Syllabus

INF 382D. Introduction to Information Resources and Services

Description: Major reference resources and strategies useful in providing information services in libraries and other information agencies. Information Studies 382D and 382W may not both be counted. Graduate standing required.

Course Content and Focus: Evaluation and use of printed and online information resources and services found and used in the popular library (e.g., school, public, and academic libraries, with emphasis on new information technologies. Information-seeking behavior of users, document delivery, new roles of the information specialist in users support, communication and helping skills, and information needs of a variety of clients using libraries.

Purposes and Objectives of the Course

The Objectives of this course are:

1. to acquaint you with and increase your knowledge of a sample of reference tools which are considered basic for the answering of typical reference questions in popular libraries and information centers (schools and public libraries);

2. to introduce techniques and procedures for the critical evaluation of reference materials;

3. to introduce you to standard techniques for the solving of typical information questions;

4 to acquaint you with the basic helping relation concepts and communication skills suitable of use in reference and information retrieval work;

5. to introduce you to fundamental concepts in information and reference services,
including electronic information delivery.

6. to introduce you to basic procedures for planning, managing, and evaluation of reference services

**Schedule and Assignments, Spring 2010**

Please note assignments that require some prior-class preparation for in-class and/or group discussion. Make sure you check the textbook readings assignments listing preparation for the class discussion.

**January 21**  
Module 1A  
Module 1 - What is Reference?  
Module 2 - Evaluation of Information Resources  

Include these chapters in reading journal:  
Cassell and Hiremath, Ch. 1, Ch. 17, Ch 20  
For January 28 read,  
Cassell and Hiremath, Ch. 2, Ch. 3  

**January 28**  
Module 3 - The Information Question and Inquiry Process  
Module 4. Information Retrieval Skills  
For February 4 read: Cassell and Hiremath, Ch. 3  

**February 4**  
Model 5 Introduction to Essential Communication and Helping Techniques  

Module 6. How People Learn and are Socialized in Society: Theories and Applications  
For February 11 read: Cassell and Hiremath, Ch. 11  
Prepare for class discussion on biographical sources.  

**February 11**  
Module 7A. Biographical Resources  

Problems and Issues  
Examples of tools and Inquiries  
Product Review 1 is due  
For February 18 Read: Cassell and Hiremath, Ch. 7  
Prepare for class discussion on words and dictionary sources.  

**February 18**  
Module 7B. Words and Dictionaries  

Problems and Issues  
Examples of tools and Inquiries  
For February 25: Read Cassell and Hiremath, Ch 6, Ch 8  
Prepare for class discussion on ready reference sources.  

Review 2 is due  
Prepare for Exam I
February 25 Module 7C. Facts and Ready Reference
Problems and Issues
Examples of tools and Inquirers
Exam 1 (First part of class: 1 hour and 45 minutes)
For March 4 Read: Cassell and Hiremath, Ch 4, 8 Prepare for class discussion on indexes and bibliography and bibliographic control.

March 4, Module 7D-1. Bibliography, Indexes and Bibliographic Control,
Problems and Issues
Examples of tools and Inquires
For March 11 read: Cassell and Hiremath, Ch 12

March 11 Module 7D-2. Government Publications
Problems and Issues
Examples of tools and Inquires
For March 25: Read Cassell and Hiremath, Ch. 5
Prepare for class discussion on encyclopedias.

March 18 Spring Break

March 25 Module 7E. Encyclopedias
Problems and Issues
Examples of tools and Inquires
For April 1 Read: Cassell and Hiremath, Ch. 13

April 1 Module 7F. Electronic Resources
Problems and Issues
Examples of tools and Inquires
For April 8 Read: Cassell and Hiermath, Ch. 10
Complete the analysis exercise for Electronic Resources found in your manual for Module 7F include this in your portfolio of exercises
Prepare for class discussion on Places and Travel.

April 8 Module 7G. Places and Travel
Problems and Issues
Examples of tools and Inquires
Review 3 is due
For April 22: Prepare for discussion on Community Information.
Read in the professional literature about Community Information. Include this reading in your Reading Journal

**April 15**  
TLA in San Antonio. No class

**April 22**  
Module 7H. Community Information 
Problems and Issues 
Examples of tools and Inquires 
For April 29 Read: 1. Cassell and Hiermath, Ch. 14, 16 18 
Prepare for discussion on information literacy, instruction, and reader advisement and: 2. Cassell and Hiermath, Ch. 18, 19 
Field Observation Due

**April 29**  
Module 8 Management and Evaluation of references services 
Problems and Issues 
Examples of programs

Module 9 Information Literacy and Instruction and Reader Advisement
Problems and Issues 
Examples of programs 
Reading Journal due
Prepare for Exam II

**May 6.**  
Exam II
Portfolio Exercises due

### Assignment Due Dates:

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<th>Assignment</th>
<th>Due Date</th>
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<td>Review 1</td>
<td>Feb. 11</td>
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<tr>
<td>Review 2</td>
<td>Feb. 18</td>
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<tr>
<td>Exam I</td>
<td>Feb. 25</td>
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<tr>
<td>Review 3</td>
<td>Mar. 25</td>
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<tr>
<td>Field Observation</td>
<td>April 22</td>
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<tr>
<td>Reading Journal</td>
<td>April 29</td>
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<tr>
<td>Exam II</td>
<td>May 6</td>
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<tr>
<td>Portfolio/exercises</td>
<td>May 6</td>
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<tr>
<td>Class participation</td>
<td>Ongoing</td>
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</tbody>
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Required Readings for Reading Journal. 10 readings required

1. Chapters from Cassell and Hiremath to include in Reading Journal
Chs. 1, 2, 3, 17, 20. Select 3 others to include based on your interests. These may be chapters assigned in the schedule (but not 1, 2, 3, 17, or 20)

2. Select 3 articles from the professional literature relating to information and references.

3. You may go beyond the minimum requirements if you wish.

Required Portfolio Exercises (5 exercises required)

1. Electronic Exercise Module 7F or Community Information Module 7H

2. Government Publications Module 7D-2

3. Bibliographic and indexes Module 7D-1

4. Two other exercises of your choice.

Required Text:


Supplemental Works:


*Gale Directory of Databases*. Gale Research, 1993 to date. QA 76.9 D32 D575 PCL Ref.


Ragains, Patrick, ed. Information Literacy Instruction that Works: A Guide to Teaching by Discipline and Student Population Neal-Schuman, 2006.ZA 3075 I537 2006 PCL CD-ROM available in Electronic Information Center PCL 2.200 under same classification no.


Periodicals Worth Knowing


CHOICE: Current Reviews for Academic Libraries. Association of College and Research Libraries (ACRL). Choice Reviews Online include e-newsletters--Editors' Picks, Hot Topics, and ShelfLife. - The Forthcoming Titles e-newsletter provides extensive coverage of soon-to-be published titles, each focusing on a particular subject (e.g., Reference, Political Science, Women's Studies, Science & Technology). These popular features, which appear in CHOICE, are now freely available to a wider audience via the newsletter. Links throughout the newsletter
allow readers to browse specific subject areas. The Internet Resources e-newsletter features reviews of Web sites from the current issue of Choice. *Choice* is available electronically through PCL. Older issues at Z 1035 C 5, PCL Stacks.


*Information Technology and Libraries (ITAL)*. Library & Information Technology Association (LITA). Online electronic resources through PLC. Older issues Z678.9 A 1 L536, PCL Stacks.


*Library Journal*. Current issues available in Periodicals room PCL 2.400. Older issues at Z 678.9 A1 I536, PCL stacks.

*Online* (Periodical). Online electronic resources available through PCL. Older issues at Z 699 A1 O5445, PCL.


*School Library Journal : SLJ*. Online electronic resources available through PCL. Current issues in Periodical Room 2.400, older issues at Z 675.53 S29115, PCL stacks.

**Topics**

What is Reference?

History of Reference and Information Provisions in Libraries
Current Developments and Issues

What We Use to Provide Services
Management Skills
Technical Skills
People Skills
Social Responsibilities and Expectations
Connecting with Our Communities

Introduction to Essential Techniques
Helping People Find Information:
Communication Theories
Helping Relationships and Helping Skills
Information Retrieval Skills
Information Retrieval
  Boolean logic
  Truncation
  Controlled vocabulary

How People Learn and the Relationship to Information Needs

Tools and skills for Evaluation of Information
Evaluation of Resources
Print and Electronic Resources
Internet

Information Needs of Users
  Situational and Contextual Influences
  Cognitive Needs
  Affective Needs
  Social and Cultural Needs

Analyzing the Reference Question/Inquiry
  Contextual Considerations
  Institutional Context
  Person as Context
  Place as Context
  Inquiry in Context
  Source in Context

Finding Information—Sources and Contexts:
  Biographical Resources
  Problems and Issues
  Examples of tools and Inquiries
Words and Dictionaries
Problems and Issues
Examples of tools and Inquiries

Facts and Ready References
Problems and Issues
Examples of tools and Inquires

Bibliography and Bibliographic Control
Problems and Issues
Examples of tools and Inquires

Encyclopedias
Problems and Issues
Examples of tools and Inquires

Electronic Resources
Problems and Issues
Examples of tools and Inquires

Places and Travel
Problems and Issues
Examples of tools and Inquires

Community Information
Problems and Issues
Examples of tools and Inquires

Management, Planning, and Evaluation of Services

Information Literacy and Critical Thinking Skills

**Grade Values and Assignments:**

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
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<tbody>
<tr>
<td>Exercise Portfolio</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>5%</td>
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<tr>
<td>Product Reviews (each 5%)</td>
<td>15%</td>
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<tr>
<td>Review 1</td>
<td></td>
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<td>Review 2</td>
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<tr>
<td>Review 3</td>
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<td>Exam II</td>
<td>15%</td>
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<tr>
<td>Field Observation</td>
<td>15%</td>
</tr>
<tr>
<td>Reading Journal</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Grading values**
100-95 = A
94-93 = A-
92-90 = B+
89-84 = B
83-80 = B-
79-70 = C
Below
69- = F

ANNOTATED ASSIGNMENTS

Readings from the literature. You are to keep a reading journal of specified chapters from the textbook, plus some readings that you select from the professional literature. These assignments are listed in the class schedule and repeated below.

Required Readings for Reading Journal. 10 readings required

1. Chapters from Cassell and Hiremath to include in Reading Journal

Chs. 1, 2, 3, 17, 20. Select 3 others to include based on your interests. These may be chapters assigned in the schedule (but not 1, 2, 3, 17, or 20)

2. Select 3 articles from the professional literature relating to information and references.

3. You may go beyond the minimum requirements if you wish.

Three Product Reviews. You are also required to select and prepare two professional level items reviews of recently published reference books or information products. Follow the general guidelines of professional reviewing as you find in professional journals. See “Periodicals Worth Knowing” in this syllabus. Make sure that you have read several reviews from the professional literature to get an idea about writing reviews. Probably the best beginning source will be the reviews found in Booklist in its “Reference Books Bulletin” section, www.ala.org/booklist/. The reviews are due separately from the reading journal. After they are returned to you, you may include them in your reading journal.

Exercise Portfolio. You are to keep a portfolio of exercise of finding and recording information from reliable resources. You are to do 5 exercises. Some are specific and some are of your own choice.

Date:
Title of the exercise (e.g., type resource/and or process under discussion) (make sure that you title it so that it relates to the module under discussion:

Description of the Exercise:
Citation and brief summary of your findings:
Analysis of your findings:
Statement of what you learned from this exercise:

Required Portfolio Exercises (5 exercises required)

1. Electronic Exercise Module 7F or Community Information Module 7H

2. Government Publications Module 7D-2

3. Bibliographic and indexes Module 7D-1

4. Two other exercises of your choice

Field Exercise. It is always helpful to move out of the classroom and into the world of action, so to speak, to see what is going on in professional life. You may select one of two field exercise for this assignment. One is to have you interview someone about how they seek information, and the other is to have you visit a place where information is delivered and to see how facilities either enhance or detract from this process. An attached document will give you some guidance

Participation. You will be asked to participate in class and small group discussions. Your active participation will be noted as to your truthful engagement with your group and as well as a recorded statement of your activities. You will be given group participation forms for this.

Exams. You will sit for two exams concerning class contents. You will be provided study guides. The exams will be scheduled for 1 hours and 45 minutes.

HOW TO CITE A SOURCE

You do not need to give the complete answer to a question, but just summarize it. When citing a source give enough information so that it can be retrieved at a later date. Generally follow these guides

1. For a source in a general reference work with many contributors such as an encyclopedia:
   Cite by
   Name of the article, title of the work, its edition, followed by the page(s), and column(s)
   Question:
   Who was Adrian VI? Was he a king?
   Brief answer with retrieval citation:
Provides brief description of Adrian VI, Dutch Pope, b 1459 d 1523

2. For a reference work by one persons or only a few persons, cite first by name of the main contributor(s):
Question: I just saw the move “Woman of the Year” on TCM. Who wrote the screen play?
Brief answer with retrieval citation:
Brief overview of the 1942 film, screen play written by Ring Lardner.

3. For a work with an editor(s), but with significant contributions by other contributors
Question: I am writing a master’s paper on the history of psychology during last decade of the 20th century. I need a brief overview of significant happenings in psychology for 1990.
Brief answer with retrieval citation
Gives scholarly overview of major events and research studies for 1990.

4. *Citation to a web posting or other electronic media
Question: I am writing a paper from a graduate course in curriculum and instruction and I need to find something about the instructional design theory.
Citation with retrieval answer:
Offers a scholarly discussion on instructional design theory, giving definitions and points of disagreements and arguments in the field.
This is an example of a posting where the author is given. Often the author of the posting is not given, in that case post under title as main entry.

5. For media, certain computer programs with no clearly identifiable writer, or audiovisual items such as films in various formats.
Question.
I want to show the film West Side Story to my college freshman class in multicultural history.
How long is it? I need a brief summary of the film too.
Answer with retrieval information:
West Side Story.” (DVD video 2 videodiscs).

Gives summary of plot, cast, production information, length, and other descriptive information.

*As style manuals give different ways to cite electronic information. You may select a style manual and follow the style suggested there.

Field Assignment: Information Interview

People describe, define, and seek information in various ways and in many different formats. Most people, if not all, have information needs. However, they often do that state those
in ways that traditional institutions such as libraries are organized to accommodate their needs. For this exercise you are to select a person to interview about a recent information need and inquire as to how they went about getting that information. You may select someone you know or randomly select someone who might have reason to have needed information recently. Read on the theory of how people do or do not seek information (Lukenbill and Immroth Health Information for Youth…, p. 6; Lukenbill, Biography in the Lives of Youth, ch. 4, pp.79-84). Do a little background reading about interviewing (we will discuss helping and information interviewing in the course of this class), prepare an interview protocol (questions to ask), practice with someone that you will not be interviewing; then when you feel comfortable with your protocol, conduct the interview. After you have conducted your interview, write up a field report for submission. In your report include the following:

Describe the person you interviewed

Describe how and why you selected this person for the interview

Describe the environment in which the interview took place (e.g., office, home, business, etc.)

Provide an objective overview of the points made in the interview by the subject

Provide a critical analysis of the interview (e.g., what you discovered about how people define information, how they go about it, etc.). Somewhere in your interview make sure that you ask them about using a library to find the information that they needed. Observe how they respond to this important question.

Provide any other useful information that might have emerged from the interview.

Provide supplemental materials

Attach your interview questions

Attach a brief bibliography of sources you used to prepare for the interview

Attach any important notes you took during the interview

Be prepared to discuss this in class. See schedule for date.

Field Assignment: Facilities Operations

Environment and facilities play important roles in how information is delivered. For this field exercise, you are to select a public place where information is given out in some form or style. Read in the literature something about facility design. It may be a public or school library or at other public facilities. Make sure that you select a site that is ample enough for you to observe a variety of activities and the interplay of facilities over the time that you visit.
Depending on the circumstances, you may either inform them that you or observing their facilities or ask permission of the staff to observe their facilities. Remember that you are not observing people, but the environment in which they work and in which client interact with them. Make sure that you take into account these points:

1. Provide an overview of the physical quarters
2. Describe underlying philosophy behind the facility arrangement (you can talk to the librarian or staff about this)
3. Describe the client group served by the program
4. Describe the types of programs and services provided based on your observations or public information provided (e.g., handouts, news releases, conservation with staff, clients, etc.)
5. Describe the staff and its characteristics as you observed them
6. Describe any unique characteristics of the site as you observed it
7. Make sure that you summarize, giving your critical analysis of facilities.
8. Other observations as needed.