

INF 1310

Introduction to Reference

Winter 2010

INSTRUCTOR:	Dr. Jenna Hartel (jenna.hartel@utoronto.ca)
OFFICE HOURS:	Wednesday 2:30-3:30 , iSouth, 45 Willcocks St, 3 rd Floor, office # 324
CLASS MEETING TIMES:	Section 0101: Wednesday, 9:00-12:00, Bissell 205 Section 0103: Thursday, 9:00-12:00, Bissell 205
TEACHING ASSISTANTS:	Keren Dali (keren.dali@utoronto.ca) Susan MacDonald (susan.macdonald@utoronto.ca) Von Totanes (von.totanes@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 develop services to help people identify and articulate their information needs; 2) to facilitate efficient and equitable access to diverse information resources; and 3) to enable people to find items of relevance, evaluate them, and use them. These professional practices are altogether known as *reference work*. The objective of this course is to provide students with a basic understanding of reference work. 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, guest speakers, discussion, in-class activities, online modules, a workbook, written reports, and a take-home exam. Typically, each class will begin with a lecture by the instructor, followed by other activities and/or discussion.

PREREQUISITES

There are no prerequisites for this course, *per se*. Students should, however, complete the Inforum workshops listed below.

- **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*

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 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 (in paper form) at the beginning of the designated class. *Late assignments will not be accepted unless formal permission for an extension has been negotiated with the instructor in advance of the due date; extensions are available only for emergencies or illness.* 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.

Papers (due Session 8 and 12) should be submitted as stapled documents (no binders, folders, or envelopes please) and should follow American Psychological Association (APA) or Chicago publication styles. Complete citations are required for all assignments. RefWorks citations should be double-checked. 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.

The final course grade is based upon:

Workbook.....	30%	Due Sessions 6 & 10
<i>Part 1 (15%)</i>		...6
<i>Part 2 (15%)</i>		...10
Reference Interview Paper.....	25%	Due Session 8
Professional Development Paper.....	20%	Due Session 12
Reference Questions(Final Exam).....	25%	Due Session 13
	<hr/>	
	100%	

COMMENTS ON GRADING

Teaching assistants will mark all assignments; assignments and grades will then be reviewed by the instructor. Evaluation of student work will conform to guidelines found in the University of Toronto *Graduate Grading and Evaluation Practices Policy*, available at the end of this syllabus. 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 attached at the end of this syllabus.

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 (as addressed in *Cite it Right*). 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 BLACKBOARD

A course website will be maintained on Blackboard. All students should log onto Blackboard during the first week of classes in order to be sign up to receive important email notices. Lecture slides will also be posted on Blackboard *after* each class.

READINGS

The weekly readings are available for short term loan at the Inforum, via links to the University of Toronto e-resources, or as full text digital files on Blackboard. There is no required course textbook, however, the reading list draws heavily from textbooks on reference work, below. Students who aspire to careers in reference services are *strongly encouraged* to buy at least one of these texts.


Bell, S. S. (2009). *Librarian's guide to online searching*. (2nd ed.). Westport, CT: Libraries Unlimited. [025.524 B433L2 – 2 hour - [Check availability](#)]

Bopp, R. E., & Smith, L. C. (Eds.). (2001). *Reference and information services: An introduction* (3rd ed.). Englewood, CO: Libraries Unlimited. [025.52 R332I3 – 2 hour loan – [Check availability](#)]

Cassell, K. A., & Hiremath, U. (2009). *Reference and information services in the 21st century: An introduction* (2nd ed.). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

White, H. D., Bates, M. J., & Wilson, P. (1992). *For information specialists: Interpretations of reference and bibliographic work*. Norwood, NJ: Ablex. [025.52 W584F – 2 hour - [Check availability](#)]





ONLINE TUTORIALS

Lessons on reference resources are delivered via online tutorials accessed from Blackboard. Students should have access to computers able to connect to the Internet and able to display XHTML 1.0 (.html), Apple Quicktime (.mov) and Adobe Acrobat Portable Document (.pdf) files. Students are expected to complete the online tutorials prior to class. In some cases, there will also be optional readings to supplement the online tutorials, marked on the schedule as  .

Ready Reference Sources
Citation Styles and Essay Assistance
Encyclopedias
Dictionaries
Government Information
Law
National Bibliographies/ Bibliographic Utilities
Bibliographies
Internet/ Web Searching
Periodical Indices (General)
Social Sciences and Humanities Literature

Psychology and Sociology
Biography, Music, Images
Maps/ Geography
Statistics
Business
News and Cultural Events
Community Information and Referral
Career Counseling
Genealogy
Children and Young Adults
Science and Technology
Health and Medicine

SCHEDULE OF CLASSES

-  Assignment Due
-  Guest Speaker
-  Reminder
-  Online Tutorials (and associated optional readings)


Session 1: January 6/7 □ Course Orientation; Locating Reference; Introductions

 Online Tutorials: *Ready Reference Sources, Citation Styles and Essay Assistance*

American Library Association. Reference and User Services Association. "Definitions of Reference."
<http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/definitionsreference.cfm>


Bunge, C. A., & Bopp, R. E. (2001). History and variety of reference services. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (3rd ed., pp. 3-27). Englewood, CO: Libraries Unlimited. [Available as PDF in Blackboard, and 025.52 R332I3 – 2 hour loan – [Check availability](#)]

Green, S. S. (1876). Personal relations between librarians and readers. *American Library Journal*, 1, 74-81. [Available as PDF in Blackboard, and 00739 V. 1 (1876)-V8 (1883) – 2 hour loan (Microfilm) - [Check availability](#)]

 Cassell, K. A., & Hiremath, U. (2009). Answering questions that require handy facts – ready reference sources. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 103-124). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]


Session 2: January 13/14 □ □ What is a Reference Book? □


 *Workbooks distributed*

 Online Tutorials: *Encyclopedias, Dictionaries*

Bates, M. J. (1986). What is a reference book? A theoretical and empirical analysis. *RQ*, 26(1), 37-57. [Available as PDF in Blackboard, and Inforum PER]

Bell, S. S. (2009). Database structure for everyone: Records, fields and indexes. In *Librarian's guide to online searching* (2nd ed., pp. 1-17). Westport, CT: Libraries Unlimited. [Available as PDF in Blackboard, and 025.524 B433L2 – 2 hour - [Check availability](#)]

 Cassell, K. A., & Hiremath, U. (2009). Answering questions about anything and everything – encyclopedias. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 75-102). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

 Cassell, K. A., & Hiremath, U. (2009). Answering questions about words – dictionaries. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 125-152). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

Session 3: January 20/21 □ Selection and Evaluation of Reference Sources

☰ *Online Tutorials: Government Information, Law*

Cassell, K. A., & Hiremath, U. (2009). Selecting and evaluating reference materials. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 337-350). New York: Neal-Schuman. [Available as PDF in Blackboard, and 025.524 C344R2 – 2 hour loan – [Check availability](#)]

Metz, P. (2000). Principles of selection for electronic resources. *Library Trends*, 48(4), 711-728. [Available [full-text](#) from UofT library e-resources]

Smith, L. C. (2001). Selection and evaluation of reference sources. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (3rd ed., pp. 309-329). Englewood, CO: Libraries Unlimited. [Available as PDF in Blackboard, and 025.52 R332I3 – 2 hour loan – [Check availability](#)]

☰ Cassell, K. A., & Hiremath, U. (2009). Answering questions about governments – government information sources. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 249-270). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

☰ Mallory, M. & Forte, E. (2001). Government documents and statistics sources. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (3rd ed., pp. 537-592). Englewood, CO: Libraries Unlimited. [025.52 R332I3 – 2 hour loan – [Check availability](#)]

Session 4: January 27/28 □ Bibliographic Control and Organization of Information

👤 *Guest Lecture by Mike McCaffrey*

☰ *Online Tutorials: National Bibliographies/ Bibliographic Utilities, Bibliographies*

Bell, S. S. (2009). Bibliographic databases. In *Librarian's guide to online searching*. (2nd ed.). 123-145. Westport, CT: Libraries Unlimited. [Available as PDF in Blackboard, and 025.524 B433L2 – 2 hour - [Check availability](#)]

Ward Dalrymple, P. (2001). Bibliographic control, organization of information, and search strategies. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction*. (3rd ed., pp. 69-95). Englewood, CO: Libraries Unlimited. [Available as PDF in Blackboard, and 025.52 R332I3 – 2 hour loan – [Check availability](#)]

☰ Cassell, K. A., & Hiremath, U. (2009). Answering questions about books, magazines, newspapers, libraries, publishers, and bibliographic networks—Bibliographic resources. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 57-74). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

Session 5: February 3/4 □ Bibliography cont'd; The Information Search

☰ *Online Tutorials: Internet/ Web Searching, Periodical Indices (General)*

Bates, M. J. (1976). Rigorous systematic bibliography. *RQ*, 16(1), 7-26. [Available as PDF in Blackboard, and Inforum PER]

Bates, M. J. (1979). Information search tactics. *Journal of the American Society for Information Science*, 30(4), 205-214. [Available [full-text](#) from UofT library e-resources]

Bates, M. J. (1989). The Design of browsing and berrypicking techniques for the online search interface. *Online Review*, 13(5), 407-424. <http://www.gseis.ucla.edu/faculty/bates/berrypicking.html>

Wilson, P. (1992). Searching: Strategies and evaluation. In H. White, M. J. Bates, & P. Wilson (Eds.), *For information specialists: Interpretations of reference and bibliographic work*. (pp. 153-181). Norwood, NJ: Ablex. [Available as PDF in Blackboard, and 025.52 W584F – 2 hour - [Check availability](#)]

☒ Smith, L.C. (2001). Indexes and abstracts. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction*. (3rd ed., pp. 509-536). Englewood, CO: Libraries Unlimited. [025.52 R332I3 – 2 hour loan – [Check availability](#)]

Session 6: February 10/11 ☐ Theoretical Perspectives on the Reference Interview

✍ *Workbook Part 1 due*

☒ *Online Tutorials: Social Sciences and Humanities Literature, Psychology and Sociology*

Bopp, R. E. (2001). The reference interview. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (3rd ed., pp. 47-68). Englewood, CO: Libraries Unlimited. [Available as PDF in Blackboard, and 025.52 R332I3 – 2 hour loan – [Check availability](#)]

Dervin, B. & Dewdney, P. (1986). Neutral questioning: A new approach to the reference interview. *RQ*, 25(4), 506-513. [Available as PDF in Blackboard, and Inforum PER]

Gross, M. (1999). Imposed versus self-generated questions: Implications for reference practice. *Reference and User Services Quarterly*, 39(1), 53-61. [Available [full-text](#) from UofT library e-resources]

☺ **READING WEEK!** ☺

February 15-19 NO CLASSES

Session 7: February 24/25 ☐ The Reference Interview in Practice

☒ *Online Tutorials: Biography, Music, Images*

Durrance, J. (1995). Factors that influence reference success. *The Reference Librarian*, 23(49/50), 243-265. [Available [full-text](#) from UofT library e-resources]

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. [Available [full-text](#) from UofT library e-resources]

Ross, C. S., & Dewdney, P. (1998). Negative closure: Strategies and counterstrategies in the reference transaction. *Reference & User Services Quarterly*, 38(2), 151-163. [Available [full-text](#) from UofT library e-resources]

▣ Cassell, K. A., & Hiremath, U. (2009). Answering questions about the lives of people – biographical information sources. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 233-248). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

▣ Fairchild, C.A. & Bopp, R. E. (2001). Biographical sources. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (3rd ed., pp. 381-408). Englewood, CO: Libraries Unlimited. [025.52 R332I3 – 2 hour loan – [Check availability](#)]

Session 8: March 3/4 □ Reference in an Electronic Environment

✍ *Reference Interview Paper due*

🗣 *Practitioner's Panel*

▣ *Online Tutorials: Maps/ Geography, Statistics*

Cassell, K. A., & Hiremath, U. (2009). Determining the question: In-person, telephone and virtual reference interviews. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 15-33). New York: Neal-Schuman. [Available as PDF in Blackboard, and 025.524 C344R2 – 2 hour loan – [Check availability](#)]

Radford, M. L. (2006). Encountering virtual users: A qualitative investigation of interpersonal communication in chat reference. *Journal of the American Society for Information Science and Technology*, 57(8), 1046-1059. [Available [full-text](#) from UofT library e-resources]

Ronan, J. (2003). The reference interview online. *Reference & User Services Quarterly*, 43(1), 43-48. [Available [full-text](#) from UofT library e-resources]

Cassell, K. A., & Hiremath, U. (2009). Reference 2.0. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 389-417). New York: Neal-Schuman. [Available as PDF in Blackboard, and 025.524 C344R2 – 2 hour loan – [Check availability](#)]

▣ Cassell, K. A., & Hiremath, U. (2009). Answering questions about geography, countries, and travel – atlases, gazetteers, maps, geographic information systems, and travel guides. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 213-232). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

▣ Cobb, D. A. (2001). Geographical sources. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (3rd ed., pp. 460-479). Englewood, CO: Libraries Unlimited. [025.52 R332I3 – 2 hour loan – [Check availability](#)]

Session 9: March 10/11 □ Information Behavior

🗣 *Special Event: Nancy Fried Foster Colloquium, see announcement below*

▣ *Online Tutorials: Business, News and Current Events*

Case, D. O. (2007). Information behavior: An introduction. In *Looking for information: A survey of research in information seeking, needs, and behavior* (2nd ed., pp. 3-16). Amsterdam: Academic Press. [Available as PDF in Blackboard, and 025.524 C337L2 – 2 hour - [Check availability](#)]

Foster, N. F. (2007). Introduction (v-ix). In N. F. Foster, & S. Gibbons (Eds.), *Studying students: The undergraduate research project at the University of Rochester*.
http://www.librarycareers.org/ala/mgrps/divs/acrl/publications/digital/Foster-Gibbons_cmpd.pdf

Siatri, R. (1999). The evolution of user studies. *Libri*, 49, 132-141.
<http://www.librijournal.org/pdf/1999-3pp132-141.pdf>

Wilson, T. D. (1999). Models in information behavior research. *Journal of Documentation*, 55(3), 249-270. [Available [full-text](#) from UofT library e-resources]

■ Cassell, K. A., & Hiremath, U. (2009). Answering questions about health, law, and business – special guidelines and sources. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 179-212). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

■ Cassell, K. A., & Hiremath, U. (2009). Answering questions about events and issues, past and present – indexes and full text databases. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 153-178). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

SPECIAL EVENT!

Why Do Students Want to Be In the Library If They Are Not Using the Books?

by Nancy Fried Foster, Ph.D | *Thursday, March 11, 4:00, Bissell Room 728*

Abstract: Since 2003, the University of Rochester's River Campus Libraries have employed ethnographic methods to understand how faculty members, students, and staff use scholarly resources and tools. The Libraries' anthropologist, Nancy Fried Foster, will review some of the research on student library use, asking why undergraduates prefer library spaces for many activities, even when they do not appear to be using library resources. She will discuss research methods and review selected findings to explore how students use the physical library and why they want to be there. The talk will conclude with a discussion of the way student research and study habits are evolving.

Speaker: Nancy Fried Foster is the Director of Anthropological Research for the University of Rochester's River Campus Libraries. She is responsible for work-practice studies of faculty members, students and staff, and for ensuring that members of these groups participate in the design of technology, space and services. Dr. Foster holds a Diploma in Social Anthropology from the University of Oxford and a PhD in Applied Anthropology from Columbia University.

Session 10: March 17/18 □ Reading and Reader's Advisory

☞ *Workbook Part 2 due*

🗨️ *Guest Lecture by Keren Dali*

■ *Online Tutorials: Community Information and Referral, Career Counselling*

Kimball, M. A. (2006). A brief history of readers' advisory. In D. Tixier Herald, with W. A. Weigand (Ed.), *Genreflecting: A guide to popular reading interests* (6th ed., pp. 15-23). Westport, CT: Libraries Unlimited. [Available as PDF in Blackboard, and 813 AR813G6 – 2 hour - [Check availability](#)]

Ross, C. (1999). Finding without seeking: the information encounter in the context of reading for pleasure. *Information Processing and Management*, 35(6), 783-799. [Available [full-text](#) from UofT library e-resources]

Saricks, J. G. (2005). Articulating a book's appeal. In *Readers' advisory service in the public library* (3rd ed., pp. 40-73). Chicago: American Library Association. [Available as PDF in Blackboard, and 025.54 S245R3 – 2 hour loan – [Check availability](#)]

Wiegand, W. A. (2006). Introduction: On the Social Nature of Reading. In D. Tixier Herald, with W. A. Weigand (Ed.), *Genreflecting: A guide to popular reading interests* (6th ed., pp. 3-14). Westport, CT: Libraries Unlimited. [Available as PDF in Blackboard, and 813 AR813G6 – 2 hour - [Check availability](#)]

☞ Chelton, M. K. (2009). Reader's advisory work. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 293-305). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

Session 11: March 24/25 ☐ Leisure and Information

☞ *Online Tutorials: Genealogy, Children and Young Adults*

Hartel, J. (in press). Hobby and leisure information and its user. In M. J. Bates and M. B. Maack (Eds.), *Encyclopedia of library and information science* (3rd ed. pp.1-12). New York: Taylor and Frances. [Instructor's personal copy in Blackboard]

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

Stebbins, R.A. (2009). Leisure and its relationship to library and information science: Bridging the gap. *Library Trends*, 57(4), 618-631. [Available [full-text](#) from UofT library e-resources]

☞ Chelton, M. K. (2009). Reference work with children and young adults. In *Reference and information services in the 21st century: An introduction* (2nd ed., pp. 307-318). New York: Neal-Schuman. [025.524 C344R2 – 2 hour loan – [Check availability](#)]

Session 12: March 31 /April 1 ☐ Evaluation of Reference Services; Legal and Ethical Issues

☞ *Guest Lecture by Mike McCaffrey*

☞ *Professional Development Paper due*

☞ *Take Home Final Exam posted on Blackboard*

☞ *Online Tutorials: Science and Technology, Health and Medicine*

Allen, B. (2001). Evaluation of reference services. In R. E. Bopp, & L. C. Smith (Eds.), *Reference and information services: An introduction*. (3rd ed.) (pp. 245-264). Englewood, CO: Libraries Unlimited. [Available as PDF in Blackboard, and 025.52 R332I3 – 2 hour loan – [Check availability](#)]

Gorman, Michael. (2001). Values for human-to-human reference. *Library Trends*, 50(2), 168-182. [Available [full-text](#) from UofT library e-resources]

Hernon, P., & McLure, C. R. (1986). Unobtrusive reference testing: The 55 percent rule. *Library Journal* 111(7), 37-41. [Available [full-text](#) from UofT library e-resources]

Rubin, R. E. (2001). Ethical aspects of reference service. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (3rd ed., pp. 28-46). Englewood, CO: Libraries Unlimited. [Available as PDF in Blackboard, and 025.52 R332I3 – 2 hour loan – [Check availability](#)]

Session 13: April 7/8 □ Conclusion; Professional Development; The Future of Reference

☞ *Take Home Final Exam due*

Cassell, K. A., & Hiremath, U. (2009). The future of information service. In *Reference and information services in the 21st century. An introduction* (2nd ed., pp. 419-429). New York: Neal-Schuman. [Available as PDF in Blackboard, and 025.524 C344R2 – 2 hour loan – [Check availability](#)]

ASSIGNMENTS

Please see general guidelines for assignments and a summary table on pages 2-3 of this syllabus.

WORKBOOK

Value: 30%

Due: Session 6 (Part 1) and Session 10 (Part 2)

The workbook provides hands-on experience answering reference questions using a variety of text and digital sources. It is divided into Part 1 and Part 2, and it is due at different points in the semester. Students may work ahead, but should pass in the assignment on the official due date. See *The Workbook Briefing*, a handout distributed during Session 2, for additional important details.

Any problems with the workbook should be directed via email to Teaching Assistant Keren Dali (keren.dali@utoronto.ca) or posed during her online office hours, Thursdays, 8:00-9:00 p.m. and Saturdays 8:00-9:00 p.m. on Blackboard chat (see instructions in *The Workbook Briefing: Virtual Office Hours*).

The following criteria will be considered for evaluating the assignment:

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

REFERENCE INTERVIEW PAPER

Value: 25%

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

Due: Session 8

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 (this 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(s) 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 the 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? What types of clarifying questions were used? Was there a 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?

It is important in this assignment to display an understanding of concepts presented in the course lectures and readings. At the same time, aim for a reflective, descriptive account of *your* experiences, written in the first person. The paper should *not* evaluate and judge the performance of the reference professional or library; it should not take the form of a *critique*.

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

PROFESSIONAL DEVELOPMENT PAPER

Value: 25%

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

Due: Week 12

Choose from a list of reference librarian positions and tell us how one goes about becoming a professional in that field. Pick one job from the following list and write a paper addressing the issues below.

Rare Book Librarian

Map Librarian

Business Librarian (corporate)

Academic Law Librarian

Academic Reference Librarian

Reader's Advisory Librarian

Genealogy Librarian

Information Broker/ Consultant

Children's Librarian

News Librarian

Teacher Librarian

Science Librarian

Medical Librarian

Government Docs Librarian

1. What are the basic requirements for a job in this field (formal and informal)?
2. What courses at the Faculty would be useful?
3. What additional educational background or credentials would be useful?
4. What are the key professional texts?
5. What are the major resources that a professional should know (databases, for instance)?
6. What are the main trade or professional journals and what is their scope and focus?
7. What are the relevant professional associations and what do they do?
8. How do the individuals in the field communicate with each other? (What is the focus and the amount of traffic of the relevant LISTSERVs? Which blogs or wikis are commonly monitored by professionals in the field?)
9. What are the trends and major issues in your chosen job?
10. What is the job market like and where are the jobs posted?
11. What and where are the opportunities for professional development?

You should get started as soon as you can as in some cases you will need to monitor resources over time (LISTSERVs being one example).

The following criteria will be considered for evaluating the assignment:

- accurate characterization of the profession
- identification of key resources
- quality and style of writing

REFERENCE QUESTIONS (FINAL EXAM)

Value: 20%

Distributed Session 12 to Blackboard

Due in class: Session 13

The purpose of this take-home exam is to test your ability to answer reference questions. You will be given a set of questions and asked to answer 3 by providing short answers (maximum 2 pages). For each reference question, provide question analysis, search strategy, and an answer/source.

The following criteria will be considered for evaluating the assignment:

- correct answers (when appropriate)
- use of concepts presented in lectures and readings
- choice of authoritative source
- completeness in addressing every element of the query

From the Faculty of Information Studies

Guidelines to Grade Interpretation

A A high level of excellence, meeting exemplary academic and/or professional standards, presenting original and creative ideas, and demonstrating: (i) sound, critical judgment; (ii) an accurate, rigorous, deep understanding of all pertinent issues; (iii) a thorough mastery of relevant material, including applicable facts, data, literature, methods, systems, principles, & techniques; (iv) the ability to distill, organize, and present complex, difficult material clearly, articulately, and persuasively; and (v) the initiative and ability to find, comprehend, discriminate, evaluate, synthesize, and make excellent use of appropriate resources.

A- Excellent work, meeting all applicable academic and/or professional standards, demonstrates: (i) sound, critical judgment; (ii) an accurate and rigorous understanding of pertinent issues; (iii) a mastery of relevant material, including appropriate facts, data, literature, methods, systems, principles, and techniques; (iv) the ability to distill, organize, and present complex and difficult material clearly, articulately, and persuasively; and (v) the initiative and ability to find, comprehend, discriminate, evaluate, synthesize, and make effective use of appropriate resources.

B+ Very good work, meeting applicable academic and/or professional standards, demonstrates: (i) good critical judgment; (ii) a very good understanding of all pertinent issues; (ii) a mastery of relevant material, including appropriate facts, data, literature, methods, systems, principles, and techniques; and (iv) the ability to distill, organize, and present complex and difficult material clearly, articulately, and persuasively.

B Good work, meeting most applicable academic and/or professional standards, demonstrates: (i) good critical judgment; (ii) an understanding of pertinent issues; (iii) a general mastery of all relevant material, including appropriate facts, data, literature, methods, systems, principles, and techniques; and (iv) a general ability to distill, organize, and present complex and difficult material clearly and articulately.