

*Introduction to Reference Services*  
*Library Science Technology LIB K-104*  
*Spring 2012*

**Instructor:** Dr. Marie C. Shaw

**Office:** Adjunct Faculty Office, D-Wing

Regular schedule: Mon. 6:30 p.m. – 9:15 p.m.

**Office hours by appointment (face-to-face or online). In addition, professor will be in E-218 an hour prior to class for informal meetings.**

Please include *Intro to Reference* in the subject line of any email you send me about this class: I will respond as soon as possible, usually within 24 hours.

**Blackboard LEARN:** All assignments (in class and outside of class) will be posted each week in a folder on Blackboard. In addition, instructional resources such as PowerPoints will also be posted for students to review.

**Required Text: Reference and Information Services for the 21<sup>st</sup> Century,**  
**by Kay Ann Cassell and Una Hiremath, 2<sup>nd</sup> edition revised, 2011**  
**978-1555707408**

**Secondary Sources:** Handouts and other readings will be provided by the instructor.

**Course Description:** Introduction to Reference Services is designed to familiarize students with the use of general and specialized reference tools, procedures, and services in all types of library reference settings. Through a variety of learning experiences, students will learn how to use the fundamental concepts of reference service to enhance patrons' information needs. Students will learn the text and subtext of a question and identify the best resources, both digital and print. Students will also learn how to use resources to find the optimal answers.

**Student Learning Outcomes**

At the end of this course students will be able to:

- Conduct an effective reference interview, including using referral techniques when appropriate
- Locate, evaluate, and use a wide range of print and online reference resources for adults and children
- Evaluate, create, and use Web 2.0 social networking resources to offer patrons remote reference service

**Upon successful completion of this course you will know:**

1. The distinction between when a question requires ready reference tools and when a question requires more specialized and expansive reference service.
2. Legal and ethical issues involved in reference services, including user privacy, confidentiality, and copyright.

3. Classification and organization schemes for collections, including how to use indices effectively.
4. Basic search methods, display options, and terminology of the state digital library, websites, and other reference tools.
5. How to find answers to special topics in reference service, including reader's advisory, young adult, and children's service.
6. Changing preferences of patrons from traditional reference service and the options technology provides to keep up with these changes.

**Upon successful completion of this course you will be able to:**

7. Conduct effective reference interviews, helping users define their information needs.
8. Evaluate when referrals are necessary, and use appropriate referral procedures.
9. Analyze a reference question and develop an appropriate search strategy using reference books, web searching, or databases to locate appropriate information.
10. Use information seeking frameworks, such as The Big6 and Bloom's Taxonomy to help identify what stage both the patron and librarian are at in the reference process.
11. Using these skills and frameworks, the student will be able to find information in print, non-print, and digital resources.
12. Help users select the most appropriate information resource to meet their needs, and evaluate the quality, currency, and authority of information retrieved.
13. Identify and locate information in all formats, and assist users in retrieving materials, including those not held locally.
14. Interpret bibliographic record and citation formats.

**Course Work and Assignments:**

This course will be a combination of lectures, readings, field-observation, written assignments, exercises, and presentations. Students will be expected to complete each assignment and project as well as participate in discussions and group exercises.

We will use Blackboard extensively in this course. Information will be presented in a variety of formats, including but not limited to PowerPoint, Microsoft Word, YouTube video, PDF documents and web pages. Students are expected to devote three hours each week outside of class time to complete activities and assignments.

**Course Policies:**

**Attendance:**

This course is designed in such a way that a student will get more from the in-class activities and discussion than the textbook alone. Therefore, students are expected to attend class regularly.

Refer to the spring 2012 college calendar for specific dates when the college will be closed or check the web page at <http://www.trctc.commnet.edu/> for the most current information.

**Electronic Portfolio:**

Students will be required to maintain an electronic portfolio of their work throughout this course. Students will regularly analyze and evaluate a wide variety of digital and print reference sources.

**Note: A jump drive is strongly recommended!** The portfolio should be organized by class meetings and contain reflective notes or rubrics on the products, sites, and resources examined and developed over the course of the semester. The portfolio will become a working file of resources for you.

**Current Readings:**

Reference services are ever changing, it is important to keep current with how reference service is delivered in many types of libraries and to different populations of patrons. Students will be required to read a short article each week that helps them understand the changes that are occurring in reference and information services. Students are to bring the article and a short personal reaction/reflection summary of the article to class each week. Students will be expected to join informal discussions about their readings. These readings will be assessed as class participation/discussion.

**Other Course Requirements:**

Work outside of class is required each week. For example, students may be asked to visit Reference departments of libraries to make observations, interview librarians, and use resources.

**Annotated Bibliography of Reference Sources:**

Students will be expected to examine and use numerous reference sources this semester. During the second class students will be given a personal account to Noodletools. In Noodletools students will build a cumulative annotated bibliography of sources over the semester. Not only will they have this valuable file of resources at the end of class, but they will also make evaluations about the breadth and usefulness of each source.

**Dates and Penalties:**

A calendar to accompany the syllabus will be distributed at the first class.

**College Withdrawal Policy:**

Students may withdraw, in writing at the Registrar's Office, for any reason until the end of the 10<sup>th</sup> week of classes. From the 11<sup>th</sup> week through the end of the 13<sup>th</sup> week, a student may withdraw with the signature of the instructor or advisor.

**Computer Use:** Written projects and assignments must be completed using a Microsoft Word or other word processing program, such as Google Docs. Internet access and an email address are required components of the class.

**Grading System & Policies:** All assignments must be completed on time to receive full credit. Permission to turn in an assignment late or to take a make-up exam must be obtained from the professor. Cheating or plagiarism is grounds for a failing grade. Each assignment is graded on a scale with 100 points as the maximum possible grade (100%). The final grade will be determined by completion of all of the assignments and work assigned by the professor over the semester:

Class participation, including attendance and active participation in class	10%
10 readings (1 per week) on a current article related to reference service	10%
Electronic portfolio	10%
Midterm exam	20%
Homework and in-class assignments	20%
Annotated Bibliography	10%
Final project	20%
Total for final grade	100%

Grading Scale:

<b>Grades</b>	<b>Equivalent</b>	<b>Quality Points</b>
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F		0

Students needing assistance in writing, mathematics, language arts or general tutoring are encouraged to use the Tutoring and Academic Success Centers (TASC) offered at the college.

## **Disabilities Statement:**

If you have a hidden or visible disability, which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, please be sure to notify the Disabled Student Counselor.

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## **Class Schedule (This is subject to change. Please keep current with any changes.)**

### **Week 1 January 23: Course Introduction**

Class expectations and establish class familiarity with BlackBoard

View PPT on Cpt. 1 –Introduction to Reference Services

Categorize reference question activity

Practice and analyze the roles of patron and librarian with simple question

For next class:

*Readings:* Cassell & Hiremath (C&H) Chapter 1—Introduction to Reference Services, Chapter 2—Determining the Question: Reference Interviews Chapter 3—Finding the Answers: Basic Search Techniques

*Assignments:*

1. See Assignment 1.
2. See Assignment 2.

### **Week 2 January 30: Basic Search Techniques; Bibliographic Resources**

View PPTs: Determining the Question; Finding the Answer—Basic Search Techniques

Tour of Three Rivers Community College Library

Exercise: With Flip video cameras in groups practice the role of the reference librarian and patron who asks for basic reference help.

Practice in bibliographic verification of online catalogs (local, state, and national).

For next class:

*Readings:* C&H Chapter 4—Bibliographic Resources and Chapter 6---Ready Reference Sources

*Guidelines for Cooperative Reference Services*, Prepared by Reference and User Services Association (RUSA), Approved by RUSA Board of Directors, June, 2006

*Assignment:* TBA

### **Week 3 February 6: C&H Chapter 4—Bibliographic Resources and Chapter 6---Ready Reference Sources**

View PPTs: Answering Questions about Books, Magazines, Newspapers, Libraries and Publishing, and Bibliographic Networks –Bibliographic Resources. Answering Questions That Require Handy Facts

Introduction to serials and bibliographic resources available through the state library catalog. Deliberate practice activities with handbooks, almanacs, manuals, etc.

For next class:

*Readings:* C&H Chapters 5—Encyclopedias and Chapter 7--Dictionaries

*Assignment:* TBA

### **Week 4 February 13: Encyclopedias and Dictionaries—Ready Reference. Literary Quotations**

View PPTs on Encyclopedias and Dictionaries

Edit, assess, and report on the validity of Wikipedia

Assess numerous subject encyclopedias and how they are effective reference sources.

Familiarize and learn when to use online dictionaries, subject dictionaries, abridged and unabridged,

Familiarize and learn standard quotation sources (online and print)

For next class:

*Readings:* C&H Chapter 8—Historical Indexes and Full-Text Databases

Pressley, Laura and Carolyn McCallum. *Putting the Library in Wikipedia*. Online, Sept/Oct 2008.

*Assignment:* TBA

### **College closed Presidents' Day, February 20**

#### **Week 5 February 27: Historical Indexes and Full-Text Databases**

View PPT: Indexes and Full-Text Databases: Answering Questions about Events and Issues, Past and Present

Use Bloom's Taxonomy as a framework for searching databases

Pg. 172—top ten databases comparison assignment

Locate and use academic databases offered by the college (i.e., ERIC, History Resource Centers, etc.)

Locate and use children's and YA databases to support K-12 homework questions.

For next class:

*Readings:* C&H Chapter 9

*Assignment:* Students create a question about what they want to know about an event that has influenced how they live or how a family member lives. Using the concept assignment worksheet, students will gain practice in using these databases that were introduced tonight. Cite sources. From their research, students will create 3 additional reference questions.

### **Week 6 March 5: Health, Law and Business Reference**

View PPT—Chapter 9

Introduce ALA guidelines for ethical and appropriate reference in these areas.

Modeling by professor of how to answer complex or sensitive questions.

Role play in small groups to simulate how to sensitively and appropriately answer references questions in these areas or make referrals when appropriate.

Using databases in these areas offered via the college or the State Library, students are to practice finding answers to a variety of questions in these categories.

For next class:

*Readings:* C&H Chapter 10—Geography, Countries, and Travel and Chapter 12—Government Information Sources

*Assignment:* TBA

### **Week 7 March 12: Geography, Countries, Travel. Using Government Resources.**

View PPTs: Atlases, Gazetteers, Maps, Geographic Information Systems, and Travel Guides.

Visit the college library. Comparison of topographical, geographic and physical maps and atlases. Using the handout of thematic atlases, find three of these thematic atlases on the shelf. What did you find in your quick perusal of the book? Was it really an atlas in the true sense of the definition?

Local sources. Using the slide for local sources, look at each one and write a one or two sentence reference question that the source may help to answer. For example, using the Groton GIS, the question could be about how the patron who lives in Groton could find approximately where his property boundary is.

For next class:

*Readings:* C&H Chapter 11—Biographical Resources

*Assignment:*

### **College closed for Spring break March 18-25**

### **Week 8: March 26 – Biographical Resources**

Activity with genealogical research—finding our ancestors

Biography databases – comparison of the depth of information between college and state library databases and free web sites.

*Biography Resource Center Fact Sheet.* Gale Cengage, 2009.

*Genealogy:* How to begin. Library of Virginia, October 2008.

For next class: Prepare for Midterm Exam.

## **Week 9 April 2: Midterm Exam**

*Readings:* C&H Chapter 12—Government Information Sources and Chapter 20—Reference 2.0  
Chapter 21—Future of Reference

*Assignment:* TBA

## **Week 10 April 9: Government Information Sources**

View PPTs: Answering Questions about Governments –Government Information Sources—Part I—Legislative Branch. Part II – Executive and Judicial Branches.

KWL --Think/Pair/Share. Using this format, search both Thomas and the CT General Assembly. Have students investigate each link and do a KWL.

Introduce Final Project—Link it to Chapters 20 and 21

For next class:

*Readings:* C&H Chapter 13—Internet as a Tool and Chapter 16—Information Literacy

*Assignment:* TBA

## **Week 11 April 16: Internet as a Tool; Information Literacy; Directories**

View PPT

Introduce the framework of Bloom and The Big6 to help develop information literacy patterns and practice.

Introduce and practice with the directories Infomine, Librarians' Internet Index/Internet Public Library, Resource Discovery Network/Intute. Understand the differences between directories and search engines.

In small groups create a comparison chart of the reference interview protocol (cpt. 2), Big6, and Bloom's taxonomy.

Explain how weblogs can be used in reference. Examine blogs that libraries have used. Connect blogs to types of references sources that we have explored.

For next class:

*Reading:* C&H Chapter 14—Reader's Advisory and Chapter 17—Selecting and Evaluating Reference Services

*Assignment:* TBA

## **Week 12 April 23: Reader's Advisory and Selecting and Evaluating Reference Services**

View and instruct with PPTs-- Reader's Advisory (RA) Work: Reading for information *or* Reading for pleasure/entertainment. Selecting and evaluating reference sources.



“Cursor” by Richard Nash—influencing book publishing via social networking.  
<http://www.utne.com/Media/Richard-Nash-Founder-Cursor-Independent-Publishing.aspx> Model for students a Twitter that serves as a Reader’s Advisory 2.0 source. Students create their own. This links to final project.

Use Power Point to guide discussion and activities on selecting and evaluating reference services. Students will create a selection policy, and evaluate sources. Handout will guide activity.

For next class:

*Readings:* C&H Chapter 15 –Children and Young Adults

*Assignment:* **TBA**

**Week 13 April 30: C&H Chapter 15—Children and Young Adults**

View and instruct with PPT: Children and YA Reference Services

Evaluate websites, directories, such as ALA best lists for YA, Children, Kathy Shrock, National Geographic, etc. Using many homework questions for elementary and high school, practice finding answers and evaluating resources.

For next class:

*Readings:* C&H Chapter 18—Managing Reference Departments and Chapter 19—Assessing and Improving Reference Services.

*Assignment:* TBA

**Week 14 May 7: Managing Reference Departments and Assessing and Improving Reference Services**

View PPTs for discussion of these topics of management and ways to create improvement of services.

Majority of class to be spent working on final projects, sharing ideas and skills.

For next class:

*Assignment:*

**Week 15 May 14—Final Project Presentations.**