 2013): 108-23.  
RabinaReferenceMaterialsDelphiStudy2013.pdf

(2) the Best Free Reference Websites. Here are links:

- "Best Free Reference Websites." *Reference & User Services Quarterly* 53, no. 1 (Fall 2013): 71-76. BestFreeReferenceWebsites.pdf  
<http://www.ala.org/rusa/sections/mars/marspubs/marsbestfreewebsites/marsbestref2014>
- <http://www.ala.org/rusa/sections/mars/marspubs/marsbestfreewebsites/marsbestref2015>
- Here is a link and a URL to the 1999-2015 combined index and the URL:  
<http://www.ala.org/rusa/sections/mars/marspubs/marsbestindex>

Each team member should prepare three questions, each of which can be answered using unique sources. Design questions that can be answered from a number of sources; that is, your team should not provide five questions that can be answered by one source. A deduction of -5 points will be made each time questions are answered using the same source. Very Important: Add your initials to the questions you have prepared on the master copy. See the sample questions, provided below.

### **Step Three:**

Bring three paper copies of your reference questions to class on the assigned date.

Bring two copies of your master copy. This copy will start with a cover sheet. See the sample cover sheet details, here: [SampleCoverSheetBasicRefFall2016July5 \(1\).docx](#)

The master copy will then include a numbered list (questions 1-6 for teams of two) of your team's questions, a least one acceptable answer to each question, and a full citation for at least one source that will answer the question. Add the initials of the student behind each of the three questions he or she prepared.

Add a full citation to your style manual, the Chicago Manual of Style at the top or bottom of your list of questions. Cite your style manual this way: *The Chicago Manual of Style*. 16th ed. Chicago: The University of Chicago Press, 2010.

Pay special attention to your citations, including all elements in each citation and following a consistent style.

Give Dr. Roy one master copy. Keep a second copy of the master copy for your team.

Your third copy will just list your questions without answers. You will give these questions to another Get Off the Desk! team.

#### **Step Four:**

You will be paired with another team in class to answer the questions that they have prepared. Meet with the other team members: you may pose your questions as a reference patron would. If you are the information specialist, then conduct a reference interview. Work with your teammate in class to answer as many questions as you are able to within 15 to 20 minutes. Note down an answer and make sure that you can demonstrate your search strategy in class.

#### **Step Five:**

Report your results in class, providing answers and sources and, on occasion, demonstrations. Team members should share this responsibility. Teams will assess whether questions are answered completely and correctly.

### **Sample Worksheet Questions Fall 2010**

#### **WORKSHEET #1**

- I was listening to a cooking show on the radio and I heard the phrase, “bubble and squeak”? What does this mean? What is the history of this phrase? OH
- I'm trying to locate a quotation that compares marriage with Tabasco. Please help! OH
- I need to find four sources of information about Confucius. LR
- I am thinking of getting a new car here in Austin, Texas. I would like to trade in my 1999 Toyota Camry. It's a 4 cylinder, four-door sedan LE with 50,000 and leather seats. How much could I expect to receive as a trade in? LR

#### **WORKSHEET #2**

- I've forgotten my cousin's zipcode. She gets her mail at a P.O. Box number in Carlton, Minnesota. Please help me find the zipcode. DN
- I would like information about the government of New Zealand including a list of the political parties. DN
- I'm writing some poems and need words synonymous with “massive.” AM
- I would like some articles about Japanese internment camps in the United States during World War II. AM

#### **WORKSHEET #3**

- I'm writing an article and am working on the bibliography. How do I cite one chapter in a book of edited essays? KV
- I'm writing a speech and would like to use some quotes from the movie, “Forrest Gump.” KV/li>

- I'm researching the involvement of women's clubs in the establishment of public libraries in Texas. Can you find out which women's literary club was the oldest in Texas? How about the oldest women's literacy club in Austin? BC
- I would like some population data for the town of Carlton, Minnesota. What is the population? How many American Indians or Alaska Natives live in Carlton? What percentage of the population has at least a bachelor's degree? BC

#### **WORKSHEET #4**

- I would like to create a list of colleges or universities that offer degrees in environmental engineering. MO
- I would like information about Dr. Greg Cajete's book, "Look to the Mountain." Who published the book? What's the publisher's mailing address? What sort of discount might they give me if I order 20 copies? MO
- I would like to locate five sources of biographical and/or critical information about Louise Erdrich. NC
- I'm looking for information about Morse's painting, "The House of Representatives." What are the dimensions of this work? Can you find a description of the content it depicts? What was the impact of this painting on Morse's career? NC

#### **WORKSHEET #5**

- I'm a graduate student in Educational Psychology. I would like information on the lollypop test. How can I locate a review of this test? DS
- I need information about an organization about American Indians and aging. I think it is located in Albuquerque. Can you find the name and address? Do they issue any publications? When was this organization founded? DS
- Elaine Yontz wrote an article on library education that was published in American Libraries sometime after 1999. Please find the full citation to this article and a full text copy. Has anyone cited this article? IM
- I would like to locate dissertations written about Maori arts. Full text, please! IM

#### **Information Specialist Interview and Reflective Essay**

Remember to add a cover sheet. [SampleCoverSheetBasicRefFall2016July5 \(1\).docx](#)

Check the General Writing Mechanics for guidance. [General Writing Mechanics Fall 2016 \(1\).docx](#)

Here is an article about this assignment. [RoyArgoBergLegacyReference.pdf](#)

Here is a copy of the evaluation rubric. [EvalFormInformationSpecialistInterviewFall2016.doc](#)

Interview of an Information Professional

Contact an information professional to ask questions related to their preparation for their careers, their current and past work in the area of reference, their professional involvement, and their plans for the future. Then write a 4-5 pages (1000-1250 words) essay with an appended transcript of your interview.

Each student should conduct a separate interview, choosing a unique interviewee. Conduct a live interview in person, over the phone, or over Skype. Do not send questions via email and ask your interviewee to respond via email. Do not select family members or work colleagues; select someone who is new to you. Consider interviewees who are iSchool alumni. Browse the literature to see who is writing about reference. See who is active in professional organizations.

Prepare your results in two sections. Part I a narrative/essay in which you describe the interview but, more importantly, what you learned from it. Part II is the literal word-by-word transcription of the interview organized by the questions you asked, followed by the interviewee's responses.

Follow the evaluation form for formatting details.

Advice:

- Sign up for your interviewee early in the semester.
- Be prepared to conduct your interview very early in the semester and arrange for the interview at a time that is convenient for him/her. You may conduct the interview face-to-face, via Skype, or over the phone. This will reduce burden on the interviewee.
- Your interviewee might want you to schedule the interview soon after you contact him/her. It is best to follow his/her schedule.
- Gather and review background information on your interviewee prior to the interview. This includes searching databases for published articles and reviewing professional organization websites for evidence of professional service as well as the interviewee's institution website, personal website, FaceBook profile, LinkedIn profile, and/or blog.
- Prepare a script for your interview, including your introduction and the specific questions you will be asking.
- Remember that the interview might expand beyond your initial questions. Feel free to ask probing questions as needed. A common probe is "Tell me more about X."
- Consider following a 'funnel' approach with your questions, moving from the general to the specific, the non-threatening to the threatening.
- Design open-ended questions that require a reply beyond a "yes" or "no." Open-ended questions often start with the 5 W's + 1 H (who, what, where, when, why + how).
- Include a clear introduction and a clear closure to the interview.
- The typical introduction identifies you, the interviewee, the place of the interview, and the date. "This is [me] and today, on October 10, 2XXX, I am speaking with [interviewee] on the phone to ask about her background and career in reference."

- A typical closure is something like this: “I want to thank you for taking the time for speaking with me today. I really appreciate it.”
- Even though your interview might have a number of professional responsibilities, focus the interview on reference services.
- Your interview will likely take 10 to 15 minutes, though there is no set time and your interview might last longer.
- Conduct your transcription right after the interview. This will give you time to ask the interviewee any clarifications, if needed.
- The best source for details on how to prepare a transcript is the Baylor University Institute for Oral History “Style Guide: A Quick Reference for Editing Oral Memoirs,” available at: <http://www.baylor.edu/oralhistory/doc.php/14142.pdf> (Links to an external site.)
- Be prepared to discuss your results in class.
- Conduct the interview over the phone instead of emailing questions. Interviews conducted solely online will receive a deduction of 30-50 points.
- Do not wait until the last moment to conduct your interview. If you find that your interview did not record, this will give you time to do another interview. Remember that it takes approximately 10 hours to transcribe 1 hour of interview.

### **Sample Questions**

- Thanks again for agreeing to meet with me today. For my records, this is [student’s name] and I’m speaking with [interviewee’s name] on [date: month, day, year]. Before we get started, do you mind if I record this conversation for use in my assignment?
- As I mentioned over email, I’m currently in a class with Dr. Lorienne Roy, and it’s focused on reference services and information services, so while I’m very fascinated with a lot of your career, I’m going to focus most of my questions on your experience in the library.
- How did you prepare for your career?
- What services do you currently provide?
- Tell me about the current reference work that you do in the school library.
- So, to focus in on your time in the libraries —and understanding that I’m about to ask a question with which there’s probably no “average” experience—I would just love to hear a little bit about what typical interactions with patrons looked like. Like, why did they come in, and what did you speak with them about?
- How do you develop and collect your reference resources? And what are they? How do you define reference resources?
- What are some of the reference sources you use in your subject area? And what resources do you recommend the most to students and faculty?
- Going back to your desk experience specifically, what did you do when somebody stumped you? What was your process like?
- Where did that experience lead you?

- How do you stay involved and current with reference?
- What conferences or groups have you joined?
- How do you feel that the career of reference librarian has changed?
- What advice would you give to someone who was preparing for a career as a reference librarian?
- What would you would like to add about reference and your career with reference services?
- Thank you so much for taking the time to meet with me today and agreeing to this interview. I really learned a lot from this experience today. Thank you.

### **Resources Presentation: Content and Delivery and Handout**

Sample handout. Make sure that you check the rubric. Cheese Making Handout.pdf

Here's the rubric: ResourcePresentationHandoutEvalSheetFall2016.doc

### **Resources Presentations and Handouts**

Description: Students will work in teams of 2 or 3 to prepare and deliver one 30-40 minute demonstration introducing the class to reference resources available in a specific subject area (e.g., songwriting, Brexit, or the author, Louise Erdrich). Recent past topics included tiny houses, urban farming, online dating, swing dancing, cheesemaking, rainwater, home brewing, refugees, Dr. Seuss, cardboard forts, wigs, decluttering, Woodstock, shipwrecks, and mid-twentieth century furniture.

The presentation should provide background about the resources, indicate selected features, and demonstrate one or more searches. Remember to focus on reference sources instead of subject related websites. Students will be supported by a PowerPoint or Prezi presentation and/or website. In addition to the oral presentation, students on each team will also provide a one to two page (double sided) outline that supports their presentations. Students should share equally all portions of the presentation—oral description, online demonstration, handout, and responding to audience questions.

- STEP 1: Select and sign up for a specific subject area. Meet with your teammates to make decisions on your group work plan.
- STEP 2: Review the lecture delivery contract. Consider your goals for improving selected aspects of your lecture delivery.
- STEP 3: Select appropriate elements to be covered comfortably in 30-40 minutes. This time limit does not include time for responding to audience questions.
- STEP 4: Develop a script for your presentation and a one-page, double-sided handout for your audience.
- STEP 5: Develop backup system. For example, serve your presentation up on a Web site and bring a canned version on a flash drive or CD.
- STEP 6: Rehearse and time your presentation.

- STEP 7: Provide an update on your progress when requested. Use these forms:  
InterimResourcesPresentationHandoutPeerEvalFall2015.doc  
InterimResourcesPresentationHandoutSelfEvalForm.doc
- STEP 8: Deliver your demo. Distribute copies of handouts to audience. Provide Dr. Roy with copy of handout. Post a copy of your handout in the discussion thread on Canvas. Submit a final copy through Canvas to Dr. Roy.
- STEP 9: Attend other students' demonstrations to give support and learn from audience questions.

### **Evaluation Criteria**

Oral presentation: content and delivery: 150 points

Printed handout: 100 points

Sources of evaluation

- Observation of presentation
- Content
- Delivery
- Critique of handout (writing style, presentation)
- Comparison with lecture delivery checklist

### **Useful Information to Provide in Your Handout**

**\*\*Remember:** Adhere to length limits (one page, double-sided, maximum). Content must be original. Deductions will be made for content that directly duplicates information available through other sources. If you cite five or more words from a source, then use quotation marks and include an attribution (footnote) at the end of the handout.

You must provide:

- The topic/title of your presentation.
- Your name(s).
- The date of your presentation.
- Two questions your audience should be able to answer after listening to your presentation.
- Citations and notes for 5 sources on page one. Make sure that your citations follow the class guidelines and style manual.
- In-depth introduction of one database, showing the connection to your subject topic. This will include:
- Scope and Coverage

- Purpose of the resource.
- Subject area(s) covered (may be edited)
- Types of searches, such as:
  - Basic
  - Advanced
- Note: indicate the default search type
- Searching tips, including Boolean operators
- Strengths and Weaknesses of the Index
- Uses of your index.
- Special features
- Note: if you include screen shots, then the text must be sharp. A five point deduction will be made for each fuzzy screen shot.

### **Tips for Your Presentation**

- Check the lecture delivery checklist.
- Make sure that you introduce yourself by name.
- Introduce the resources by name/title.
- Indicate the index/electronic resource vendor.
- Make references to other student index/electronic resource presentations, especially to resources produced by the same vendor.
- Introduce and briefly describe your handout.
- Make sure that all audience members receive your handout.
- You can point to projected text but make sure that you do not turn your back to your audience.
- Incorporate eye contact.
- Scan your audience.
- Avoid disfluencies (ums/ahs). I will do a rough tally and you may receive deductions for 10 or more disfluencies.
- Rehearse smooth transitions between providing background text and your demonstration.
- Rehearse transitions between speakers.
- Make sure that the text is large enough to be seen from the back of the room.
- Invite audience questions.
- Avoid interrupting people who ask questions.
- Listen to hear if your voice drops at the end of sentences.
- Provide clear structure or organization. This may be an overview or outline of your presentation.
- Provide a clear closure to your presentation.
- Stress unique features of your index/electronic resource.



- Speak loudly and clearly.
- Mention if your index/electronic resource is available through TexShare.
- And, very important: make sure that each of you shares equally in all parts of the presentation. Each of you need to provide a demonstration of the index. Often this means that one student will demonstrate a basic or default search and another student will show special features such as advanced searching and/or limiters.

Possible topics include:

- The Rolling Stones
- Bungalows
- Beekeeping
- Board games
- Liverpool
- Self-publishing
- Graphic novels
- Wedding songs
- Clothing in the 1950s
- Literary criticism of Annie Proulx
- Engineering Careers
- Parliamentary Procedure
- Whole Foods
- Waitangi Day
- Poetry Slams

### **Slam the Boards! Participation and Essay**

Here's the metric for this assignment: SlamBoardsEvalFall2016.doc

Remember to add a cover sheet to your essay: SampleCoverSheetBasicRefFall2016July5(1).docx

Participation in Slam the Boards! Including the Reflective Essay

In 2007, Bill Pardue, Virtual Services Librarian, at Arlington Heights Memorial Library in Illinois started Slam the Boards! The object is to invite librarians to visit online answer board services on one day a month to demonstrate the ability of librarians to answer the public's questions.

In October and November, students will participate in Slam the Boards! by answering one question from the public. Please answer one question, total. Note that Pardue provides the option of participating on the 9th, 10th, or 11th of the month. Make sure that you "source" your answer. That is, you will provide a reference and citation to the source or sources that you used.

Students will then prepare a four to five page (1000-1250 word) essay describing their preparation for participation, experience, and connections with content discussed throughout the semester. You will include your questions and responses in your essay; this text is not included in the 1000-1250 word count.

Here is how you can prepare for this experience.

- Read the following article for background on Bill Pardue:  
Martin, Michele. "The Man Behind the Slam: An Interview with Bill Pardue."  
Reference & User Services Quarterly 47, no. 3 (Spring 2008): 216-17.  
ManBehindTheSlam.pdf
- Read Bill Pardue's biography for his LJ Mover & Shaker recognition: "Stand-Up Librarian." Library Journal 136, no. 5 (March 15 2011): 64. StandUpLibrarian.pdf
- Read the article describing the fall 2009 students' experience in Slam the Boards!  
Roy, Loriene. "Engaging LIS Students in Reference Work Through Online Answer Boards." The Reference Librarian 51, no. 2 (April/June 2010): 97-107.
- Check the Slam the Boards Wiki  
at<http://answerboards.wikifoundry.com/page/Slam+the+Boards!> Some of this content may be dated. Note especially:
  - The original posting for Slam the Boards
  - Press/Hype
  - Tips on Participating
  - Registry of Answer Boards
  - Exemplary Answers
  - Question Feeds
- Check the Slam the Boards! FaceBook group for more recent information.
- Examine all resources listed in the class bibliographies. (Look on the class website under "Resources" (Links to an external site.))
- Read the class textbooks and supplementary readings.
- Start your Slam the Boards! experience early on the day of the event. Students have found that they spent some time sifting through the questions posted to locate unanswered questions or those that might be best classified as reference questions.

Students reported working on questions including the following:

- "What was 1970s soul music?"
- "What education is required to be a composer?"
- "Does anyone know anything about being a medical transcriptionist? Can I do that type of work from home?"
- "Are there any artists similar to Andy Goldsworthy?"
- "If you had to break vision (visual perception) down into 4 main steps, what would they be?"

- “What inspired Mark Twain to be a writer?”
- “What kind of jobs can you get with a bachelor’s degree in Anthropology?”
- “Who are Harry Houdini’s parents?”
- “Who was put to death for plotting against the life of Elizabeth I?”
- “I need information about Capoeira.”
- “What is a labor market?”
- “What was P.T. Barnum’s first successful hoax?”
- “What is the percent increase in immigration in the U.S. from 1900 to the present?”
- “What is détente?”
- “What is the name of the cords and knots of various colors used by the Inca to keep tax and census records?”
- “How did aboriginals arrive in Australia?”
- “What is the quote on Shakespeare’s tomb?”
- “What are the animal studies and clinical trial history of Levothyroxine?”

Examine the training material for the ipl2 at <http://training.ipl.org/div/backroom/refvols/students/> (Links to an external site.). In your essay, make sure that you include a reference to the ipl2’s Six Mandatory Elements.

### **Participation**

Class attendance is expected and required. Grades for participation are based on the quality, promptness, and consistency of student contributions. Class participation accounts for 150 points.

Students are expected to participate in general class discussion in class and online throughout the semester. Make sure that you know how to access and use Canvas: Your participation includes your in-class contributions as well as your frequent and timely posting on Canvas. We will use Canvas throughout the course for announcements, distribution of course material, sharing of documents, conversation about specific assignments, student submission of work, posting of grades and evaluations, as well as updates or revisions to documents.

In class, please speak clearly and loudly enough for all to hear. Oral presentations will be evaluating according to the Check List for Lecture Delivery. Late or missed postings on Canvas will result in lower class participation grades.

Similarly, make sure that you are subscribed to the Insider electronic list to receive important notifications from the iSchool such as when you might elect to schedule appointments with your faculty advisor to plan your courses for the next semester and how and when to apply for graduation.

Be mindful of the following information.

(a) Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period, sometimes through an attendance sheet. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). Excessive tardiness may be considered as an unexcused absence except in situations following university policy.

(b) Class participation is a critical element of this course. Each student's contribution to class discussion and group work is important to provide a positive learning experience for everyone. The effectiveness of the course will be significantly impacted by the quality of your participation. Class participation is not merely attendance, but rather factors in your overall contributions to the collaborative learning environment, based on both the quantity and quality of your interactions in all aspects of the course. Discussion of class participation with the instructor is encouraged in order to ensure that you are making the most of the classroom experience and the accompanying opportunities for learning. You are expected to participate in all aspects of class discussion. You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions, and your participation will not be based on who speaks the loudest or the longest, but on consistent participation of significant quantity and, most importantly, quality. So, remember to speak up and actively contribute to in-class activities including reporting on group efforts.

Note: Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 10 points for each class missed). This penalty also applies to the first class. Consistent late arrivals to class or departures after the break will also result in reduced credit for class participation. Also, it is not advisable to show up for class to submit an assignment on time and/or sign the roster and then to leave class. Remember to use your laptop and/or cell phone only for class work. That said, while these deductions may reduce a borderline grade from an A- to a B+, missing one class usually will not greatly impact a final grade. If you must miss class, secure the cooperation of a classmate to take notes for you and to pick up any distributed materials. It is best to designate a note taker early in the semester. Consider dropping the class if you miss three or more classes.

[a] contribute to discussions of reference documents (12 Sept) [10 points];

[c] discussing the Asking Questions assignment [10 points];

[b] reporting on the reference interview in-class activity [10 points];

[d] discussing your Information Specialist Interview [10 points];

[f] participation in discussion of the future [10 points];

[g] general participation [100 points].

Note class policies regarding absences.

Note: Evaluation for individual segments (a-e, above) may be shown in separate columns in the grading section on Canvas.

### **Course Policies:**

“Without overdrawing the contrast, students leaned toward a vision of the student professor relationship as easygoing, familiar, and accommodating, whereas professors contemplated a relationship marked by fair dealing, clarity of expectations, and a strong commitment to learning by both parties.”

-Walsh, David J. and Mary Jo Maffei, “Never in a Class by Themselves: An Examination of Behaviors Affecting the Student-Professor Relationship,” *The Teaching Network* 20 (1) (Oct. 1998): 2.

As I interpret my role in this class, my responsibility is to provide you with an opportunity to meet the objectives outlined in the syllabus. I am willing to help, and sincerely hope that, students achieve these objectives. I have developed the following policies for my classes with the advice of students over the semesters and through conversations with other faculty. Some of these statements set the boundaries for the class content and schedule. Others outline expected behavior. Many of the policies arose as a result of unexpected situations that may never occur again; I now know how I would handle these situations. The policies should help you to know what you can expect of me, yourself, and your classmates. I hope they help me deal fairly and consistently with students. Please contact me if situations arise where you have questions.

### **Prerequisite:**

Graduate standing in the School of Information or admission to the Bachelor’s in Computer Science/MSIS program. Students in other departments may be able to enroll in the class if there is room after iSchool students have been given an opportunity to register.

### **Start of Class, End of Class, and Breaks:**

We will begin class at the top of the hour and strive to end class fifteen minutes before the posted end of the class. We will have a fifteen minute break approximately half way through the class. Please return promptly after the break.

### **Attendance:**

Everyone benefits when you are in class! Class attendance is expected and required. Attendance may be taken during class meetings; please sign the roster sheet if it is distributed in class.

Absences will be excused only in certain situations including documented illness, religious holy days, and case specific special reasons such as involvement in University activities in response to a documented request by a university authority. Please provide written documentation for such absences and inform me in writing of planned non-emergency absences weeks in advance.

If you must miss class, secure the cooperation of a classmate to take notes for you and to pick up copies of any distributed materials. It is best to designate a note taker early in the semester. If you have to miss class to attend a professional conference, you may make up this missed class by attending a meeting or program and reporting on this event in class. Along with this oral report you will need to submit a two-page (500 words) summary of the event. Please submit all extra credit documentation close to the time of the missed class and before the last day of class.

Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 20 points for each class missed). This penalty also applies to the first class. Consistent late arrivals to class or departures after the break will also result in reduced credit for class participation. Also, it is not advisable to show up for class to submit an assignment on time and/or sign the roster and then to leave class. While these deductions may reduce a borderline grade from an A- to a B+, missing one class usually will not greatly impact a final grade.

Consider dropping the class if you miss four or more classes.

**Participation:**

Students are expected to participate in general class discussion in class and online throughout the semester. Grades for participation are based on the promptness, quality, and consistency of student contributions. Participation includes responding when called upon, volunteering comments, and contributing to reporting out during group activities. Failure to contribute to group work will result to losing up to 100 percent of your participation grade.

Make sure that you know how to access and use Canvas. We will use Canvas throughout the course for announcements, distribution of course material, sharing of documents, conversation about specific assignments, student submission of work, posting of grades and evaluations, as well as updates or revisions to documents. Canvas discussions and use will also be considered in Class Participation assessment. Note that I am able to see when you have logged onto Canvas, so please visit it frequently.

Similarly, make sure that you are subscribed to the Insider electronic list to receive important notifications from the iSchool such as when you might elect to schedule appointments with your faculty advisor to plan your courses for the next semester and how and when to apply for graduation.

### **Deadlines and Submission of Work, Including Cover Pages:**

Assignments are all due on or by the stated due dates. Please pay attention to dates you are scheduled to give oral presentations; if you are unprepared on that day, the late penalty also applies. In fairness to those who complete work on time, a penalty of 25% will be assessed for each 24-hour an assignment is overdue; deductions will be prorated per hour an assignment is overdue. This penalty is taken off the top. The overdue clock will begin at the beginning of the class period that the assignment is due.

Please submit assignments in complete form; incomplete assignments will not be accepted and the late penalty will apply. If you anticipate submitting work late, tell me in writing with an estimate of when you expect to submit the work. It is the student's responsibility to ensure that I have copies of your work. We will cover assignment details in class. I will not review drafts of assignments.

Please submit all completed work to me electronically through Canvas as .doc or .docx files. In some cases you will also bring paper copies of completed work to class. Since I will use 'track changes' to add comments to your work, please do not submit .pdf files. Assignments submitted in formats other than .doc or .docx will receive a deduction of -10.0 points. Note that if you use google.docs to create your files you will need to download them into .doc or .docx. Then, doublecheck your formatting to make sure that your cover sheet is a separate page and your document includes page numbers.

Assignments are due at the beginning of class on the assigned due dates. I will not accept handwritten work; even cover sheets need to be printed. Any handwritten work will be subject to the late penalty.

Note carefully the required page length for assignments. One page is the equivalent of 250 words. More detail on page length is found in specific assignment descriptions. Attach a cover sheet to your assignments. This is a separate unnumbered page at the beginning of your document. Provide this information in the upper left hand corner of the cover page: your name, the title of the assignment, and the date and time you submitted your work. Deductions (-5 points) will be made when cover sheets are missing. See the sample cover sheet document. SampleCoverSheetBasicRefFall2016July5 (1).docx

### **Citing Sources and Style Manual:**

Be sure to cite sources you use in assignments. Use quotation marks or block quotations for direct quotes (five or more words used verbatim from a source and/or significant words or phrases). Credit sources when you paraphrase. FIVE POINTS WILL BE DEDUCTED FOR EACH SENTENCE THAT IS DRAWN TOO CLOSELY FROM SOURCES WHEN SUCH SOURCES SHOULD BE CREDITED. THIS DEDUCTION IS MADE OFF THE TOP OF THE MAXIMUM CREDIT FOR AN ASSIGNMENT. At the same time, please do not overly rely on lengthy quotations.

For citation style, use The Chicago Manual of Style (15th edition or 16th edition). Use the notes and bibliography system rather than the author-date system. Use a citation manager such as NoodleBib, EndNote, or Zotero. See the “NoodleTools (NoodleBib)/Cite Your Sources” section under the “for Students” area at lib.utexas.edu. You will also find the free Quick Guide to the Chicago Manual of Style at [http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)

Make sure that you provide a citation to your style manual: Chicago: The Chicago Manual of Style. 16th ed. Chicago: The University of Chicago Press, 2010. And add a note that indicates you have used NoodleBib. See how to do this on the sample cover sheet:

SampleCoverSheetBasicRefFall2016July5 (1).docx

### **Class Etiquette:**

- Kindly wait for the class break to send or receive text messages or phone calls. Please place your phone on silent mode during class. You are welcome to use your laptops for note taking or for accessing course relevant information. Please save other uses for the break or outside of face-to-face class meetings.
- Please limit your snacking in class breaks unless you have a medical reason for in-class snacking. Feel free to partake of liquids unless there is a no-liquid restriction on the classroom setting.
- If you have questions about an assignment, it is best that you ask questions orally in class. An alternative is to post your question on Canvas and I will respond as promptly as possible.
- Class participation is encouraged and important, but please do not engage in side conversations during class time. Please save this for breaks or outside of class.

**Group Work:** Be a responsible team member: follow through with correspondence and negotiated work. See the note under participation about the impact that not working with your group will have on your participation assessment.

Please treat any client with respect. This includes providing the client with advance notice regarding input on class work and reducing their burden of compliance with the class assignments. Communication with clients should be fair and accurate; please copy me in your communication. Students will provide peer and self-evaluations of their group work experiences. See the article by Roy and Williams on group projects.

**Incompletes:** A grade of incomplete will NOT be given except in extremely exceptional circumstances of a nonacademic nature. Generally, an incomplete is given only if a student cannot finish the last assignment due to illness or a family emergency.

**Drops:** A student should consider dropping the class if the quality of his/her work indicates that he/she will receive a C grade or lower. Please keep track of the points you earn in your assignments. While you have until the last class day at the University to submit a drop form, you will want to do this earlier.



**Credit/No Credit:** Students enrolled in the class on a credit/no credit basis must still complete all assignments and receive the equivalent of a B as a final grade. Note that courses taken on a credit/no credit basis do not count toward the 40 credit hours needed for the MSIS degree.

**Conditional or Probational Status:** You may tell me if you are on conditional or probational status and 'need' to make an A grade in the class. I can attempt to provide additional encouragement to assist you.

**Students with Disabilities:** Any student with a documented disability (physical or cognitive) may submit an academic accommodation request. See the Division of Diversity and Community Engagement, Services for Students with Disabilities for more details at <http://ddce.utexas.edu/disability/>. You can also contact this office by phone at 512-471-6259, by videophone at 1-512-410-6644, or by email at [ssd@austi.utexas.edu](mailto:ssd@austi.utexas.edu).

**UT Honor Code and Academic Integrity:**

I adhere to the University Honor Code. Students should review UT-Austin's information about Academic Integrity ([http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)). For information about plagiarism, see the link to "A Brief Guide to Avoiding Plagiarism" ([http://www.utexas.edu/cola/centers/cwgs/\\_files/pdf-4/ai2012.pdf](http://www.utexas.edu/cola/centers/cwgs/_files/pdf-4/ai2012.pdf)).

**Use of E-Mail:**

UT-Austin has an official policy that requires all students to provide a current email address. You can review this policy at <http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy>.

**Behavior Concerns Advice Line:**

UT-Austin's Campus Safety & Security offers the "Behavior Concerns Advice Line (BCAL) service. For more information see <http://www.utexas.edu/safety/bcal/> or call 512-232-5050.

Note: As a matter of policy, firearms are prohibited in this class.

**Emergency Evacuation Policy:**

When a fire alarm is activated or an emergency announcement is made, occupants of buildings on the campus of UT-Austin must evaluate the buildings and assemble outside. Students can plan for such events by familiarizing themselves with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one used to enter the building. Students who might require assistance during an evacuation should inform their instructor in writing during the first class week. Students should follow the instructions of the instructor of record and should not re-enter the building until they have received instructions to do so by a representative of the Austin Fire Department, UT-Austin Fire Department, or the Fire Prevention Services office.

**Instructor Behavior:**

As your instructor, I will endeavor to:

- return assignments promptly;
- negotiate an office meeting time with you upon your request;
- grade fairly and consistently;
- tell you in advance what I expect of you;
- encourage individual class participation while preventing any one student from monopolizing the discussion, from treating other students without respect or from otherwise making class discussion disagreeable;
- make explicit a rationale for assigning grades;
- help maintain an atmosphere of learning in the classroom;
- serve as 'fairness monitor' or otherwise mediate in difficulties students might be having related to the class;
- come to class prepared and organized;
- maintain confidentiality concerning student grades and information you give me in confidence;
- apply class policies fairly and consistently.

Date Details

Mon Sep 12, 2016

Contribute to Discussion of Reference Documents due by 11:59pm

Mon Sep 19, 2016

Reporting on the Reference Interview In-Class Activity due by 11:59pm

Mon Sep 26, 2016

Asking Questions due by 6pm

Discussing the Asking Questions assignment due by 11:59pm

Mon Oct 3, 2016

Get Off the Desk! Episode 1 due by 6pm

Mon Oct 24, 2016

Information Specialist Interview and Reflective Essay due by 6pm

Discussing your Information Specialist Interview due by 11:59pm

Mon Oct 31, 2016

Get Off the Desk! Episode 2 due by 6pm

Fri Nov 25, 2016

Slam the Boards! Participation and Essay due by 11:59pm

Mon Dec 5, 2016

Participation in Discussion of the Future of Reference due by 11:59pm

Participation

Resources Presentation: Content and Delivery

Resources Presentation: Handout