

Introduction to Information Resources and Services

Fall 2017 (28225)

Welcome to the fall 2017 'Basic Reference' class!

Here's a downloadable version of the class syllabus that you may choose to print:

These slides summarize the class assignments: AssignmentsRecapFall2017.pptx

Here is a YouTube video that I recorded using those slides that provides a summary of your assignments this semester. https://www.youtube.com/watch?v=uidAF_MiXhE&feature=youtu.be

We will meet each Monday night for three hours, from 11 September through 11 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, 11 September 2016.

Unique number: 28225

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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Office Hours: Please ask your questions about assignments in class. 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;
- Demonstrate awareness of the role of professional associations, especially the Reference and User Services Association (RUSA) in reference services.

Your Required Textbook

Required: Cassell, Kay Ann and Uma Hiremath, editors. Reference and Information Services: An Introduction. 3rd ed. New York: Neal-Schuman Publishers, 2013. ISBN: 978-1-55570-859-7

General Course Resources

You can print out a paper copy of the syllabus here: [BRSyllabusFall2016.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: [BasicRefCourse PoliciesFall2017July.docx](#) After reading over the policies, take this quiz! [Class Policies Quiz!.pptx](#). You will also find the text of the course policies here, on the homepage. Just scroll down!
- Can you give me some advice on writing papers in this class? Check the general writing mechanics document for tips. [General Writing MechanicsFall2017 \(1\).docx](#). Once you read them over, take this quiz! [General Writing Mechanics.pptx](#)
- Each class provides you with an opportunity to work on your presentation style. Here's a list of behaviors you might consider: [LectDeliveryFall2017.docx](#)
- There is a lot written about reference! Start compiling your own reading list by adding to this bibliography: [OtherReferenceReadingsFall2017.docx](#)

Advice on Group Work

- How many of you love group projects? 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](#).
- Please send these completed forms to me within 24 hours of completing your group assignments. This includes the Resources Presentation and Handout assignment.

- Self-evaluation. SelfEvalFormFall2017.docx
- Peer evaluation. Please send a separate completed form for each of your teammates. PeerEvalFall2017.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 14 meetings:

- Attendance and Participation: 150 points General Participation; Participation: Contribute to Discussion of Reference Documents; Participation: Reference Interview Practice; Participation: Discussing the Asking Questions assignment; Participation: Discussing your Information Specialist Interview; Participation: Discussion of the Future of Reference
- Asking Questions (essay): 150 points Asking Questions
- Information Specialist Interview & Reflective Essay: 150 points Information Specialist Interview and Reflective Essay
- Slam the Boards! Participation & Essay: 150 points Slam the Boards! Participation and Essay
- Group projects that span the entire semester
- Get Off the Desk! I: 75 points Get Off the Desk! I
- Get Off the Desk! II: 75 points Get Off the Desk! II
- Resources: Presentation and Content: 150 points Resources Presentation: Content and Delivery
- Resources: Handout: 100 Resources Presentation: Handout

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."

Right! Our class does not start until after Labor Day!

Week 1 (Sept. 11): Welcome to the class! Orientation to Reference; Reference History

Background and preparation:

- Overview of the class: assignments, schedule, and Canvas.
- Review of course policies. BasicRefCourse PoliciesFall20172July.docx
- Start selecting your team for Get Off the Desk! Get Off the Desk! I; Get Off the Desk! II
- Start selecting your interviewee for your Information Specialist Interview & Reflective Essay. Information Specialist Interview and Reflective Essay
- Start signing up for your Resources Presentation & Handout. Resources Presentation: Content and Delivery; Resources Presentation: Handout

Course content:

- History of reference. Reference RootsFall2017.pptx; Reference Librarianship on the FlyFall2016 (2).pptx
- What is reference? RefWordDefsFall2017.pptx; FormalRefDefs.pdf; GeneralReferencewordcloud.pdf

Week 2 (Sept. 18): Reader's Advisory [Dr Roy will be at the ECIL conference in St. Malo, France.]

*Look in the "ECIL Conference, Tallinn, Estonia" file folder for photos from the 2015 ECIL conference.

Background and preparation:

- Read: Cassell and Hiremath, Chapter 14.

Course content:

- Guest speaker: Ms. Trina Bolfig, Executive Assistant, Mobile Loaves & Fishes
- What is reader's advisory? RAFall2017.pptx; How are Libraries Supporting Readers AdvisoryFall2017.docx

Week 3 (Sept. 25): Ethics and Professional Guidelines; Varieties of Reference Service: Types of Questions; Communication and the Reference Interview

Background and preparation:

- Brief recap of your assignments. AssignmentsRecapFall2017.pptx
- Read: Cassell and Hiremath, Chapters 1, 2, 3, and 18.
- Select your team name for Get Off the Desk! by this date. Get Off the Desk! I; Get Off the Desk! II
- Select your interviewee for your Information Specialist Interview & Reflective Essay by this date. Information Specialist Interview and Reflective Essay
- Sign up for your Resources Presentation & Handout, indicating your topic and team member(s). Resources Presentation: Content and Delivery; Resources Presentation: Handout

Course content:

- Review RUSA documents before class. RUSA Guidelines Sentences.pptx; Participation: Contribute to Discussion of Reference Documents
 - In class: You will have time to write a one-sentence description for one of the RUSA documents, explaining who, what, where, how, why, or when. You may select:
 - 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), or
 - Guidelines for Implementing and Maintaining Virtual Reference Services (2010).
- Types of reference queries. Types of Reference QueriesFall2017.pptx
- Communication and the reference interview. CommunicationSept2017.pptx Participation: Reference interview practice.

Week 4 (Oct. 2): What is a Reference Source; Evaluation Criteria; Reference Sources: Online Reference Sites; Reference Sources: Dictionaries

Background and preparation:

- Students: provide an update of your assignments (Get Off the Desk!; Information Specialist Interview & Reflection Essay; Resource Presentation & Handout).
- Inform the class which answer board you're using for Slam the Boards! Slam the Boards! Participation and Essay
- Review: Asking Questions (essay) assignment. Asking Questions
- Read: Cassell and Hiremath, Chapters 7, 13, and 17.

Course content:

- WhatIsAReferenceSourceFall2017.pptx
- Criteria in Evaluating SourcesFall2017.pptx
- Best Free Reference Websites. Cut and paste this link:
<http://www.ala.org/rusa/sections/mars/marspubs/marsbestfreewebsits/marsbestref2015>
(Links to an external site.)Links to an external site.
- Reference Sources: DictionariesFall2017.pptx

Week 5 (Oct. 9): Asking Questions; Boolean Searching; Reference Sources: Databases; Reference Sources: Encyclopedias

Background and preparation:

- Any needed, brief assignment recap.
- Assignment Due: Asking Questions. Asking Questions
- Read: Cassell and Hiremath, Chapters 5 and 8.

Course content:

- Discuss Asking Questions essays in class. Participation: Discussing the Asking Questions assignment
- Boolean Searching. Boolean...SearchingFall2017.pptx
 - Instruction Video, Sp 2016. (see the link in the Module)

- In class exercise.
- Reference Sources: Databases. What the Heck is a DatabaseFall2017.pptx
- Reference Sources: Encyclopedias. EncyclopediasFall2017.pptx

Week 6 (Oct. 16): Psychology of Searching; Reference Sources: Handbooks; Reference Sources: Biographical Sources; Directories; Reference Sources: Directories; Reference Sources: Bibliographic Resources

Background and preparation:

- Read: Cassell and Hiremath, Chapters 4, 6, and 11.
- In class: Handbooks MarathonInstructionsFall2017.docx

Course content:

- Search Strategies: Psychology of Searching. Psychology of Searching.pptx;
- Reference Sources: Handbooks. HandbooksFall2017.pptx
- Reference Sources: Biographical Sources. Biographical SourcesFall2017.pptx
- Reference Sources: Directories. DictionariesFall2017.pptx
- Reference Sources: Bibliographic Resources. BibliographyFall2017.pptx

Week 7 (Oct. 23): Get Off the Desk! I. Ask! Search! Play!

Background and preparation:

- Be prepared to participate in Get Off the Desk!
- Assignment due: Get Off the Desk! Episode 1. Get Off the Desk! I

Course content:

- Get Off the Desk! I. Submit group questions & answers in writing to Dr. Roy in class. Bring an extra copy of your questions to pose to other teams.

Week 8 (Oct. 30): Reference Sources: Government Documents; Reference Sources: Geographic Resources

Background and preparation:

- Read: Cassell and Hiremath, Chapters 10 and 12.

Course content:

- Reference Sources: Government Documents. Government DocumentsFall2017.pptx
- Reference Sources: Geographic Resources. GeographyFall2017.pptx

Week 9 (Nov. 6): Get Off the Desk! II!

Background and preparation:

- Be prepared to participate in Get Off the Desk!
- Assignment due: Get Off the Desk! II. Get Off the Desk! II
- Review: Slam the Boards! assignment. Slam the Boards! Participation and Essay

- Review: Information Specialist Interview & Reflective Essay. Information Specialist Interview and Reflective Essay
- Participate in Slam the Boards! on November 9, 10, or 11. Slam the Boards! Participation and Essay

Course content:

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

Week 10 (Nov. 13): Information Specialist Interview & Reflective Essay; Reference Sources: Statistical Sources

Background and preparation:

- Assignment due: Information Specialist Interview and Reflective Essay

Course content:

- Discuss Information Specialist Interview & Reflective Essay in class. Participation: Discussing your Information Specialist Interview
- Reference Sources: Statistical Sources. Statistical SourcesFall2017.pptx

Week 11 (Nov. 20): Library Instruction

Background and preparation:

- Read: Cassell and Hiremath, Chapter 16.
- Review: Resources Presentation & Handout assignments.

Course content:

- Library instruction: History
- In class: How is library instruction expressed? How is Instruction expressed in LIS settings2July2017.docx

Week 12 (Nov. 27): Resources Presentations & Handouts

Background and preparation:

- Assignment due: Resources Presentation & Handout

Course content:

- Resources Presentation & Handout: Five presentations scheduled. Resources Presentation: Content and Delivery; Resources Presentation: Handout; SelfEvalFormFall2017.docx; PeerEvalFall2017.doc

Week 13 (Dec. 4): Resources Presentations & Handouts

Background and preparation:

- Assignment due: Resources Presentation & Handout.

Course content:

- Resources Presentation and Handout: Five presentations scheduled. Resources Presentation: Content and Delivery; ResourcePresentationHandoutEvalSheetFall2017.docx; SelfEvalFormFall2017.docx; PeerEvalFall2017.doc

Week 14 (Dec. 11): Reference Evaluation; The Future of Reference; Summary**Background and preparation:**

- Read: Cassell and Hiremath, Chapters 19, 20, 21, and 22.
- Participate in Slam the Boards! on December 9, 10, or 11. Slam the Boards! Participation and Essay

Course content:

- Reference Evaluation. Evaluating ReferenceFall2017.ppt .
- Future of Reference Services: Activity. FutureReferenceTalk.ppt; Participation: Discussion of the Future of Reference
- Summary.

Friday, December 15: Slam the Boards! Reflective Essay due on Canvas by 12:00 noon. Slam the Boards! Participation and Essay

Assignment Descriptions

Asking Questions: Quality of Service Patron Assessment: Background Documents Asking Questions

- Here's the metric for this assignment: AskingQsEvalFormFall2017Rev1July.doc
- Here's what your cover sheet might look like: SampleCoverSheetBasicRefFall2017.docx
- Here's where you can find details on the Six Mandatory Elements from the Internet Public Library. 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. Look under "Guidelines by Topic." 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 MechanicsFall2017 (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 Brzowski 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: and incorporate content from (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 and provide content connecting your experience(s) with these resources.
- 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.
- Check the course policies for details on how to prepare your cover sheet. Also check the sample! SampleCoverSheetBasicRefFall2017.docx Read over the General Writing Mechanics document as well.

Get Off the Desk! I and II

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

Here is the metric for this assignment: GOtDeskEvalFormFall2017.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 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 each student has prepared on the master copy. See the sample questions, provided below.

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 or

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

- Combined Index, 1999-2016: <http://www.ala.org/rusa/awards/etsbestindex>
- <http://www.ala.org/rusa/sections/mars/marspubs/marsbestfreewebsites/marsbestref2013>
[Link BestFreeReferenceWebsites2013.pdf](#)
- <http://www.ala.org/rusa/sections/mars/marspubs/marsbestfreewebsites/marsbestref2014>
(Links to an external site.) BestFreeReferenceWebsites2014.pdf
- <http://www.ala.org/rusa/sections/mars/marspubs/marsbestfreewebsites/marsbestref2015>
(Links to an external site.) BestFreeReferenceWebsites2015.pdf
- <http://www.ala.org/rusa/sections/ets/pubs/bestfreewebsites2016> [Link BestFreeReferenceWebsites2016.pdf](#)

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: [SampleCoverSheetBasicRefFall2017.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. After class you will also post your questions and answers on Canvas.

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 on your search 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 [Remember to provide acceptable answers to your questions on the master copy that you give to Dr. Roy.]

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

- Here is an article about this assignment. RoyArgoBergLegacyReference.
- Here is a copy of the evaluation rubric. EvalFormInformationSpecialistInterviewFall2017.doc
- Remember to add a cover sheet. SampleCoverSheetBasicRefFall2017.docx
- Check the General Writing Mechanics for guidance. General Writing MechanicsFall2017 (1).docx

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. That word count is for the essay alone and does not include the word count for the transcript. Note: while you should double space your essay you can single space your transcript.

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. Make sure that you contact your interviewee early in the semester to set up a time for the interview and to accommodate your interviewee's schedule. You will also need time for your transcription and to write your reflective essay. Last minute interviews tend to be weaker and also stressful to complete.

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.
- Contact your prospective interviewee, possibly through email. Here is a sample introductory email that you might customize:

"Hello, my name is XXX XXX and I am a graduate student in the School of Information at the University of Texas at Austin. I am currently enrolled in the fall 2017 Basic Reference class with Dr. Lorie Roy. One of our assignments is to conduct an interview of an information specialist to ask about his/her experience in reference work. I would be honored if you would allow me to interview you in person, over the phone, or over Skype. I would like to record our conversation since I will need to prepare a reflective essay based on the interview and also supply a word-for-word transcription. The interview will likely take no more than 15 minutes of your time and only Dr. Roy and I will see the full transcript. I look forward to hearing from you and to scheduling the interview to take place within the next several weeks. Please let me know if you have any questions. Sincerely, XXX XXX"

- 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 around 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 50-75 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.

What are your recording options?

- In the past, students used an external recorder such as a handheld recording device or their cell phone. I use Jitsi. The IT lab staff installed Jitsi on my office desk top computer and it enables me to call people and record files directly to my computer.
- In fall 2016, the IT lab staff provided this advice: “we are working on replacing two of the handheld recorders that we have, but I would really urge the students to download an audio recorder app for their phones, and do some testing. There are lots of free apps for this. I'll let you know when we get our units replaced.”
- One student recommended using this app if you have an Android: automatic call recorder. You should be able to upload the file to google docs.
- Another student shared this advice: “You can also check a recorder out from PCL! It's a three day hold, so I'd get it if you plan on doing the interview and transcribing it soon after.”
- Another student shared her experience: “The third-party app "Callnote" for Skype recordings produced a pretty decent quality video of my call with her, but it suddenly stopped recording multiple times during the interview. This means I've lost about 2 minutes total of my 17-minute interview.”

- And, finally, a fourth student described her use of “Express Scribe”: “I just wanted to let y'all know that I used a free download called "Express Scribe" for help transcribing my interview. The Speech-to-Text feature is actually terrible, but you can slow down the pace of the recording so it's easier to type out without stopping to pause every other word. I was able to transcribe my 16 minute interview in about two hours (without editing) by playing it at about 60%. This was especially helpful as I talk *very* fast.”

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. Loriene 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

Here are the rubrics: Resources Presentation: Content and Delivery; Resources Presentation: Handout

Here are some sample handouts. Remember to check the rubric as the assignment requirements change over time.

- Cheese Making Handout.pdf
- WigsHandout2014.pdf

- CouncilOfNiceaPage1Fall2016.pdf
- CouncilOfNiceaPage2Fall2016.pdf
- SilhouetteAnimationPage1Fall2016.pdf
- SilhouetteAnimationPage2Fall2016.pdf

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, mid-twentieth century furniture, #blacklivesmatter, Texas archives war, tea ceremony & wagashi, Seychelles Island vacation, silhouette animation, goat farming, resources for picture books, early Christianity and the First Council of Nicea, and a Pop of Drag.

The presentation should provide background about the resources, indicate selected features, and demonstrate one or more searches in your selected database(s). Remember to focus on reference sources instead of subject related websites or books on your topic. Remember that one of our key questions over the semester is: What is a reference source? 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: Ask Dr. Roy to review your selected sources to assess whether they are reference sources.

STEP 3: Review the lecture delivery contract. Consider your goals for improving selected aspects of your lecture delivery.

STEP 4: Select appropriate elements to be covered comfortably in 30-40 minutes. This time limit does not include time for responding to audience questions.

STEP 5: Develop a script for your presentation and a one-page, double-sided handout for your audience.

STEP 6: 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 7: Rehearse and time your presentation.

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
Quality of reference sources
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.
- 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.

Slam the Boards! Participation and Essay

Here's the metric for this assignment: SlamBoardsEvalFall2017.docx

Remember to add a cover sheet to your essay: SampleCoverSheetBasicRefFall2017.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 November and December, students will participate in Slam the Boards! by answering one question from the public. Please answer one question, total, in November and December. 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. Check the class schedule for the deadline for your essay. Remember that the mission of Slam the Boards! is to identify yourself as a librarian. In your case, you are a librarian in training!

Here are comments from some students in the fall 2016 Basic Reference class regarding the answer board(s) they selected:

- I used two different boards, WikiAnswers and Quora. I switched from WikiAnswers to Quora after learning that WikiAnswers did not allow links to be posted in their answers. Both answer boards required an account to answer questions.
- I chose to use the website Quora to answer questions. I found Quora to be the simplest board to use, and signing up for an account was very user-friendly.
- I did considerable research into the ease of use, reliability, and user traffic on various boards, including Yahoo Answers, Reddit, and Quora. I finally decided on Quora as the most user friendly, while still having a great deal of traffic and potential questions to answer. I made sure to set up my Quora account well before the first question deadline.
- Both of the questions I answered were found through the site StackExchange.com.
- I chose Yahoo! Answers because it was easy to find unanswered questions, not realizing there is a 140-word limit, making it hard to provide a full and complete answer.
- After perusing the sites mentioned in our Basic Reference course, I decided on question.com.
- For this paper, I chose to answer questions posted on the "wiki" Answers.com.
- I liked Quora, but I found it extremely difficult to find unanswered questions in categories I was familiar with. After reading the tip about Yahoo! Answers on the Slam the Boards Wiki page, I decided to check out Yahoo's answer board.
- My experience with Yahoo! Answers was disheartening . . . It is not a friendly place for new users. My second experience with Slam the Boards [using Quora] was much more positive.

Here is how you can prepare for this experience.

1. 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

2. 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

3. 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. SlamBoardsArticleRoy.pdf

4. Check the Slam the Boards Wiki at <http://answerboards.wikifoundry.com/page/Slam+the+Boards!> (Links to an external site.) Note: some of this content may be dated. You may still find the following information useful:

Registry of Answer Boards

Exemplary Answers

Look under "Slam the Boards" for:

The original October 2007 posting for Slam the Boards

- Press/Hype
- Tips on Participating

5. Check the Slam the Boards! FaceBook group for more recent information. <https://www.facebook.com/groups/slamtheboards/> Link

You will likely have to submit a request to join this group. In that case, you will want to mention that you are in my fall 2017 Basic Reference class.

6. Examine all resources listed in the class bibliographies. (Look on the class website under “Resources” (Links to an external site.)

7. Read the class textbooks and supplementary readings.

8. 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?”

9. 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 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. 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 (25 Sept) [10 points]; Participation: Contribute to Discussion of Reference Documents

[c] discussing the Asking Questions assignment (9 Oct) [10 points]; Participation: Discussing the Asking Questions assignment

[b] reporting on the reference interview in-class activity (25 Sept) [10 points];

[d] discussing your Information Specialist Interview (13 Nov) [10 points]; Participation: Discussing your Information Specialist Interview

[f] participation in discussion of the future (11 Dec) [10 points]; Participation: Discussion of the Future of Reference

[g] general participation [100 points]. General Participation

Note class policies regarding absences. BasicRefCourse PoliciesFall20172July.docx

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: documented illness/emergency, religious holy days, and case specific special reasons such as involvement in University activities in response to a documented request by a university authority. Work related responsibilities do not constitute excused absences.

Note, that the UT-Austin Office of the Registrar provides this additional information about absences due to a religious holy day:

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. (<https://registrar.utexas.edu/schedules/179/terms>)

If you miss class due to observing a religious holy day, you may choose to make up your work for that day. We will negotiate the deadline and content of this make-up work.

An emergency would include:

Student's documentation (a note from a medical care professional) of a serious illness or accident, or Documented serious illness, accident, or death of a member of the student's genealogical family. Remember, you can submit most assignments in advance of the deadline.

Generally a maximum only one excused absence is granted a semester. This does NOT give each student permission to miss a class!

Please provide written documentation for such absences and inform me in writing of planned non-emergency absences weeks in advance. 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.

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.

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 quality, promptness, 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. Late or missed postings on Canvas will result in lower class participation grades. 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.

See the assignment descriptions for information on ways to accrue participation credit.

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, double check 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.

SampleCoverSheetBasicRefFall2017.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

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: SampleCoverSheetBasicRefFall2017.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. Students will provide peer and self-evaluations of their group work experiences. See the article by Roy and Williams on group projects.

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.

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.

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). 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).

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>.

Writing Support Through UT-Austin:

You might be interested in availing yourself of the services of the University Writing Center. For more information, check: <http://uwc.utexas.edu/>.

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.