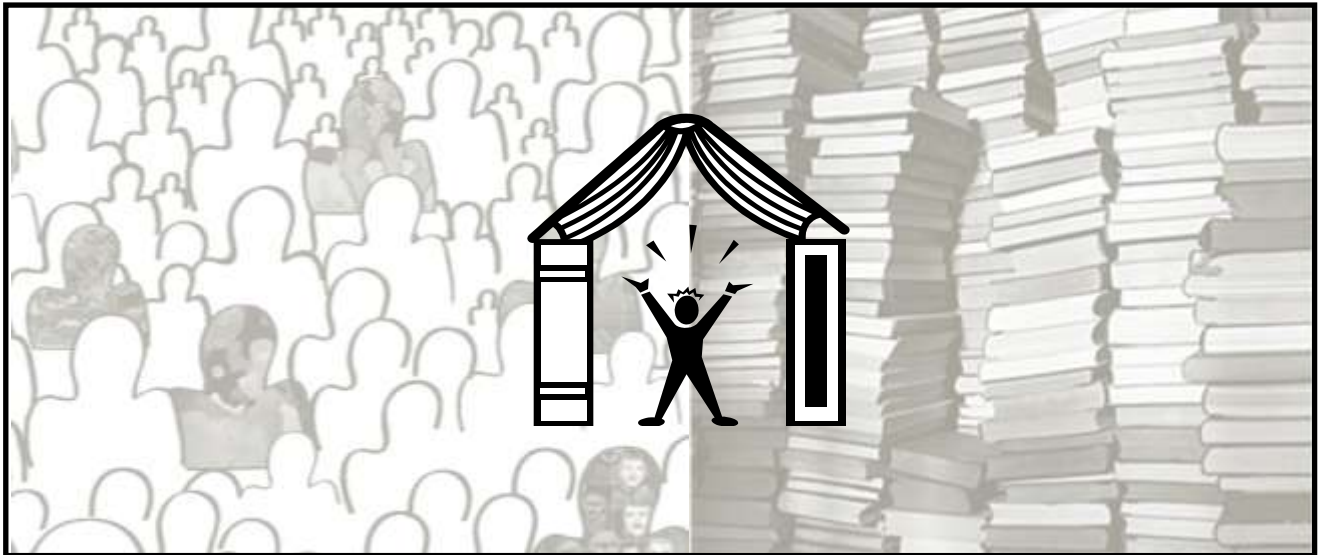


# INF1310: Introduction to Reference

Winter 2011 ~ Bissell 205 ~ Dr. Jenna Hartel

Section 0101: Tuesday, 9:10-12:00 / Section 0102: Tuesday, 6:10-9:00 / Section 0103: Wednesday, 9:10-12:00



## COURSE OVERVIEW

The academic field of library and information science and the profession of librarianship exist at the intersection of society and its recorded knowledge. At this crossroad, millions of people engaged in work, leisure, or other life projects seek information resources in print, electronic, multimedia, and human forms. The role that librarians and information specialists play to mediate access to these resources has been called *reference service*. INF1310 introduces the major concepts and techniques associated with reference service to prepare students for more specialized coursework and/or subsequent on-the-job learning in libraries and other information institutions.

## MAJOR COURSE TOPICS

- The location and purpose of reference service in the information landscape and in the library.
- The unique features of reference sources and the basic types in both print and electronic formats: library catalogues, search engines, web pages, article databases, directories, almanacs, yearbooks, handbooks, biographical sources, dictionaries, encyclopedias, geographical sources, indexes, government documents, etc.
- The reference interview process: opening the interview, negotiating the question, searching for information, communicating information to the user, and closing the interview—via both in-person and virtual mediums.
- Concepts and issues associated with reference service: ethics, bibliographic control, information literacy, bibliographical instruction, and readers' advisory.
- Human information behavior from an individual perspective and within different user populations.
- The reference literature of library and information science.

## INSTRUCTIONAL METHODS

Learning in the course will be achieved through lectures by the instructor, guest lectures from information professionals, readings, and in-class activities. Learning will also happen through assignments, including a: reference workbook, reference interview reflective report, group video project, and in-class final exam.

## PREREQUISITES

There are no prerequisites for this course, *per se*. Students should, however, complete the Inforum workshops *Cite it Right*, *iSchool Computing Environment*, *Finding Resources with the U of T Catalogue*, *Finding Electronic and Print Articles*, and *Web Searching*.

## 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.

## STAFFING, OFFICE HOURS & CONTACT INFORMATION

Professor: Jenna Hartel, [jenna.hartel@utoronto.ca](mailto:jenna.hartel@utoronto.ca), Bissell #645, Wednesday, 3:00-4:00, #645

Teaching Assistant: Steven Chuang, [steven.chuang@utoronto.ca](mailto:steven.chuang@utoronto.ca)

Teaching Assistant: Michael Dick, [michaelh.dick@utoronto.ca](mailto:michaelh.dick@utoronto.ca)

Teaching Assistant: Von Totanes, [von.totanes@utoronto.ca](mailto:von.totanes@utoronto.ca)

The best way to contact INF1310 staff is via email; we will aim to respond within 48 hours. (However, questions about assignments should first be posted to the appropriate discussion area of Blackboard.) To meet with the instructor, it is advisable to schedule an appointment by email; drop-in meetings during office hours are first-come first-serve and limited to 10 minutes if others are waiting.

## COURSE PROTOCOLS

Most sessions will last 2.5 - 3 hours and include a short break. Class will begin at ten minutes past the hour, *sharp*. Please arrive early to get settled and gather handouts. Before each lecture by the instructor, PowerPoint handouts (with selected slides) will be available; complete slides in PDF form will be posted to Blackboard the next day. Assigned readings should be read an advance of class. Attendance to class is not evaluated *per se*, but the final exam draws *directly* from lectures, assigned readings, and assignments. There are three sections of INF1310 during Winter 2011 and the content is the same throughout. Students should participate consistently in the session they are enrolled, but can drop into any session as a make-up for a missed class. Phones should be silenced during class time. Computers may be used for note-taking, but Internet surfing, email, and other forms of multi-tasking while the instructor is speaking will be considered impolite and inappropriate.

## ASSIGNMENTS

Details about each assignment are provided at the end of this syllabus and will be discussed in class.

Assignment	Description	Value	Dedicated TA	Due
Reference workbook	Provide short answers to 24 reference questions	20%	<a href="mailto:steven.chuang@utoronto.ca">steven.chuang@utoronto.ca</a>	Session 3
Reference interview reflective report	Write a short report (1,500 words) that contains reflections about your experience as a user of reference services	25%	<a href="mailto:von.totanes@utoronto.ca">von.totanes@utoronto.ca</a>	Session 5
Group video project	As a group, create a 5-minute instructional video about a reference encounter	25%	<a href="mailto:michaelh.dick@utoronto.ca">michaelh.dick@utoronto.ca</a>	Session 12
Final exam (in class)	Demonstrate mastery of course material in short essay format	30%	<a href="mailto:steven.chuang@utoronto.ca">steven.chuang@utoronto.ca</a> <a href="mailto:michaelh.dick@utoronto.ca">michaelh.dick@utoronto.ca</a>	Exam week/TBA
<b>Total:</b>		<b>100%</b>		

## COMMENTS ON GRADING

Evaluation of student work will conform to guidelines found in the *Faculty of Information Studies Guidelines to Grade Interpretation* 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.” All assignments will be initially graded by a teaching assistant and then reviewed by the instructor. A portion of the group video project will employ student self-evaluation and a confidential assessment of group member contributions.

## COURSE WEBSITE ON BLACKBOARD

A course website will be maintained on Blackboard and include: the syllabus (with links to readings in U of T e-resources), selected readings in PDF, and lecture slides. Blackboard will also be used to send email announcements, post grades, and calculate final grades. Any questions pertaining to assignments should be first raised in the Blackboard discussion forum. Problems with Blackboard (such as broken links) can be solved by contacting teaching assistant Steven Chuang at [steven.chuang@utoronto.ca](mailto:steven.chuang@utoronto.ca).

## 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 from textbooks on reference work, listed below. Students who aspire to careers in reference service are *strongly encouraged* to buy at least one of these foundational reference texts.

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

Cassell, K. A., & Hiremath, U. (2009). *Reference and information services in the 21<sup>st</sup> century: An introduction* (2nd ed.). New York: Neal-Schuman Publishers. [Inforum: 025.524 C344R2 - Course Reserves - [check availability](#)]

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

## SCHEDULE OF CLASSES & READINGS

### Session 1: January 4/5 – Course Orientation; Locating Reference

 *Reference workbook briefing*

Richardson, J. (1992). Teaching general reference work: The Complete paradigm and competing schools of thought, 1890-1990. *The Library Quarterly*, 62(1), 55-89. [Available PDF in Blackboard, and Inforum PER]

Green, S. S. (1876). Personal relations between librarians and readers. *American Library Journal*, 1, 74-81. [Available PDF in Blackboard, and Inforum: 00739 V. 1 (1876)-V8 (1883) – Course Reserves (Microfilm) - [check availability](#)]

Smith, L. C. (2010). Reference services. In M. J. Bates, & M. B. Maack (Eds.), *Encyclopedia of library and information science* (3rd ed.) (pp. 4485-4491). Boca Raton, FL: CRC Press. [([e-book](#)) and Inforum: R 020.3 E56E3 v. 1-7 - [check availability](#)]

## Session 2: January 11/12 – “What is a Reference Book?”

🌀 Group video project: Group formation and assignment briefing

Bates, M. J. (1986). What is a reference book? A theoretical and empirical analysis. *RQ*, 26(1), 37-57. [Available 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 PDF in Blackboard, and Inforum: 025.524 B433L2 – Course Reserves - [check availability](#)]

## Session 3: January 18/19 – Patterns in the Reference Universe; Bibliography; Reference Resources in Library & Information Science

🌀 Reference workbook due

🌀 Reference Interview Report: Briefing by TA/grader Von Totanes

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

Bates, M. J. (2002). Speculations on browsing, directed searching, and linking in relation to the Bradford distribution. In H. Bruce, R. Fidel, P. Ingwersen, & P. Vakkari (Eds.), *Emerging Frameworks and Methods: Proceedings of the Fourth International Conference on Conceptions of Library and Information Science* (CoLIS 4) (pp. 137-150). Greenwood Village, CO.: Libraries Unlimited. [Available PDF in Blackboard, and Inforum: 020 I61P 2002 – Course Reserves – [check availability](#)]

Mann, T. (2010). Reference and informational genres. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information Sciences* (3rd ed.) (pp. 4470-4480). New York: Taylor and Frances. ([e-article](#))

## Session 4: January 25/26 – Bibliographic Control; Selection & Evaluation of Reference Resources

🌀 Group video project: Equipment tutorial

Cassell, K. A., & Hiremath, U. (2009). Selecting and evaluating reference materials. In *Reference and information services in the 21<sup>st</sup> century: An introduction* (2nd ed.) (pp. 337-350). New York: Neal-Schuman Publishers. [Available PDF in Blackboard, and 025.524 C344R2 – Course Reserves – [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 PDF in Blackboard, and 025.52 R332I3 – Course Reserves – [check availability](#)]

## Session 5: February 1/2 – Introduction to the Reference Interview

🌀 Reference interview reflective report due

🌀 Group video project: Tutorial – Introduction to Video Production, Part 1; working session (20 minutes)

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 PDF in Blackboard, and Inforum: 025.52 R332I3 – Course Reserves – [check availability](#)]

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

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

### **Session 6: February 8/9 – Reference Interview Workshop; Legal & Ethical Issues**

by Rita Vine, Gerstein Science Information Centre

Durrance, J. (1995). Factors that influence reference success: What makes questioners willing to return?. In *The Reference Librarian*, 23(49/50), 243-265. ([e-article](#))

Ross, C. S., & Dewdney, P. (1998). Negative closure: Strategies and counterstrategies in the reference transaction. In *Reference & User Services Quarterly*, 38(2), 151-163. ([e-article](#))

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 Pdf in Blackboard, and Inforum: 025.52 R33213 – Course Reserves - [check availability](#)]

### **Session 7: February 15/16 – Reference in an Electronic Environment** by Virginia Roy, AskON

Knowledge Ontario website at <http://www.knowledgeontario.ca/>

Review the entire website, with special attention to the pages about Ask Ontario.

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

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

★ Reading Week (February 21 - 25) No class ★

### **Session 8: March 1/2 – Information Literacy; Bibliographical Instruction**

🎬 *Group video project: Tutorial – Introduction to Video Production, Part 2; working session (20 minutes)*

Cassell, K. A., & Hiremath, U. (2006). User instruction in the reference department. In *Reference and information services in the 21<sup>st</sup> century: An introduction* (2nd ed.) (pp. 273-286). New York: Neal-Schuman. [Available PDF in Blackboard, and Inforum: 025.524 C344R2 - Course Reserves - [check availability](#)]

Grassian, E. S., & Kaplowitz, J. R. (2010). Information literacy instruction. In M. J. Bates, & M. B. Maack (Eds.), *Encyclopedia of library and information science* (3rd ed.) (pp. 2429-2444). Boca Raton, FL : CRC Press. ([e-article](#))

### **Session 9: March 8/9 – Pleasure Reading; Readers’ Advisory**

Chelton, M. K. (2009). Reader’s advisory work. In K.A. Cassell & U. Hiremath (Eds.), *Reference and information services in the 21<sup>st</sup> century: An introduction* (2nd ed.) (pp. 293-305). New York: Neal-Schuman. [Available PDF in Blackboard, and Inforum: 025.524 C344R2 – Course Reserves – [check availability](#)]

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

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 PDF in Blackboard, and Inforum: 025.54 S245R3 – Course Reserves – [check availability](#)]

### **Session 10: March 15/16 – Information Behavior, Part 1 (Cognitive Approaches)**

🌟 *Group video project: Working session (20 minutes)*

Bates, M. J. (1989). The Design of browsing and berrypicking techniques for the online search interface. *Online Review*, 13, 407-424. [Available PDF in Blackboard, and Inforum PER]

Kuhlthau, C. C. (1988). Developing a model of the library search process: Investigation of cognitive and affective aspects. *Reference Quarterly*, 28 (2), 232-242. [Available PDF in Blackboard, and Inforum PER]

Xie, I. (2010). Information searching and search models. In M. J. Bates, & M. B. Maack (Eds.), *Encyclopedia of library and information sciences* (3rd ed.) (pp. 2592-2604). Boca Raton, FL : CRC Press. ([e-article](#))

### **Session 11: March 22/23 – Information Behavior, Part 2 (Social Approaches)**

Bates, M. J. (1996). The Getty end-user online searching project in the humanities: Report no. 6: Overview and conclusions. *College & Research Libraries*, 57, 514-523. [Available PDF in Blackboard, and Roberts PER]

Metoyer-Duran, C. (1991). Information-seeking behavior of gatekeepers in ethnolinguistic communities: Overview of a taxonomy. *Library & Information Science Research*, 13, 319–346. [Available PDF in Blackboard, and Inforum PER]

Savolainen, R. (2009). Small world and information grounds as contexts of information seeking and sharing. *Library & Information Science Research*, 31 (1), 38-45. ([e-article](#))

### **Session 12: March 29/30 – Leisure, Information & the Library**

🌟 *Group video project due: Submit video, reflective statement, and teammate evaluations*

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

Prigoda, E., & McKenzie, P. J. (2007). Purls of wisdom: A collectivist study of human information behaviour in a public library knitting group. *Journal of Documentation*, 63(1), 90-114. ([e-article](#))

The Serious Leisure Perspective Website at <http://www.soci.ucalgary.ca/seriousleisure/>

Review the entire website, go to the Digital Library and read one article (your choice) from the series *Leisure Reflections*.

### **Session 13: April 5/6 – Final Exam Review; Video Festival**

No required readings.

**Exam Week: The date and time of the final exam will be announced mid-semester.**

## **A S S I G N M E N T S**

Assignments are due and collected at the *beginning* of 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 due to illness or emergencies only. The official style guide for INF1310 is [APA](#) (American Psychological Association). Please be certain that all written assignments are clearly labeled with your name and course section.

### **REFERENCE WORKBOOK**

Value: 20%

Requirement: answers to 24 reference questions

Due: Session 3, at the beginning of class

Teaching Assistant: Steven Chuang, [steven.chuang@utoronto.ca](mailto:steven.chuang@utoronto.ca)

The reference workbook introduces a variety of reference sources and formats, and provides hands-on experience answering ready reference questions. It will be distributed in Session 1, along with a workbook briefing by the teaching assistant overseeing this assignment. All questions concerning the reference workbook should be posted to the Blackboard discussion forum, where a TA or the instructor will post a public response as soon as possible. The following criteria will be applied to evaluate the assignment:

- neatness (25%)
- thoroughness in answering the questions and demonstrated engagement with the resource (50%)
- correct answers on 5 randomly chosen questions (25%)

### **REFERENCE INTERVIEW REFLECTIVE REPORT**

Value: 25%

Requirement: a 1,500 word report (a portion of a letter grade will be deducted for papers over the word limit)

Due: Session 5, at the beginning of class, via email (see important submission guidelines, below)

Teaching Assistant: Von Totanes, [von.totanes@utoronto.ca](mailto:von.totanes@utoronto.ca)

The purpose of this assignment is to give you an opportunity to *reflect* upon an experience as a user of reference services. This paper is focused on your reflections and does not require citations to the literature. A narrative, first person style is appropriate. Follow the procedure below:

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, 2001, 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.
2. Go to the reference desk or online portal of any kind of library. For this assignment students are asked *not* to select the Inforum or Robarts Library. Present your question. Do not identify yourself as an FI student and do not volunteer information about this assignment. Do not *under any circumstances* audio-record or film any transactions; however, you may employ a chat transcript if available.
3. For your report, first 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 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 easy or hard was it to navigate the space, whether physical or online? How accessible were the reference resources?

*The Reference Transaction:* Describe what happened. What was said? What was the tone of the exchange? How long did the transactions last? How did you feel?

*Outcomes of the interaction:* Report the 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?

In this assignment, aim for a reflective, descriptive account of *your* experience. The paper should *not* evaluate and judge the performance of the reference professional or library; it is not a *critique*. The following criteria will be applied to evaluate the assignment:

- quality and style of writing
- completeness of procedure
- depth of the reflections

All questions concerning the report should be posted to the Blackboard discussion forum, where a TA or the instructor will post a public response as soon as possible.

**Important submission guidelines:** This assignment will *not* be collected in class, but should be emailed to Von Totanes by the beginning of class, during Session 5. The time stamp on your email will be used to determine whether your paper was sent on time. The assignment must be emailed as an attachment to [von.totanes@utoronto.ca](mailto:von.totanes@utoronto.ca); the subject line should be "INF1310." Only DOC, RTF or TXT files will be accepted. The file name must include your section, last name and initial(s) in that order, with no spaces. For example: 0101totanesvr. Deductions will be made for not following the submission guidelines.

### GROUP VIDEO PROJECT

Value: 25% (a combination of collective and individual assessment)

Requirement: a 5-minute instructional video; 1-page written reflections

Due: Session 12, posted online by the beginning of class

Teaching Assistant: Michael Dick, [michaelh.dick@utoronto.ca](mailto:michaelh.dick@utoronto.ca)



Working in small groups, students will create a short (<5 minute) instructional video about reference service in a library context. The objectives of the group video project are to: learn about the reference interview process, master a reference tool; gain experience in instructional video production within a library context; reflect upon the needs and habits of a user population; and practice leadership, teamwork, and project management. All questions concerning the group video project should be posted to the Blackboard discussion forum, where a TA or the instructor will post a public response as soon as possible. *Please see the handout Group Video Project for additional information about this assignment.*

## FINAL EXAM

Value: 30%

Requirement: Answer questions in short essay format during a 2-hour exam

Due: The date and time of the final exam will be announced mid-semester

Teaching Assistants: Steven Chuang, [steven.chuang@utoronto.ca](mailto:steven.chuang@utoronto.ca) and Michael Dick, [michaelh.dick@utoronto.ca](mailto:michaelh.dick@utoronto.ca)

The purpose of the final exam is to measure your understanding of the concepts and techniques taught in the course. You will be given a selection of questions and required to answer six in the form of short essays. At least two of the questions will be real reference desk inquiries that should be answered as if you were practicing information professional. You will be allowed to use 1 (double-sided) sheet of notes during the final exam. The following criteria will be applied to evaluate the final exam:

- correct answers (when appropriate)
- use of concepts, terms, and techniques taught in the course
- writing quality and style
- creativity and intelligence of the response

### 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; (iii) 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.