LIS 601 Introduction to Reference and Information Services

Fall 2012: Monday 5:00-7:40 p.m. in HK 2K

Instructor: Dr. Diane Nahl

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Class Web Site: http://www2.hawaii.edu/~nahl/courses601.html

Class Google Group: https://groups.google.com/a/hawaii.edu/group/lis601-reference--grp/topics?hl=en

Slideshare PPT: http://www.slideshare.net/DNahl/presentations

Office Hours: Please email for an appointment.

Course Description
Introduces the philosophy, principles, and practice of reference/information services in libraries, information centers, and online communities. Examines the nature of reference work, human information needs, and information literacy. Studies the characteristics and application of bibliographic control, reference effectiveness research, and electronic information retrieval systems. Provides practical experience in evaluation and use of bibliographic and Webographic materials, reference interviewing and search techniques. Includes virtual world field component.

Prerequisite: None

Program Level Student Learning Outcomes
This introductory survey course addresses the following learning outcomes of the LIS Program, enabling students to:

1. Understand, apply, and articulate the history, philosophy, principles, and ethics of library and information science and the related professions;

2. Develop, administrate, assess, and advocate for information services by exercising principled communication, teamwork, and leadership skills;

3. Organize, create, archive, preserve, retrieve, manage, evaluate, and disseminate resources in a variety of formats;

4. Evaluate and use the latest technologies, research findings, and methods;

5. Engage in projects and assignments dealing with multicultural communities, and representing diverse points of view.

Course Level Student Learning Outcomes
The assignments designed to impart the knowledge, attitudes, and skills of reference librarianship are given in parentheses for each learning objective.

By the end of the course students will be able to:
1. Efficiently locate print and online reference sources and specific information in them. (Reference Search Exercises)

2. Efficiently use paper and online indexes. (Reference Search Exercises; class exercises; fieldwork; Pathfinder; Bibliography Plan; Quiz)

3. Evaluate reference sources using standard criteria. (Text; Reference Search Exercises)

4. Cite sources precisely in notes and bibliographies using a standard style manual. (Pathfinder; Bibliography Plan; Reference Search Exercises)

5. Prepare a guide to assist library users in locating information on a specific topic in a particular library. (Pathfinder)

6. Design a strategy for locating information on a specific subject in a wide variety of print and online reference sources. (Bibliography Plan)

7. Critically annotate sources of information. (Bibliography Plan)

8. Conduct and analyze information/reference interviews. (Role play exercises; fieldwork; Reference Interactions Report)

9. Conduct online searches using controlled vocabulary and Boolean strategies in the online catalog, a variety of databases, and on the Internet. (Pathfinder; Bibliography Plan; Reference Search Exercises; fieldwork)

10. Express an integrated philosophy of reference and information service. (Class exercises; Reference Interactions Report; Quiz)

11. Explain basic concepts, theories, and principles of reference/information service in information settings. (Class exercises; Quiz; Reference Interactions Report)

12. Analyze public service experience and reference practices from field observations, applying published reference principles and standards. (Reference Interactions Report)

13. Express values that promote accurate and helpful public service. (Class exercises; Quizzes; Reference Interactions Report; Quiz)

Course/Teaching Philosophy

The emphasis is on developing professional attitudes, knowledge and skills critical for understanding information structure and performing targeted information retrieval, reference interviewing, information problem-solving and user instruction. Learning to search, to ask the right questions, and to evaluate results in the pursuit of accurate information requires a no-fault attitude toward inevitable search errors, and using them as learning opportunities through error analysis.

Videos and fieldwork in Second Life help students to focus on the intermediary role of reference librarians through observing librarians conducting reference interviews and assisting people in solving their information problems. The broad goal of the course is to help students acquire the ability to think like information professionals. In a continuous process of sharing what we have
found we learn from each other within a community of professional practice.

**Professional Expectations**

LIS graduate students are responsible for observing the highest standards of intellectual and personal integrity in every aspect of their careers at the University of Hawaii. The LIS profession promotes ethical and behavioral standards in public service and dealings with colleagues. Be aware these behaviors are easy to observe and evident to faculty asked to write references for scholarships, internships and job applications. LIS students are expected to adopt these values and enact them in their interactions with fellow students, faculty, staff and professionals. Please read the Professional Expectations Notice for LIS Graduate Students at UH: [http://www.hawaii.edu/lis/students.php?page=profexp](http://www.hawaii.edu/lis/students.php?page=profexp)

*In consideration of all during class, please turn off or set vibrate on mobile devices.*

**Teaching Method**

Lecture, demonstration, fieldwork, collaborative projects and problem-solving, online, class and small group discussion, role play, reference listserv and virtual world participation, print and online search exercises, generational curriculum model assignments, written examination, online polls and quizzes; case studies, guest speakers (some online).

**Integrated Research Methods**

Students will learn and apply the following research methods in course assignments: *Question Negotiation Analysis* method to extract and interpret content elements in written queries; *Information Retrieval method* to design and use professional search strategies, analyze, and compare results, and to fact-check; *Information Evaluation method* to determine the quality of search results and sources; *Participant-Observer method* to study information activities at a reference desk; *Content Analysis* of reference transactions to study how interview techniques are used at a reference desk.

**Requirements**

**HSPLS Library Card**

Hawaii’s public libraries have some different resources necessary for assignments.

**Readings**


**Optional Text**


This citation manual is used in major assignments, but is also available in Hamilton Library and at the Reference Desk. It is highly recommended that you have your own copy of the 7th edition, or you may use a Turabian style Web site (see online LIS 601 *Instructions for Assignments* and
Handouts packets for links). It is often easier to use a print version of the style manual.

Assignments and Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Pathfinder Project</td>
<td>10%</td>
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<tr>
<td>Fieldwork Report</td>
<td>15%</td>
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<tr>
<td>Plan for a Bibliography</td>
<td>25%</td>
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<tr>
<td>Search Exercises</td>
<td>25%</td>
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<td>Quizzes (2)</td>
<td>20%</td>
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<td>Class Participation &amp; Exercises</td>
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<td>Total</td>
<td>100%</td>
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Refer to the Instructions for Assignments packet. Read the instructions for each assignment and follow them closely. Your grade will depend on how well you follow the written instructions. Please do not use report covers or binders. Assignments must be in dark print or readable online format with active links. You may receive extra credit for posting your assignments to your e-portfolio on your hawaii.edu Web site.

Grading Scale: 100-98 A+, 97-94 A, 93-90 A-; 89-87 B+, 86-83 B, 82-80 B-;

79-77 C+, 76-73 C, 72-70 C-; 69-67 D+, 66-63 D, 62-60 D-

Due Dates

Assignments are due at the beginning of class on the due date. One (1) point will be deducted each day for late assignments. Occasionally, due dates for the Reference Search Exercises will be extended. Please do not miss class in order to finish assignments.

Exam Dates

There will be a mid-term and a final quiz on specified dates given on the syllabus. Students must attend class on those dates to take the quizzes. No take-home or make-up quizzes will be scheduled. Students who are too ill to attend class must have a doctor’s note.

Participation Requirements

Active class participation is essential to the atmosphere of this class because it is a model of the dynamics of reference work. The following are required: Attendance; assigned readings and exercises; participation in Internet reference discussion lists, course Google Group for discussions, shared Google docs for assignments, Gmail, and Second Life; examination of print and online reference sources; collaborative work on projects and exercises: active class participation in responding to questions, offering constructive comments and observations, and verbally reacting to course topics. Full points will be given only if all criteria are met. With at least two days notice students too ill to attend in person may login and participate remotely. The online system must be set up so let me know as far ahead as possible.

(5 pts) All search exercises submitted on time, frequently contributing to class discussions, frequently contributing to small group work, completing all class assignments, perfect
attendance, encouraging others to participate in asking questions and making relevant comments during class discussions and lectures.

(4 pts) Perfect attendance, completing all class exercises and homework, regularly contributing to class discussions, frequently contributing in small group exercises, encouraging others to participate in making relevant comments during class discussions and lectures.

(3 pts) Complete homework and class exercises, near perfect attendance, occasional contributions to class discussions, frequently contributing in small group exercises.

(2 pts) All reference search exercises handed in, regular attendance, contributing once or twice to class discussions, and regular contributions to small group work.

(1 pt) Three or more absences, incomplete exercises, no contributions to class discussions, and regular contributions to small group work.

Technology Integration and Requirements

Students are required to use a computer to produce all of the written assignments. You may bring laptops, netbooks or tablets to class provided you (1) bring your own extension cord and (2) you do not use it for non-class activities during class.

PCs are available in the open LIS Alcove Lab in HL 3 and during posted hours in HL 2K (first obtain an ICS student account—application forms available in class and the LIS office HL 2). Your ICS lab account must be renewed annually.

Students are required to obtain and use your free hawaii.edu Gmail account and subscribe to lis-stu the LIS internal student mail list [Not on the list? send UH email to lquiroga@hawaii.edu]

Students are required to subscribe to and use the LIS 601 Google Group for communication and updated course information: https://groups.google.com/a/hawaii.edu/group/lis601-reference-grp/topics?hl=en.

Students will use the Internet for information, communication and assignments, including subscribing to two professional online reference discussion lists, using Google Documents and Jing, LibGuides, LIS 601 site materials, and Web resources for assignments.

Students will submit assignments electronically via Google Documents, email attachments and UH LibGuides.

Students will obtain a free Jing account to annotate images and screen captures for Search Exercise assignments. Students need a camera or camera phone to snap images to document print searches.

Students will respond to online polls during class using Poll Everywhere, and use a Google Form to take quizzes online. Online students must have a working Web Cam for quizzes.

Students can obtain a free Second Life account and acquire an avatar to experience virtual world reference and information services in class exercises and assignments. See Assignment Instructions p. 3, and Reference Interactions assignment instructions p. 7.
## Course Schedule

### Class (1) - AUG 20
- **Topics:**
  - Course Introduction
  - Reference Service to the Community
  - The Reference Process
    - *Information Structure*
- **Assignments & Due Dates:**
  - Readings: *Ch 1 & 2*

### Class (2) - AUG 27
- **Topics:**
  - Pathfinder Project
  - Levels of Information Structure
  - Controlled Vocabularies & Natural Language as Information Access Tools
  - LibGuides Workshop
- **Assignments & Due Dates:**
  - Readings: *Internet*
  - Assignments pp. 1-4;
  - Pathfinder Instructions pp. 5-6;
  - Handouts pp. 2-5 (Info Structure);
  - Ch 1, 2, 3
  - **DUE:** *UH Voyager Tutorial*
  - **Exercise:** Interpreting *LCSH* Syndetic Structure

### Class (3) - SEP 3
- **Topics:**
  - Labor Day Holiday

### Class (3) - SEP 10
- **Topics:**
  - Information Structure of Periodical Indexes & Databases
  - Jing & Google Docs Workshop
- **Assignments & Due Dates:**
  - Readings: *Ch 8; Handouts pp. 6-7 (Info. Struct.), p. 8 (ERIC system), pp. 9-13 (Search Principles); Search Exercises pp. 2-6*
  - **DUE:** *Jing* account; Email Pathfinder Outline

### Class (4) - SEP 17
- **Topics:**
  - Bibliographic Control
  - Publication Style Manuals
  - Database Search Workshop
- **Assignments & Due Dates:**
  - Readings: *Handouts pp. 14-15 (Turabian style); Ch 4 (pp. 66-7); Search Ex. 1b pp. 7-11.*
  - **DUE:** Periodical Indexes & Databases Search Exs. 1A;
  - **Exercise:** Turabian Style
  - **Exercise:** Create an avatar in Second Life
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>5</td>
<td>SEP 24</td>
<td>Encyclopedias</td>
<td>Ch 5 &amp; 17; Search Ex. 2 pp. 12-13; Creating &amp; Editing a <a href="https://en.wikipedia.org">Wikipedia</a> entry</td>
<td>Periodical Indexes &amp; Databases Search Exs. 1B</td>
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<td>6</td>
<td>OCT 1</td>
<td>The Reference Interview as a Tool for Information Problem-Solving Reference Philosophy Rolig Loon, Reference Coordinator, Info Islands, SL Reference Interactions Report</td>
<td>Ch 2 &amp; 14; Handouts pp. 16-19 (Interviewing); Taylor in 601 File Drawer &amp; <a href="https://example.com">online</a>; Kluegel &amp; Ross pp. 37-39; Ref. Interactions Assig. pp. 7-10</td>
<td>Pathfinder Exercise: Reference Negotiation</td>
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<td>7</td>
<td>OCT 8</td>
<td>Bibliographies Bibliography Plan Project</td>
<td>Ch 4; BP Assig. Instructions pp. 11-18</td>
<td>Encyclopedias Search Ex. 2 Exercise: Bibliography Plan analysis</td>
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<td>8</td>
<td>OCT 15</td>
<td>Defusing Conflict Complex Boolean Search Strategy</td>
<td>Ch 15; Handouts pp. 42-44 (Defusing Conflicts)</td>
<td>Scenario analysis DUE: Bib. Plan Outline</td>
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<td>9</td>
<td>OCT 22</td>
<td>Dictionaries Quiz Review</td>
<td>Ch 7; Handouts pp. 40-41 (Dictionaries)</td>
<td>Bibliographies Search Ex. 3</td>
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<td>Nov 5</td>
<td>Ready Reference &amp; Biography Dr. Peter Jacso</td>
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<td><strong>Readings:</strong> Ch 6 &amp; 11; Handouts p. 45 (Biography)</td>
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<td><strong>DUE:</strong> Web Search Ex. 4; Dictionaries Search Ex. 5</td>
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<td>Nov 12</td>
<td>Veteran’s Day Holiday</td>
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<td>Nov 19</td>
<td>Geographical Sources Ethics in Reference Service Angry Librarian</td>
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<td><strong>Readings:</strong> Ch 9 &amp; 10; Bopp &amp; Smith, Ch 2; Handouts pp. 48ff</td>
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<td><strong>DUE:</strong> Ready Reference Search Ex. 6; Bib. Plan Annotated Entries</td>
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<td><strong>Exercise:</strong> Bibliography Plan Topic Classification; End Notes &amp; ToC</td>
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<td>Nov 26</td>
<td>Government Documents Gwen Sinclair, Government Documents Librarian</td>
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<td><strong>Readings:</strong> Ch 12; Ref. Interactions Assig. pp. 7-10</td>
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<td><strong>DUE:</strong> Biography Search Ex. 7</td>
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<td>Nov 26</td>
<td>Library Instruction &amp; Information Literacy</td>
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<td><strong>Readings:</strong> Ch 16; Handouts pp. 46-47</td>
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<td><strong>DUE:</strong> Bibliography Plan</td>
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<td>Dec 3</td>
<td>History of Electronic Reference &amp; Future of Reference Service Lori Bell, SJSU, “MyInfoQuest” Quiz Review Course Evaluation</td>
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<td><strong>Readings:</strong> Ch 13, 20, &amp; 21; UTSA Mobile Library; Cirasella Geography Search Ex.8; Gov Docs Search Ex. 9</td>
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<td>Dec 10</td>
<td>Finals week Quiz Chapters 6, 9-14, 16, 18-20 &amp; lectures</td>
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<td><strong>DUE:</strong> Reference Interactions Field Report</td>
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<td><strong>DUE:</strong> All assignments due by Dec 13</td>
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