LIS 601 Introduction to Reference and Information Services

**Fall 2013:** Tuesday 5:00-7:40 p.m. in HL 2K

**Instructor:** Ruth Pagell

**Office:** HL 3I; **Email:** rpagll@hawaii.edu

**Temporary Class Web Site:** [http://www2.hawaii.edu/~nahl/courses601.html](http://www2.hawaii.edu/~nahl/courses601.html)

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

**Office Hours:** Please email for an appointment.

**Course Description**
Introduces the philosophy, principles, and practice of reference/information services in libraries and information centers. 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.

**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 Work)

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

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

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

5. Prepare a guide to assist library users in locating information on a specific topic in a particular library. (LibGuide 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; Reference Interactions Report)

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

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 video and/or 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 mistakes as learning opportunities through error analysis.

Videos and fieldwork to 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 and internalize best practices in reference service. 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 easily observed and evident to faculty who 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 UH LIS Graduate Students Professional Expectations Notice:
http://www.hawaii.edu/lis/students/professional-expectations-notice/

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

Teaching Methods

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 Work, online interactive lab exercises, model assignments, written examination, online polls and quizzes; case studies, and guest speakers.

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 and verbal 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 and relevance of search results and sources; Participant-Observer method to study best information practices at a reference desk; Content Analysis of reference transactions to study interview techniques used in reference service.

Requirements

HSPLS Library Card

Hawaii’s public library system has 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 8th 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>Percentage</th>
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<tbody>
<tr>
<td>Pathfinder Project</td>
<td>10%</td>
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<tr>
<td>Reference Interaction 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 Work</td>
<td>25%</td>
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<td>Quizzes (2)</td>
<td>20%</td>
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<tr>
<td>Class Participation &amp; Exercises</td>
<td>5%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></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 submit assignments as Word attachments or Google Documents in 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.


Due Dates

Assignments are due at noon on the due date. One (1) point will be deducted each day for late assignments. Occasionally, due dates for the Reference Search Work 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 make-up quizzes will be scheduled. Students who are too ill to attend class on an quiz date must have a doctor’s note.

Participation Requirements

Today’s librarians are required to be articulate team players. Because this course models the dynamics of information work, active class participation is essential to the atmosphere of the class. The following are required: Attendance; assigned readings and exercises; participation in Internet reference discussion lists, course Google Group for discussions, shared Google docs for Search Work assignments, UH Gmail, and Poll Everywhere; 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 in advance so please let me know as far ahead as possible.
(5 pts) All assignments submitted on time, frequently contributing to class discussions and to small group work, completing all assignments, perfect attendance, encouraging others to participate in class discussions and lectures.

(4 pts) Perfect attendance, completing all class exercises and assignments on time, 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 assignments and class exercises, near perfect attendance, occasional contributions to class discussions, frequently contributing in small group exercises.

(2 pts) All assignments submitted, late work, regular attendance, contributing once or twice to class discussions, and regular contributions to small group work.

(1 pt) Three or more absences, incomplete and late work, 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.

First obtain an ICS student lab account—application forms are available in the LIS office HL 2. Most students fill out the form during orientation. It takes time for the ICS Department to create the accounts, so submit your lab account application as soon as possible.

PCs are available in the LIS Alcove Lab and during posted hours in HL 2K. Your ICS lab account must be renewed annually; bring login and password to class each week.

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 one professional online reference discussion list, using Google Documents and Jing, LibGuides, LIS 601 site materials, the UHM Library web site and its online resources, the HSPLS Libraries web site and other Web resources for assignments.

Students will submit assignments electronically via Google Documents, Word attachments and UH LibGuide.

Students may be asked to respond to Survey Monkey between classes
## LIS 601 Fall 2013 COURSE SCHEDULE

*(Very Tentative Syllabus)*

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments &amp; Due Dates</th>
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</table>
| (1)   | AUG 27 | Course Introduction  
Student Introductions  
The Reference Process  
Information Structure | **Readings:** *Ch 1 & 2*
**Exercise:** Introduce yourself
**Exercise:** Observations of a *Reference Process Video*  
(genealogy) |
| (2)   | SEP 3 | Pathfinder Project  
Levels of Information Structure  
Controlled Vocabularies &  
Natural Language as  
Information Access Tools | **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 |
| (3)   | SEP 10 | Information Structure of  
Periodical Indexes &  
Databases  
LibGuides Workshop: Sarah Gray WCC Librarian  
Jing and Google Docs Workshop: Jennifer Beamer | **Readings:** *Ch 8: Handouts pp. 6-7 (Info. Struct.), p. 8 (ERIC system), pp. 9-13 (Search Principles); Search Work pp. 2-7*
**DUE:** *Jing account; Email Pathfinder Outline* |
| (4)   | SEP 17 | Bibliographic Control  
Publication Style Manuals  
Database Search Workshop | **Readings:** *Ch 4 (pp. 66-7); Ch 13; Handouts pp. 14-15 (Turabian style); Search Work 1b pp. 8-12.*
**DUE:** *Print Periodical Indexes Search Work 1A; Exercise: Turabian Style* |
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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>(5)</td>
<td>SEP</td>
<td>Encyclopedias</td>
<td><strong>Readings:</strong> Ch 5 &amp; 17; Search Work 2 pp. 13-14; Creating &amp; Editing a <a href="https://en.wikipedia.org">Wikipedia</a> entry</td>
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<td>24</td>
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<td><strong>DUE:</strong> Professional Index Databases Search Work 1B</td>
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<td>(6)</td>
<td>OCT</td>
<td>The Reference Interview as a Tool in Information Problem-Solving Reference Philosophy Reference Interactions Report</td>
<td><strong>Readings:</strong> Ch 2 &amp; 14; Handouts pp. 16-19 (Interviewing); Taylor in 601 File Drawer &amp; <a href="http://example.com">online</a>; Kluegel &amp; Ross pp. 37-39; Ref. Interactions Assig. pp. 7-10</td>
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<td><strong>DUE:</strong> Pathfinder <strong>Exercises:</strong> Reference Negotiation</td>
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<td>(7)</td>
<td>OCT</td>
<td>Bibliographies Bibliography Plan Project</td>
<td><strong>Readings:</strong> Ch 4; BP Assig. Instructions pp. 11-18</td>
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<td>8</td>
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<td><strong>DUE:</strong> Encyclopedias Search Work 2 <strong>Exercise:</strong> Bibliography Plan analysis</td>
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<td>(8)</td>
<td>OCT</td>
<td>Defusing Conflict Complex Search Strategy</td>
<td><strong>Readings:</strong> Ch 15; Handouts pp. 42-44 (Defusing Conflicts) <strong>Exercise:</strong> Scenario analysis <strong>DUE:</strong> Bib. Plan Outline</td>
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<td>(9)</td>
<td>OCT</td>
<td>Dictionaries Quiz Review</td>
<td><strong>Readings:</strong> Ch 7; Handouts pp. 40-41 (Dictionaries) <strong>DUE:</strong> Bibliographies Search Work 3</td>
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<td>(10)</td>
<td>OCT</td>
<td>Quiz: Chapters 1-5, 7-8, 17, PPTs &amp; lectures Reference Research &amp; Evaluation</td>
<td><strong>Readings:</strong> Ch 19 &amp; 20; Kluegel &amp; Ross pp. 39-43; Handouts pp. 20-39 (Ref. Stds.); Search Work pp. 16-17 (Web Content Evaluation) <strong>Exercise:</strong> Reference Negotiation</td>
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<td>Week</td>
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<td>11</td>
<td>Nov 5</td>
<td>Library Instruction &amp; Information Literacy</td>
<td><em>Angry Librarian</em></td>
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<td><strong>Readings</strong>: Ch 16, Web Search Work 4, Dictionaries Search Work 5; Bib. Plan Annotated Entries</td>
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<td><strong>Exercise</strong>: Bibliography Plan Topic Classification</td>
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<td>12</td>
<td>Nov 12</td>
<td>History of Electronic Reference &amp; Future of Reference Service</td>
<td><strong>Readings</strong>: Ch 21 &amp; 22; <em>UTSA Mobile Library</em></td>
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<td>13</td>
<td>Nov 19</td>
<td>Ready Reference &amp; Biography Dr. Peter Jacso</td>
<td><strong>Readings</strong>: Ch 6 &amp; 11; Handouts p. 45 (Biography)</td>
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<td><strong>DUE</strong>: TBA</td>
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<td>14</td>
<td>Nov 26</td>
<td>e-Café Course Evaluation</td>
<td>TBA</td>
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<tr>
<td>15</td>
<td>Dec 3</td>
<td>Government Documents, Mabel Suzuki, Government Documents Librarian</td>
<td>e-Café Course Evaluation</td>
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<td><strong>Readings</strong>: Ch 12; <em>Ref. Interactions Assig. pp. 7-10</em></td>
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<td><strong>DUE</strong>: Ready Reference Search Work 7, Biography Search Work 8</td>
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<td><strong>Exercise</strong>: End Notes &amp; ToC</td>
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<td>15 -</td>
<td>Dec 5</td>
<td>All outstanding assignments due by Noon</td>
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<td><strong>DUE</strong>: Bibliography Plan</td>
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<td>16</td>
<td>Dec 10</td>
<td>Quiz Chapters 6, 9-14, 16, 18-20 &amp; lectures</td>
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<td><strong>DUE</strong>: Reference Interactions Report</td>
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<td>All assignments due by Dec 17</td>
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