



# FIS 1310

## INFORMATION RESOURCES AND SERVICES

Section 2 - Fall 2008

Instructor: Dr. Jenna Hartel  
Office Hours: Wednesday, 11:00-12:00 and 2:00-3:00 or by appointment  
Office Location: 45 Willcocks St, 3<sup>rd</sup> Floor, office #324  
Email: [jenna.hartel@utoronto.ca](mailto:jenna.hartel@utoronto.ca)  
Class meeting time: Thursday, 6:30-9:30 p.m., September 11 – December 4, 2008  
Location: Bissell, Room 205  
Teaching Assistant: Keren Dali, doctoral candidate, [keren.dali@utoronto.ca](mailto:keren.dali@utoronto.ca)

### COURSE OVERVIEW

Information professionals (archivists, librarians, information brokers, etc.) play a major role in the information life cycle by facilitating the process of finding what others have created and accumulated. Their role is: 1) to amass collections of information resources; 2) to develop services to help people identify and articulate their information needs; and 3) to enable people to find items of relevance, evaluate them, and use them. The objective of this course is to provide students with a basic understanding of reference work (e.g., reference principles, tools and services), as well as an understanding of the differences in the information behaviours, needs, and uses of various user groups. Upon completion of this course, students will be able to critically evaluate and employ reference sources in different formats, and be able to communicate with users to identify and address their information needs.

### INSTRUCTIONAL METHODS

The objectives of the course will be achieved through lectures, in-class discussion, library visits, guest speakers, examination of key tools and sources, their evaluation and comparison, various hands-on exercises, an oral presentation, written report, and a take-home exam.

### PREREQUISITES

There are no prerequisites for this course, per se. Students should, however, complete these Inforum workshops.

- ILM 01: Cite It Right: Graduate Level Expectations for Documenting Your Work...
- ILM 02: The Computing Environment @ the Faculty of Information: What You Need to Know
- ILM 03: Find What You Need in the Collections of the University of Toronto Libraries
- ILM 04: Finding Articles in Journals: Accessing Electronic & Print Collections at U of T

Registration information for these courses may be found at: <http://www.ischool.utoronto.ca/content/view/1372>

## STUDENTS WITH A DISABILITY OR HEALTH CONSIDERATION

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the Accessibility Services Office at <http://www.studentlife.utoronto.ca/accessibility.htm> as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

## ASSIGNMENTS

All assignments are due at the beginning of the designated class. Late assignments will not be accepted and will result in a failure (F grade) unless formal permission for an extension has been negotiated with the instructor in advance of the due date. A Teaching Assistant may mark some assignments. Additional details on assignments are available at the end of the syllabus. The final grade for the course is based on:

Assignments	
Workbook.....25%	Due Weeks 4, 8, 11
Part 1	...4
Part 2	...8
Part 3	...11
Library Visit/Reference Interview.....20%	Due Week 7
Team Presentations.....25%	Due Week 3-12
Reference Questions (Final Exam)....20%	Due Week 13
Participation.....10%	Throughout term
	----- 100%

## COMMENTS ON GRADING

Evaluation of student work will conform to guidelines found in the University of Toronto Graduate Grading and Evaluation Practices Policy, available at: <http://www.utoronto.ca/govcncl/pap/policies/grgrade.pdf>. According to this source, grades in the A range (A+, A and A-) are defined as being “excellent” and grades in the B range (B+, B, B-) are defined as being “good.” A more detailed description of these categories at the Faculty of Information is available at: <http://www.ischool.utoronto.ca/images/documents/about/fisgradeinterpretations%282%29.pdf>.




## ACADEMIC INTEGRITY

The essence of academic life revolves around respect not only for the ideas of others, but also their rights to those ideas and their promulgation. It is therefore essential that all of us engaged in the life of the mind take the utmost care that the ideas and expressions of ideas of other people always be appropriately handled, and, where necessary, cited. For writing assignments, when ideas or materials of others are used, they must be cited. Please acquaint yourself with the University of Toronto’s Code of Behaviour on Academic Matters at <http://www.utoronto.ca/govcncl/pap/policies/behaveac.pdf>.

## COURSE WEBSITE ON SAKAI

A course website will be maintained on Sakai at <https://sakai.ischool.utoronto.ca/portal>. Weekly readings, handouts and other materials will be posted when appropriate. All students should log onto Sakai during the first week of classes, to be enrolled for important email notices. Technical questions concerning Sakai can be directed to the class Teaching Assistant or Tasha Caswell at [tasha.caswell@utoronto.ca](mailto:tasha.caswell@utoronto.ca).

## SCHEDULE OF CLASSES

-  Assignment Due
-  Guest Speaker or Event
-  Reminder

Week 1 September 11 - Introduction: Origins and Philosophy of Reference Services

 Select a topic for the Team Presentation by signing up during class (sign up sheet will be circulated)

Week 2 September 18 - Reference: Principles, Tools and Evaluation, Part 1

 Workbook Part 1 distributed

Week 3 September 25 - Reference: Principles, Tools and Evaluation, Part 2

 Tour of Robarts Reference Department – Jeff Newman

Group presentation: Dictionaries, general and specialized

Group presentation: Encyclopedias

Week 4 October 2 - Bibliographic Control and Organization of Information

 Mike McCaffrey, Faculty of Information, University of Toronto

 Workbook Part 1 due

 Workbook Part 2 distributed

Group presentation: Bibliographies and Catalogs

Group presentation: Sources for Current Events and News

Week 5 October 9 – The Information Search

 Guest Speaker, Rita Vine, Workfaster.com

Group presentation: Search Engines

Group presentation: Web Resources for Reference Librarians

Week 6 October 16 - The Reference Interview: Theories and Practice

Group presentation: Almanacs and Yearbooks

Group presentation: Handbooks, Manuals and Directories

Week 7 October 23 - Reference in a Digital Environment

 Deborah Green, Robarts Library, University of Toronto

✍ Library Visit/Reference Interview paper due  
Group presentation: Legal Information  
Group presentation: Health Information

Week 8 October 30 - Bibliographic Instruction and Information Literacy

👤 Joe Cox, The Inforum, Faculty of Information, University of Toronto

✍ Workbook Part 2 due

👉 Workbook Part 3 distributed

Group presentation: Biographical Sources

Group presentation: Geographical Sources

Week 9 November 6 - Information Seeking, Needs, and Uses; Theories of Information Behaviour

Group presentation: Children

Group presentation: Ethno-cultural Groups

Week 10 November 13 - Information Behaviour of Selected Groups

Group presentation: Indexes and Abstracts: Humanities and Social Sciences

Group presentation: Indexes and Abstracts: Sciences and Citation Indexes

Week 11 November 20 - Leisure, Pleasure Reading, and Readers' Advisory

✍ Workbook Part 3 due

Group presentation: Leisure-related Information Sources

Group presentation: General Readers' Advisory Sources

Week 12 November 27 - Community Analysis; Assessing and Evaluating User Needs

👉 Reference Questions / Final Exam distributed

Group presentation: GLBTQ/Women's

Group presentation: People with Disabilities

Week 13 December 4 - Reference Services: Ethical and Legal issues; The Future

✍ Reference Questions / Final Exam due

## READINGS

The weekly readings, listed below, are available for short term loan at the Inforum or as full text digital documents on the Sakai course website, in the folder entitled Resources (please note that not all readings are available electronically on Sakai). There is no required course textbook, however, three seminal textbooks\* on reference services are on reserve at the Inforum. Students who aspire to careers in reference are strongly encouraged to review these books and acquire a copy for personal use.

\*seminal textbooks on reference services (recommended):

Bopp, R. E., & Smith, L. C. (2001). *Reference and information services: An introduction* (3<sup>rd</sup> Ed.). Englewood, CO.: Libraries Unlimited.

Cassel, K. A., & Hiremath, U. (2006). *Reference and information services in the 21<sup>st</sup> century: An introduction*. New York: Neal-Schuman.

Katz, W. A. (1997). *Introduction to reference work* (8<sup>th</sup> Ed.), Vols. 1 & 2. New York: McGraw Hill.

#### Week 1 – Introduction: Origins and Philosophy of Reference Services

Bunge, Charles A. and Richard E. Bopp. (2001). Chapter 1: History and variety of reference services. In *Reference and information services: An Introduction*. 3d. ed., edited by Richard E. Bopp and Linda C. Smith, 3-27. Englewood, CO: Libraries Unlimited. [\(025.52 R332I3 – 2 hour loan\)](#)

Green, Samuel S. (1876). Personal relations between librarians and readers. *American Library Journal*, 1, 74-81. [\(00739 V.1 \(1876\)-V.8 \(1883\) – 2 hour loan - Microfilm\)](#)

Gorman, Michael. (2001). [Values for human-to-human reference](#). *Library Trends*, 50(2), 168-182.

#### Week 2 - Reference Principles, Processes and Evaluation, Part 1

Bates, M. J. (1986). What is a reference book? A theoretical and empirical analysis. *RQ*, 26, 37-57.

Smith, L. C. (2001). Chapter 13: Selection and evaluation of reference sources. In *Reference and information services: An Introduction*. 3d. ed., edited by Richard E. Bopp and Linda C. Smith, 309-329. Englewood, CO: Libraries Unlimited. [\(025.52 R332I3 – 2 hour loan\)](#)

#### Week 3 - Reference Principles, Processes and Evaluation, Part 2

Cassell, Kay Ann, & Hiremath, U. (2006). Selecting and evaluating reference materials. In *Reference and Information Services in the 21<sup>st</sup> Century, an Introduction*, 289-302. [\(025.524 C344R – 2 hour loan\)](#)

Samson, S., Derry, S. and Eggleston, H. (2004). [Networked resources, assessment and collection development](#). *Journal of Academic Librarianship*, 30(6), 476-481.

Wilkinson, R. C. and Lewis, L. K. (2005). Reference eBooks: Does an eBook on the screen beat one on the shelf? Discussion on electronic reference books with seven academic librarians. *Against the Grain*, 17(4).

#### Week 4 - Bibliographic Control and Organization of Information

Ward Dalrymple, P. (2001). Chapter 4: Bibliographic Control, organization of information, and search strategies. In *Reference and information services: An introduction*. 3<sup>d</sup>. ed., edited by Richard E. Bopp and Linda C. Smith, 69-95. Englewood, CO: Libraries Unlimited. [\(025.52 R332I3 – 2 hour loan\)](#)

Mann, T. (1993). The Traditional library science model, Part 1: The Classification scheme. *Library Research Models*, 15-24. [\(025.5677 M282GA - 2 hour loan\)](#)

Mann, T. (1993). The Traditional library science model, Part 2: The Vocabulary –controlled catalog. *Library Research Models*, 25-44. [\(025.5677 M282GA - 2 hour loan\)](#)

#### Week 5 – The Information Search

Bates, M. J. (1979). [Information search tactics](#). *Journal of the American Society for Information Science*, 30, 205-214.

Humeston, Helen. (1994). Diagramming the search strategy: The clock face technique. *Research Strategies* 12, 145-156. ([Xerox File](#))

Head, A. J. (2007). [Beyond Google: How do students conduct academic research?](#) *First Monday*, 12(8).

Fallis, D. (2008). [Toward an epistemology of "Wikipedia."](#) *Journal of the American Society for Information Science and Technology*, 59(10), 1662-74.

For additional details and tips on web-searching, see: <http://www.websearchguide.ca>

## Week 6 - The Reference Interview: Theories and Practice

Bopp, Richard E. 2001. Chapter 3: The reference interview. In *Reference and information services: An Introduction*. 3d. ed., edited by Richard E. Bopp and Linda C. Smith, 47-68. Englewood, CO: Libraries Unlimited. ([025.52 R332I3 - 2 hour loan](#))

Ross, Catherine Sheldrick, and Patricia Dewdney. (1998). Negative closure: Strategies and counterstrategies in the reference transaction. *Reference & User Services Quarterly*, 38(2), 151-163.

Durrance, J. (1995). Factors that influence reference success. *The Reference Librarian* 49/50, 243-265.

Radford, M. L. (1998). [Approach or avoidance? The role of nonverbal communication in the academic library user's decision to initiate a reference encounter.](#) *Library Trends*, 46(4), 699-717.

You may also choose to browse through the following text:

Ross, Catherine, Kirsti Nilsen, and Patricia Dewdney. (2002). *Conducting the reference interview: A how-to-do-it manual for librarians*. New York: Neal-Schuman. ([025.52 R823C - 2 hour loan](#))

## Week 7 – Reference in a Digital Environment

Buckland, M. K. (2008). [Reference library service in the digital environment.](#) *Library & Information Science Research*, 30(2), 81-85.

Shachaf, P., & Horowitz, S. M. (2008). [Virtual reference service evaluation: Adherence to RUSA behavioral guidelines and IFLA digital reference guidelines.](#) *Library & Information Science Research*, 30(2), 122-137.

Ronan, J. (2003). [The reference interview online.](#) *Reference & User Services Quarterly*, 43(1), 43-48.

Smith, M. M., & Pietraszewski, B. A. (2004). [Enabling the roving reference librarian: wireless access with tablet PCs.](#) *Reference Services Review*, 32(3), 249-255.

## Week 8 - Bibliographic Instruction and Information Literacy

Janicke Hinchliffe, L, and Woodard, B. 2001. Chapter 8: Instruction. In *Reference and information services: An Introduction*. 3d. ed., edited by Richard E. Bopp and Linda C. Smith, 177-2-9. Englewood, CO: Libraries Unlimited. ([025.52 R332I3 - 2 hour loan](#))

Brown, C., Murphy, T. J., & Nanny, M. (2003). [Turning techno-savvy into info-savvy: Authentically integrating information literacy in the college curriculum.](#) *The Journal of Academic Librarianship*, 29(6), 386-398.

Julien, H., & Boon, S. (2002). [From the front line: Information literacy instruction in Canadian academic libraries](#). *Reference Services Review*, 30(2), 143-149.

Godwin, P. (2007). [Information literacy meets Web2.0: How the new tools affect our own training and our teaching](#). *New Review of Information Networking* 13(2), 101-112.

For an example of an Information Literacy Framework, see the reference below. We encourage you to skim through this document.

Bundy, A. (Ed.). (2004). *Australian and New Zealand information literacy framework: Principles, standards, and practice* (2nd ed.). Adelaide: Australian and New Zealand Institute for Information Literacy. Available at: <http://www.anzill.org/resources/Info%20lit%202nd%20edition.pdf> Also available in the Inforum: [\(028.7099 A938A2 – 2 hour loan\)](#)

#### Week 9 - Information Seeking, Needs, and Uses; Theories of Information Behaviour

Case, D. O. (2007). Chapter 1: Information Behaviour: An introduction. In *Looking for information: A survey of research in information seeking needs, and behavior* (2<sup>nd</sup> Ed.), 3-16. Amsterdam: Academic Press. [\(025.524 C337L2 – 2 hour loan\)](#) 1<sup>st</sup> edition also available on 2 hour loan.

Harris, R. M., & Dewdney, P. (1994). Theory and research on information-seeking. In *Barriers to information: How formal help systems fail battered women*, (pp. 7-34). Westport, CT: Greenwood Press. [\(362.82 H321B – 2 hour loan\)](#)

Wilson, T. D. (1999). [Models in information behavior research](#). *Journal of Documentation*, 55(3), 249-270.

Savolainen, R. (2006). Everyday life information seeking. In K. Fisher, S. Erdelez, & L. McKechnie (Eds.), *Theories of information behavior: A researcher's guide* (pp. 143-148). Medford, NJ: Information Today. [\(020.72 T396T – 2 hour loan\)](#)

#### Week 10 - Information Behaviour of Selected Groups

Budd, J. M. (1989). Research in the two cultures: The nature of scholarship in science and the humanities. *Collection Management*, 11(3/4), 1-21.

Brown, C. M. (1999). [Information seeking behavior of scientists in the electronic information age: Astronomers, chemists, mathematicians, and physicists](#). *Journal of the American Society for Information Science*, 50(10), 929-943.

Watson-Boone, R. (1994). [The information needs and habits of humanities scholars](#). *RQ*, 34, 203-215.

Below are some selections of studies of the information seeking behaviour of selected groups. Please select and read two articles. Feel free to search for and read articles on groups not listed here. You might also want to look at Donald Case's book again for discussion of the ISB of selected groups. Also, see *Theories of Information Behavior*, edited by Fisher, Erdelez and McKechnie (citation in Additional Resources).

Caidi, Nadia and Danielle Allard. (2005). [Social inclusion of newcomers to Canada: An information problem?](#) *Library & Information Science Research*, 27(3), 302-324.

Case, D. O. (1991). [The collection and use of information by some American historians: A study of motives and methods](#). *Library Quarterly*, 61(1), 61-82.

Chatman, E. A. (1999). [A theory of life in the round](#). *Journal of the American Society for Information Science*, 50(3), 207-217.

Chu, C. M. 1999. [Literary critics at work and their information needs: A research-phases model](#). *Library & Information Science Research*, 21(2), 247-273.

Cobbledick, S. (1996). Information-seeking behavior of artists: Exploratory interviews. *Library Quarterly*, 66, 343-372.

Baldwin, N. S., & Rice, R. E. (1997). [Information-seeking behavior of securities analysts: Individual and institutional influences, information sources and channels, and outcomes](#). *Journal of the American Society for Information Science*, 48(8), 674-693.

Hersberger, J. (2005). [The homeless and information needs and services](#). *Reference & User Services Quarterly*, 44(3), 199-202.

Leckie, G. J., Pettigrew, K. E., & Sylvain, C. (1996). Modeling the information seeking of professionals: A general model derived from research on engineers, health care professionals, and lawyers. *Library Quarterly*, 66(2), 161-193.

Metoyer-Duran, C. (1991). Information-seeking behavior of gatekeepers in ethnolinguistic communities: Overview of a taxonomy. *Library & Information Science Research*, 13, 319-346.

Todd, R. J. (1999). [Utilization of heroin information by adolescent girls in Australia: A cognitive analysis](#). *Journal of the American Society for Information Science*, 50(1), 10-23.

Walter, V. A. (1994). The information needs of children. *Advances in Librarianship*, 18, 111-129.

Williamson, K. (1998). [Discovered by chance: The role of incidental information acquisition in an ecological model of information use](#). *Library & Information Science Research*, 20(1), 23-40.

## Week 11 - Leisure, Pleasure Reading, and Readers' Advisory

Hayes, E., & Morris, A. (2005). [Leisure role of public libraries: A historical perspective](#). *Journal of Librarianship and Information Science*, 37(2), 75-81.

Chelton, M. K. (1999). [What we know and don't know about reading, readers, and readers' advisory services](#). *Public Libraries*, 38(1), 42-47.

Ross, C. S. (1999). [Finding without seeking: The information encounter in the context of reading for pleasure](#). *Information Processing & Management*, 35(6), 783-799.

Visit the SLP website at <http://www.soci.ucalgary.ca/seriousleisure/> and read one article (your choice) in the full text digital library from the Leisure Reflections series.

Visit the Jenna Hartel's website at <http://www.jennahartel.com> and review some of the work in the page Serious Leisure and the Hobby of Gourmet Cooking.

For more on Readers' Advisory, see the texts below, which present differing (and conflicting) perspectives:

Readers' Advisory Service in North American Public Libraries, 1870 – 2005 by Juris Dilevko ([025.54 D576R – 2 day loan](#))

Research-based Readers' Advisory by Jessica Moyers ([025.54 M938R – 2 day loan](#))

## Week 12 - Community Analysis; Assessing and Evaluating User Needs

Hernon, P., & Charles, R. (1986). [Unobtrusive reference testing: The 55 percent rule](#). *Library Journal*, 111(7), 37-41.

Allen, B. (2001). Chapter 10: Evaluation of Reference Services. In *Reference and information services: An Introduction*. 3d. ed., edited by Richard E. Bopp and Linda C. Smith, 245-264. Englewood, CO: Libraries Unlimited. [\(025.52 R332I3 – 2 hour loan\)](#)

Durrance, J. C., & Fisher-Pettigrew, K. E. (2002). [Toward developing measures of the impact of library and information services](#). *Reference & User Services Quarterly*, 42(1), 43-53.

## Week 13 - Reference Services: Ethical and Legal Issues; The Future

Rubin, R. E. (2001). Chapter 2: Ethical aspects of reference service. In *Reference and information services: An Introduction*. 3d. ed., edited by Richard E. Bopp and Linda C. Smith, 28-43. Englewood, CO: Libraries Unlimited. [\(025.52 R332I3 – 2 hour loan\)](#)

Cassell, K. A., & Hiremath, U. (2006). The Future of information service. In *Reference and Information Services in the 21<sup>st</sup> Century, an Introduction*, (pp.237-246). [\(025.524 C344R – 2 hour loan\)](#)

Peterson, L. (2000). Definitions of personal assistance in the new millennium: Philosophical explorations of virtual reference service. In *Digital reference service in the new millennium: Planning, management, and evaluation*, edited by R. David Lankes, John W. Collins III, and Abby S. Kasowitz, (pp. 37-45). New York: Neal-Schuman. [\(025.524 D574D – 2 hour loan\)](#)

Whitlach, J. B. (2003). [Reference futures: Outsourcing, the Web, or knowledge counseling](#). *Reference Services Review*, 31(1), 26-30.

## ASSIGNMENTS

All assignments are due at the beginning of the designated class. Late assignments will not be accepted and will result in a failure (F grade) unless formal permission for an extension has been negotiated with the instructor in advance of the due date. A Teaching Assistant may mark some assignments. The final grade is based on:

Assignments	
Workbook.....25%	Due Weeks 4, 8, 11
Part 1	...4
Part 2	...8
Part 3	...11
Library Visit/Reference Interview.....20%	Due Week 7
Team Presentations.....25%	Due Week 3-12
Reference Questions (Final Exam)....20%	Due Week 13
Participation.....10%	Throughout term
<hr style="width: 20%; margin: auto;"/> 100%	

Please be certain that all written assignments are clearly labeled with the course name and number, assignment title, instructor's name, your name, and your email address. There is no official style guide for this course, but there is an expectation that students will consistently use a recognized style for all assignments (e.g., MLA, Chicago, APA etc.). Complete citations are required for all assignments. Students are strongly encouraged to attend the Cite it Right workshop offered by the Inforum.

Writing support is available at the School of Graduate Studies writing centre at <http://www.sgs.utoronto.ca/english/oneonone.asp>, or the University of Toronto writing centre at <http://www.utoronto.ca/writing/>, if necessary.

#### WORKBOOK

Value: 25%

Due: Weeks 4, 8, 11

The workbook provides hands-on experience answering reference questions using a variety of text and digital sources. The workbook will be distributed in three Parts, with different due dates (see above table). Please be sure to re-shelve the reference resources correctly so that they can be found by fellow students.

The following criteria will be considered for evaluating the assignment:

- correct answers (when appropriate)
- completeness in answering the question
- demonstrated engagement with the resource

#### LIBRARY VISIT/REFERENCE INTERVIEW

Value: 20%

Requirement: a 2,000 word paper (including references)

Due: Week 7

The purpose of this assignment is to give you an opportunity to analyze your experience as a user of reference services, in both in-person and virtual forms.

Procedure:

1. Think about a topic of interest (not related to your graduate studies) and formulate a question( can be any type of reference question, see Bopp & Smith, 20001, pp. 6-14 for options). Design a question that is personally meaningful to you so that you can honestly and accurately assess the service and answer that you might receive. Do not ask a question to which you already know the conclusive answer. Do not make up a persona for this assignment.
2. Go to the reference department of any kind of library (an actual 'bricks and mortar' site). For this assignment students are asked not to approach the Inforum staff or the reference desk at Robarts Library. Approach a staff member and ask your question. Do not identify yourself as an FI student and do not volunteer information about this assignment.
3. Sometime thereafter, ask the same question using a digital (or telephone) reference service (does not have to be the same library).

Do not under any circumstances audio-record or film any transactions.

4. For your report you are first to provide a paragraph of background on the question. Then describe the type of library you visited and the type of service you used. Do not identify the bricks and mortar library or virtual service by name or location. Do not identify any staff members by name. For the remainder of the paper, address the following:

**Space and Place:** How accessible was the provision of reference service? How accessible were reference resources? How easy or hard was it to navigate the space, whether physical or online? What were the barriers of access? How could space and place be improved or changed?

**The Reference Transaction:** Write an account of what happened: include details of what you said (or typed), what you thought, as well as details of what the staff member said and did. Was the staff member friendly? approachable? pleasant? knowledgeable? helpful? How long did the transactions last? Did you feel that the staff member listened to you and understood your question? Did he/she ask clarifying questions? Was there follow-up? Be sure to focus your observations on the reference interview process.

**Outcomes of the interaction:** Include specific suggestions that the staff member gave you (i.e., titles, databases, search strategies, etc.). Provide titles of articles, books, online resources etc. Were you satisfied by the overall experience? Why or why not? Would you return to the same service provider (whether the individual or institution)? Why or why not?

5. Be sure to include a comparative discussion of the respective platforms for reference service. How did the difference between face-to-face reference and digital or telephone reference play out in your experience?

Aim for a reflective, descriptive account of your experiences, not an evaluative assessment of services.

The following criteria will be considered for evaluating the assignment:

- quality and style of writing
- completeness of procedure
- interpretation and comparison of modes of reference (it is not enough to simply describe what happened, provide a thoughtful comparison)
- use of the literature

#### TEAM PRESENTATION OF REFERENCE TOOLS / RESOURCES

Value: 25% (individual grade: 5%; team grade 20%)

Requirements: a 15-minute presentation with no more than an additional 5 minutes for questions and discussion; a one-page class handout submitted to instructor and posted to the course website; a copy of the presentation (slides or notes) submitted to instructor

Due: Varies per topic during Weeks 3-12

This assignment is designed to give students an opportunity to practice bibliographic instruction in teams and to help the class understand the nature of a particular type of reference tool. Teams will identify special evaluation criteria and illustrate the functions of a few specific and important representative tools in each category. At the conclusion of each presentation, teams should prepare a few examples of possible user queries that would utilize this category of resources.

The following criteria will be considered for team and individual evaluations:

- appropriate choice of reference sources
- knowledge of sources, demonstrated through presentation of explanations, functions, limitations etc.
- effective delivery including organization of content, individual style, audibility, pace and timing
- appropriate and effective audio-visual aids, if used

- evidence of preparation and collaboration

Be sure to plan ahead. Don't forget to arrange for equipment or printing, or to get permission to bring non-circulating materials to class.

**Borrowing Procedures for Non-Circulating Reference Materials  
from the Robarts Reference Area or the Government Publications Library**

The following is a procedure for students to borrow a reasonable number of reference volumes:

1. The procedure applies only to books in the Robarts reference area or Government Publications Library.
2. The student who needs the books should email [alison.paul@utoronto.ca](mailto:alison.paul@utoronto.ca) with a list of requested reference works and call numbers. Place "Reference Books for FIS 1310" in the subject line.
3. The email should be sent 2 business days prior to the class to ensure the books are findable on the shelf.
4. The books will be signed out (on slips) in the name of the student who borrows the books.
5. Pickup must be done just before the class from the 4th floor Robarts Reference Desk.
6. Books must be returned immediately after the class to the 4th floor Robarts Reference Desk.

About the handout: Please provide a one-page (may be double-sided) handout to class members, listing the tools/resources covered or/and key points of the presentation. If handouts are given to the instructor 24 hours before the class, copies will be made for all participants. A digital file of the handout should also be posted to the course website. Submit a final copy of the presentation to the instructor on the day of the presentation.

Topics:

Available topics, and their presentation date, are listed below. Please sign up for a topic during the first week of class. Up to three people will be assigned to any one topic.

Week 3	Dictionaries, general and specialized	Encyclopedias
Week 4	Bibliographies and Catalogs	Sources for Current Events and News
Week 5	Search Engines	Web Resources for Reference Librarians
Week 6	Almanacs and Yearbooks	Handbooks, Manuals and Directories
Week 7	Legal Information	Health Information
Week 8	Biographical Sources	Geographical Sources
Week 9	Children	Ethno-cultural groups
Week 10	Indexes and Abstracts: Humanities and Social Sciences	Indexes and Abstracts: Sciences and Citation Indexes
Week 11	Leisure- related Information	General Readers' Advisory
Week 12	GLBTQ/Women's	People with Disabilities

#### REFERENCE QUESTIONS (FINAL EXAM)

Value: 20%

Distributed Week 12

Due in class: Week 13

The purpose of this take-home assignment is to give you an opportunity to practice searching for answers to reference questions in various types of sources. You will be asked to address the following elements for each query: question analysis, search strategy, and final answer (and reference source). The reference questions will be distributed one week prior to the due date, and serves as a final exam.

The following criteria will be considered for evaluating the assignment:

- correct answers (when appropriate)
- choice of authoritative source
- completeness in addressing every element of the query

#### CLASS PREPARATION AND PARTICIPATION

Value: 10%

Minimum expectations for class participation include the completion of weekly reading assignments and participation in class activities including the team presentations of your colleagues. There are multiple ways to contribute to our class meetings: offering opinions and information, asking questions, working constructively with other students and listening.

#### SELECTED ADDITIONAL REFERENCE RESOURCES

Academic and Professional Journals:

Information Research (<http://informationr.net/ir/>)

Journal of Documentation

Library Quarterly

RQ: Reference Quarterly

Reference Librarian

Internet Reference Services Quarterly

Library and Information Science Research

Library Trends

RUSQ: Reference & User Services Quarterly

RSR: Reference Services Review

Non-circulating or short term loan reference books to be found either at the Inforum or in the Robarts Research Library:

Awe, Susan. 1997. ARBA guide to subject encyclopedias and dictionaries. 2<sup>d</sup> ed. Englewood, CO: Libraries Unlimited. (Z 5845 A72 1997X Robarts Reference)

Balay, Robert, ed. 1996. Guide to reference books, 11<sup>th</sup> ed. Chicago: American Library Association. (025.5 AM94G11—2 hour loan)

Blazek, Ron, and Elizabeth Aversa. 2000. The humanities: A selective guide to information sources, 5<sup>th</sup> ed. Englewood, CO: Libraries Unlimited. (R 001.3 AR724H5 – 2 hour loan)

Boorkman, Jo Anne, Jeffrey T. Huber and Fred W. Roper, eds. 2004. Introduction to reference sources in the health sciences. New York: Neal-Schuman. (026.61 R784I4 – 2 hour loan)

Day, Alan, and Michael Walsh, eds. 1999. Walford's guide to reference material: Volume 2: Social and historical sciences, philosophy and religion, 8<sup>th</sup> ed. London Library Association Publishing. (R 025.5 AW174G8 v.2)

Deines-Jones, Courtney, and Connie Van Fleet. 1995. Preparing staff to serve patrons with disabilities: A how-to-do-it manual, 21-48. New York: Neal-Schuman. (027.663 D324P –2 hour loan)

Dilevko, Juris and Lisa Gottlieb. 2004. Reading and the reference librarian: The importance to library service of staff reading habits. Jefferson, NC: McFarland & Co.

(028 D576R – 2 day loan)

- Ferguson, C.D., ed., 1999. *From past-present to future-perfect: A tribute to Charles A. Bunge and the challenges of contemporary reference service* (pp. 141-163). New York: Haworth Press. (025.52 R332C no. 66 – 2 hour loan)
- Fisher, Karen E., Sanda Erdelez and Lynne (E.F.) McKechnie, eds. 2005. *Theories of Information Behavior*. Medford, NJ: Information Today/ASIST. (ROBARTS ZA3075 .T465 2005X; 020.72 T396T – 2 hour loan)
- Hauptman, Robert. 2002. *Ethics and librarianship*. Jefferson, N.C. and London: McFarland And Company. (174.9092 H374L – 2 day loan)
- Hernon, Peter, Robert E. Dugan, and John A. 2003. *U.S. Government on the web: Getting the information you need*, 3<sup>d</sup> ed. Westport, Conn: Libraries Unlimited. (015.73 H558U3 – 2 hour loan)
- Herron, Nancy L., ed. 2001. *The social sciences: A cross-disciplinary guide to selected sources*. 3<sup>d</sup> ed. Englewood, CO: Libraries Unlimited. (R 300 AS678S3 – 2 hour loan)
- Hurt, C.D. 1998. *Information sources in science and technology*. 3<sup>d</sup> ed. Englewood, CO: Libraries Unlimited. (R 500 AH967I3 – 2 hour loan)
- Lewis, Audrey. 1998. *Madame Audrey's guide to mostly cheap but good reference books for small and rural libraries*. Chicago: American Library Association. (011.02 AL673M – 2 hour loan)
- McCook, Kathleen de la Peña. 2000. *A place at the table: Participating in community building*. Chicago: American Library Association. (021.2 M129P – 2 hour loan)
- Nilsen, Kirsti, ed. 1992. *Reference materials for Canadian libraries*. 8<sup>th</sup> ed. With the assistance of Alanna Kalnay; consulting editor, Claire England. Published for the Faculty of Library and Information Science by University of Toronto Press, Toronto. (R 025.5 AG946J 1992 – 2 hour loan)
- Saricks, Joyce G. 2001. *The reader's advisory guide to genre fiction*. Chicago: American Library Association. (025.54 S245S – 2 hour loan)
- Shearer, Kenneth D., and Robert Burgin, eds. 2001. *The reader's advisor's companion*. Englewood, CO: Libraries Unlimited. (028.5 R286R – 2 day loan)
- Sweetland, James H. 2001. *Fundamental reference sources*, 3<sup>d</sup> ed. Chicago: American Library Association. (025.5 C518F3 – 2 hour loan)
- Walford, A.J. and Ray Lester. 2005. *The new Walford guide to reference resources*. London: Facet. (R 025.5 AW174GA v.1)
- Westbrook, Lynn. 2001. *Identifying and analyzing user needs: A complete handbook and ready-to-use assessment workbook with disk*. New York: Neal-Schuman. (025.58 W523I – 2 hour loan)