Welcome to

**Introduction to Information Resources and Services**

The 'Basic Reference' class!

a 3-credit face-to-face graduate class for those of you seeking to explore and practice the place of providing information through information settings

Fall 2019

Tuesdays, 3 - 6 p.m., UTA 1.210A

Unique Number: 27185

Instructor: Dr. Loriene Roy, Professor

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.

**Syllabus: Note, a detailed version of the syllabus is available on the Canvas page for this class.**

**Course Meeting Times and Classroom Location**

Tuesday, 3 p.m. - 6 p.m. in UTA 1.210A, starting on Tuesday, 3 September 2019. Our last day of class is Tuesday, 3 December 2019.

**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)

**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.

**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 Textbooks**

* Required: Cassell, Kay Ann and Uma Hiremath, editors. Reference and Information Services: An Introduction. 4th ed. Chicago: ALA/Neal-Schuman Publishers, 2018. ISBN: 978-0-8389-1568-4
* Required: Ross, Catherine Sheldrick, Kirsti Nilsen, and Maria L. Radford. Conducting the Reference Interview. 3rd ed. Chicago: ALA/Neal-Schuman Publishers, 2019. ISBN: 978-0-8389-1727-5

**Phone**: (512) 471-3959. This is my office land-line telephone. It is best, always, to email me through Canvas.

**My Office**: UTA 5.444 (1616 Guadalupe)

**Office hours**: By appointment (or by email). If you need to meet with me at another time outside of class, please send me an e-mail and we will find a mutually agreeable time to meet.

**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/ (Links to an external site.). 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 (Link (Links to an external site.)). Students should review UT-Austin’s information about Academic Integrity. 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

**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 Link or call 512-232-5050.

**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.

**Grading**

* Attendance and Participation: 140 points
* 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:**

* Get Off the Desk! I: 75 points Get Off the Desk! I
* Get Off the Desk! II: 75 points Get Off the Desk! II

**Grade Calculations**

95-100% (703-740 points) = A; 90-94.9% (666-702 points) = A-; 87-89.9% (643-665 points) = B+; 83-86.9 % (614-642 points) = B; 80-82.9 % (592-613 points) = B-; 77-79.9 % (569-591 points) = C+; 73-76.9% (540-568 points) = C; 70-72.9% (518-539 points) = C-

**Tentative Course Schedule**

**Week 1 (Sept. 3): Welcome to the class! Orientation to Reference; Reference History**

**We Will Cover:**

* Overview of the class: assignments, schedule, and Canvas.
* Review of course policies.
* What is reference?
* History of reference. Reference RootsFall2019.pptx;

**Students Will:**

* Start selecting your team for Get Off the Desk! I; Get Off the Desk! II
* Start selecting your interviewee for your Information Specialist Interview & Reflective Essay. Meet your Teammate!

**Week 2 (Sept. 10): Ethics and Professional Guidelines; Varieties of Reference Service: Types of Questions**

**We Will Cover:**

* A brief recap of your assignments. Questions?
* Professional guidelines, leading to work with the RUSA guidelines.
* Types of reference queries.

**Students Will:**

* Read for today: Cassell and Hiremath, Chapters 1, 2, and 17. Here are some questions related to chapter 1. Which ones can you answer?
* Select your team name for Get Off the Desk! by this date.
* Select your interviewee for your Information Specialist Interview & Reflective Essay by this date.
* Review RUSA documents in class and participate in activity.

**Week 3 (Sept. 17): Communication and the Reference Interview; What is a Reference Source; Evaluation Criteria; Reference Sources: Online Reference Sites; Reference Interview Practice I**

**We Will Cover:**

* A brief review of the Asking Questions (essay) assignment.
* Communication and the reference interview.
* WhatIsAReferenceSourceFall2019.pptx
* Criteria in Evaluating SourcesFall2019.pptx

**Students Will:**

* Provide a brief update of your assignments (Get Off the Desk!; Information Specialist Interview & Reflection Essay).
* Inform the class which answer board you are using for Slam the Boards!
* Read for today: Cassell and Hiremath, Chapters 3, 13, and 18.
* Read for today: Ross, Nilsen and Radford, Chapters 1 and 2.
* Start to explore in class online reference sources through evaluating Best Free Reference Websites.
* Participate in Reference Interview Practice I. (Ross, Nilsen, and Radford, p. 48)

**Week 4 (Sept. 24): Boolean Searching; Reference Sources: Databases; Reference Sources: Dictionaries**

**We Will Cover:**

* A brief assignment recap, if needed.
* Boolean Searching. Boolean...SearchingFall2019.pptx
* Instruction Video, Sp 2016. Boolean Searching 3 (1).mp4
* Reference Sources: Databases. What the Heck is a DatabaseFall2019.pptx
* Reference Sources: Dictionaries.

**Students Will:**

* Complete in-class: BooleanExercise.doc
* Read for today: Cassell and Hiremath, Chapters 7 and 8.
* Read for today: Ross, Nilsen, and Radford, Chapter 3.
* Share: What database would you use in reference? Share your title! You may be asked to demonstrate it.
* Share: What dictionary would you use in reference? Share your title! You may be asked to demonstrate it.

**Week 5 (Oct. 1): Asking Questions: Discussion; Reference Sources: Encyclopedias**

**We Will Cover:**

* Reference Sources: Encyclopedias.
* Read for today: Cassell and Hiremath, Chapter 5.

**Students Will:**

* Submit their Asking Questions essay.
* Discuss Asking Questions essays in class.
* Share: What encyclopedia would you use in reference? Share your title! You may be asked to demonstrate it.

**Week 6 (Oct. 8): Reader's Advisory**

\*Dr. Roy will be out of town attending the 2019 International Conference of Indigenous Archives, Libraries, and Museums in Temecula, California. See more at: www.atalm.org

**Guest speaker:**

**We Will Cover:**

* What is reader's advisory?
* RAFall2019.pptx; How are Libraries Supporting Readers AdvisoryFall2019.docx
* Background documents: Bolfingreaders advisory training reader profile.pdf; BolfingReaders' Advisory Handout.pdf

**Students Will:**

* Read for today: Cassell and Hiremath, Chapter 14.
* Read for today: Ross, Nilsen, and Radford, Chapter 7.
* REMEMBER: Participate in Slam the Boards! on October 9, 10, or 11. Slam the Boards! Participation and Essay

**Week 7 (Oct. 15): Get Off the Desk! I. Ask! Search! Play!; Reference Sources: Handbooks**

**We Will Cover:**

* Reference Sources: Handbooks.

**Students Will:**

* Students will submit their work for: Get Off the Desk! Episode 1. In addition to posting your work on Canvas, submit a paper copy of group questions & answers in writing to Dr. Roy in class. Bring an extra paper copy of your questions to pose to other teams. Get Off the Desk! I
* Read for today: Cassell and Hiremath, Chapter 6
* Read for today: Ross, Nilsen, and Radford, Chapter 6.
* Spend time on this worksheet, if there is time: Handbooks MarathonInstructionsFall2019.docx
* Share: What handbook would you use in reference? Share your title! You may be asked to demonstrate it.

**Week 8 (Oct. 22): Sources: Biographical Sources; Reference Interview Practice II**

**We Will Cover:**

* Biographical SourcesFall2019.pptx

**Students Will:**

* Read for today: Cassell and Hiremath, Chapter 11.
* Share: What biographical source would you use in reference? Share your title! You may be asked to demonstrate it.
* Participate in Reference Interview Practice II.
* Spend time on this worksheet in class: Biography ExerciseRevFall2019.docx

**Week 9 (Oct. 29): Get Off the Desk! II! Reference Interview Practice III**

**We Will Cover:**

* Review: Slam the Boards! assignment. Slam the Boards! Participation and Essay
* Review: Information Specialist Interview & Reflective Essay. Information Specialist Interview and Reflective Essay

**Students Will:**

* Submit their work for: Get Off the Desk! Episode 1. In addition to posting your work on Canvas, submit a paper copy of group questions & answers in writing to Dr. Roy in class. Bring an extra paper copy of your questions to pose to other teams. Get Off the Desk! II
* Participate in Reference Interview Practice III. (Ross, Nilsen, and Radford, p. 90)

**Week 10 (Nov. 5): Reference Sources: Government Documents; Reference Sources: Directories**

**We Will Cover:**

* Reference Sources: Directories.
* Reference Sources: Government Documents.

**Students Will:**

* Read for today: Cassell and Hiremath, Chapters 12, check index for "directories."
* Spend time on this worksheet in class: Directories\_SampleQuestions\_Fall2019.docx
* Spend time on this worksheet in class: FDLPDesktop.docx
* Share: What directory would you use in reference? Share your title! You may be asked to demonstrate it.
* Share: What government document would you use in reference? Share your title! You may be asked to demonstrate it.
* REMEMBER: Participate in Slam the Boards! on November 9, 10, or 11.

**Week 11 (Nov. 12): Reference Sources: Bibliographies; Reference Sources: Statistical Sources**

**We Will Cover:**

* Reference Sources: Bibliographic Resources.
* Reference Sources: Statistical Sources.

**Students Will:**

* Read for today: Cassell and Hiremath, Chapter 4
* Share: What bibliographic source would you use in reference? Share your title! You may be asked to demonstrate it.
* Share: What statistical source would you use in reference? Share your title! You may be asked to demonstrate it.
* Learn more about Statista: Statista.docx
* Participate in this exercise: StatisticsSourcesExamine 2 websites.docx

**Week 12 (Nov. 19): Information Specialist Interview & Reflective Essay; Psychology of Searching**

**We Will Cover:**

* Search Strategies: Psychology of Searching.

**Students Will:**

* Submit their work for: Information Specialist Interview and Reflective Essay
* Discuss Information Specialist Interview & Reflective Essay in class.

**Week 13 (Nov. 26): Library Instruction; Reference Sources: Geographic Resources.**

**We Will Cover:**

* Library instruction: History and background.
* How is library instruction expressed? How is Instruction expressed in LIS settingsF2019.docx
* Reference Sources: Geographic Resources.

**Students Will:**

* Read for today: Cassell and Hiremath, Chapters 10 and 16.
* Share: What geographical source would you use in reference? Share your title! You may be asked to demonstrate it.

**Week 14 (Dec. 3): Reference Evaluation; The Future of Reference; Summary**

**We Will Cover:**

* Reference Evaluation.
* Future of reference services: Discussion.
* Summary.

**Students Will:**

* Read for today: Cassell and Hiremath, Chapters 21, 22, and 23.
* Read for today: Ross, Nilsen, and Radford, Chapter 8.
* Discuss reference evaluation cases: ReferenceEvaluationCases.docx
* Participate in: Future of Reference Services: Activity.

**Friday, December 6:** 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**

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. You will then write a reflective essay in which you describe your experience but, more importantly, connect your observations to professional documents and the content in your text books.

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

Students will work in teams of two (and sometimes, three). Each team member should prepare three questions. You will be paired with another team in class to answer the questions that they have prepared.

**Information Specialist Interview and Reflective Essay**

Reference involves learning from other individuals. This assignment provides you with an opportunity to learn from an experienced information specialist. 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.

**Slam the Boards! Participation and Essay**

Students will participate in Slam the Boards! by answering one question from the public during October and another question in November for a total of two questions. Submit a paper that includes a narrative essay of four to five pages.

**Participation**

Participation credit is give for your active involvement in class. This includes daily input and discussion, group work and reporting on group work, demonstration of resources, and reporting on your individual assignments including the Asking Questions essay, Information Specialist Interview, and experience with Slam the Boards!