University of Hawaii at Manoa
Library and Information Science Program

LIS 601 – Introduction to Reference and Information Services   Fall 2015

Wednesdays 1:00 p.m. - 3:40 p.m. Hamilton Library, 3F

Instructor: Dr. Vanessa Irvin
Office: Hamilton Library 2J
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COURSE DESCRIPTION

Introduces the philosophy, principles, and practices of reference/information services in libraries and information centers. Examines the nature of reference work, human information needs, and information literacy. Studies the characteristics and application of bibliographic control, reference research, and electronic information retrieval systems. Provides practical experience in the evaluation and use of bibliographic and web-based materials, reference interviewing and search techniques. Includes ethnographic and inquiry field work.

Prerequisite: This course serves as the prerequisite for the MLISc degree required course, LIS 663 Database Searching.

COURSE EXPECTATIONS

The culture of this class is unique. Thus, the following points are for your understanding:

- Course materials are presented to appeal to a wide audience of varying levels of understanding in a collaborative environment. Depending on your sensibilities, wording and tone of instructions may at times sound elementary, redundant or abrupt; however, this is not the intent. The intent of repeating instructions and/or responses is to render instructions in as detailed and as clear of a manner, as possible, for a diverse learning community.
- This is an introductory course, and as such, the full scope of this topic is presented. This means that you are being challenged to absorb as much as you can for your own highest understanding and actual application of the material to the projects you will be doing.
- It is anticipated that you possess the professional expectations and computer literacy skills competencies per the stipulations of the UH LIS program.
- It is anticipated that you adhere to on-time submission of all assignments, including online discussions.
- It is anticipated that as a graduate level LIS student, you comply with the university's academic integrity policy.
- Beyond in-class time, total workload (readings, writings, research, etc.) for this course will take at least 10 to 12 hours per week.

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Last update: 13 August 2015, version: Fall15

COURSE CONTENT

The assignments designed to impart the knowledge, attitudes, and skills of reference librarianship are given in parentheses for each learning objective.

By the end of the course students will be able to:

- Efficiently locate print and online reference sources and specific information in them. (question sets)
- Efficiently use print and online indexes. (question sets; class labs; pathfinder/libguide; bibliography plan)
- Evaluate reference sources using standard criteria. (question sets; pathfinder/libguide; bibliography plan)
- Cite sources precisely in notes and bibliographies using a standard citation style manual. (inquiry journal; pathfinder/libguide; bibliography plan; question sets)
- Prepare a guide to assist library users in locating information on a specific topic in a particular library. (pathfinder/libguide)
- Design a strategy for locating information on a specific subject in a wide variety of print and online reference sources. (questions sets; bibliography plan)
- Critically annotate sources of information. (inquiry journal; question sets; bibliography plan)
- Conduct and analyze information/reference interviews. (class discourse; library fieldwork; question sets)
- Conduct online searches using controlled vocabulary, natural language and Boolean strategies in the online catalog, a variety of databases, and on the Internet. (pathfinder/libguide; bibliography plan; question sets)
- Express an integrated philosophy of reference and information service. (inquiry journal; class discourse; library fieldwork)
- Explain basic concepts, theories, and principles of reference/information service in information settings. (class discourse; bibliography plan)
- Analyze public service experience and reference practices from video and/or field observations, applying published reference principles and standards. (class discourse; library field work)
- Express values that promote accurate and helpful public service. (class discourse; inquiry journal; library field work)

STUDENT LEARNING OUTCOMES

- Understand, apply and articulate the history, philosophy, principles and ethics of library and information science and related professions.
  o Apply LIS theory and principles to diverse information contexts.
  o Demonstrate understanding of the historical context of reference and information service.
  o Develop and apply critical thinking skills in preparation for professional practice.
  o Craft and articulate a professional identity.
- Develop, administrate, assess and advocate for information services by exercising principled communication, teamwork and leadership skills in a collaborative environment.
- Organize, create, archive, preserve, retrieve, manage, evaluate and disseminate information resources in a variety of formats.
  o Search, retrieve and synthesize information from a variety of systems and sources.
- Evaluate and use the latest information technologies, research findings and methods.
  o Integrate emerging technologies into professional practice.
  o Apply current research findings to professional practice.
- Engage in projects and assignments dealing with multicultural communities, and representing diverse points of view.
  o Communicate and collaborate with diverse colleagues, information seekers and community stakeholders.

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TEACHING PHILOSOPHY

This course emphasizes the development of professional attitudes, knowledge, and skills critical for understanding information structure and performing targeted information retrieval, reference interviewing, information problem solving, and user instruction. Learning to search, to ask meaningful questions, and to evaluate results in the pursuit of accurate information requires a no-fault attitude toward inevitable search errors, and using mistakes as learning opportunities through error analysis. The broad goal of the course is to help students acquire the ability to think like information professionals and internalize best practices in reference service.

TEACHING METHODS

This course is taught using a variety of pedagogical approaches, including but not limited to: lectures, demonstrations, fieldwork, collaborative projects and problem-solving, online, class and small group discussions, role play, online interactive lab exercises, written examinations, and guest speakers.

RESEARCH METHODS

This course focuses on how the information professional uses established resources to fulfill information seeker needs. Research methods include ethnography, practitioner inquiry, action research, case studies and critical evaluation. A key component to the course is hands-on retrieval of resources and the information within them. Students will also be required to submit a weekly Inquiry Journal and an Ethnographic Library Field Report in which personal research and evaluation will be required.

TEXTS & MATERIALS

REQUIRED: Cassell, K.A. & Hiremath, U. (2012). *Reference and information services in the 21ˢᵗ century: An introduction, 3ʳᵈ edition.* NY: Neal-Schuman. | $88.00 USD | Paperback | ISBN-13: 978-1555708597

OPTIONAL: One of the 3 major citation style manuals:
1) APA: *Publication manual of the American Psychological Association, 6th edition*. | ISBN-13: 978-1433805615
2) Chicago/Turabian: *A Manual for Writers of Research Papers, Theses, and Dissertations, 8th Edition:
   Chicago Style for Students and Researchers* | ISBN-13: 860-1300157443
3) MLA: *MLA Handbook for Writers of Research Papers, 7th Edition.* | ISBN-13: 860-1200663914

Any additional WEEKLY ARTICLES will be made available through the *Resources* section of the Laulima course system (https://laulima.hawaii.edu). If you are enrolled in this course, a tab for LIS 601 should be readily accessible via your Laulima interface.

Other Requirements:
- Use of UH email
- UH Hamilton Library research tools
- Web-based logon online resources as introduced and required
- Hawaii State Public Library System (HSPLS) library card

COPYRIGHT NOTICE

Materials used in this course are copyrighted and used within the legal guidelines of the U.S. Copyright Act (1976), and its accompanying updates and doctrines, which includes the TEACH Act (2002). Course materials are for class and student use only. Students are not permitted to further copy nor distribute course materials without express written consent of the Instructor.

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STUDENT RESPONSIBILITIES

This introductory course is reading, writing, research, and fieldwork intensive. You should expect to spend at least 10 to 12 hours each week using your text(s), conducting research, actively participating in any Laulima discussions (if applicable), visiting libraries and their collections, and using a variety of print and online resources to compose, submit, and discuss your work. Additionally, as a graduate LIS student, it is anticipated that you understand the following student responsibilities:

Prerequisite Competencies. As an LIS graduate student, there are professional and technical competencies you need to have on board before beginning coursework within the LIS program. Refer to the following links for details on the prerequisite technical and professional competencies you need in order to successfully experience this course:

> Professional Expectations Notice: http://www.hawaii.edu/lis/students/professional-expectations-notice/
> Computer Literacy Skills: http://www.hawaii.edu/lis/students/computer-literacy-skills/

Class Participation. The ability to work successfully with colleagues is vital to your career as an information professional. Thus, class participation and interaction with your classmate-colleagues and Instructor are important components of this course. To this end, you are expected to contribute thoughtfully, respectfully, and fully, during class discourse. Also, class participation includes all in-class, out-of-class (including office hours and phone calls), and online (including email) communications concerning this course.

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

Emailing Professor Irvin. Please know that I receive a lot of college and university-related email, plus professional email from various places all over the world. So when you email me please use your UH email only, putting your correct course number in the email subject line so that I know it is student email, and can give your query the proper priority. This is very important. If you don't do this, your email may be missed. This should be done consistently throughout the course, even as we get to know one another.

> For example,
>> From: youremailaddress@hawaii.edu
>> Subject field: LIS 601 Question about Field Report

Additionally, due to the nature of assignments in this course, *I do not accept assignments via email.* See the "Assignment Submission Policy" below, to learn how to properly submit assignments.

Assignment Submission Policy**.** You are responsible for the correct and on-time submission of your work; this includes being familiar with how Laulima works**.** Assignments are due by 5:00 PM Hawaii Time, on the date due (usually on class day), unless otherwise specified. ***Late assignments*** are subject to significant points deducted off of your earned score, and forfeits Instructor feedback. (I do not grant extensions so please do not ask). If you cannot submit your assignment by the date due, you need to inform your Instructor in asmuch advance as possible. Please understand that late and/or incorrectly submitted assignments go to the bottom of my grading queue behind the students who submit on time and correctly. Thus, if you submit late, expect a delay in communications and response. *Note: I do not accept assignments by email.*

Kokua Program | Disability Access Services. Any student who feels s/he may need an accommodation based on the impact of a disability is invited to contact me privately. I would be happy to work with you, and the KOKUA Program (Office for Students with Disabilities) to ensure reasonable accommodations in my course.

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KOKUA can be reached at (808) 956-7511 or (808) 956-7612 (voice/text) in room 013 of the Queen Lili'uokalani Center (QLC) for Student Services. All accommodation information is confidential.

ACADEMIC INTEGRITY AND HONESTY

In keeping with the American Library Association's Code of Ethics (2008), the LIS department expects its students to conduct themselves in a responsible, ethical, and professional manner. To this end, the department applies the university's Academic Integrity Policy with vigor.

Additionally, due to the significance of copyright within the realm of library and information science (LIS), as a pre-service LIS professional, the UH LIS Program anticipates your compliance to its professional expectations. In turn, this course adheres to established copyright, internet, and intellectual property standards. Assignment instructions must be followed to the letter for the copyright protection of yourself, UHawaii, and any outside entities that you may be working with as a part of this course. Please know that successful execution of all copyright/intellectual property standards counts significantly towards your assignment scores/grades. Any incidence of plagiarism, academic dishonesty, or academic impropriety results in an automatic score of "0" for the assignment in question and possible reportage to the Graduate Dean.

"THE WORK"

MODULE	ASSIGNMENT	DUE DATE	%
Reference Interview & Search Practicum	Question Sets (3)	Week 6 Week 10 Week 15	30%
Midterm	Pathfinder/LibGuide	Week 8	20%
Library Field Research	Library Visit / Interview	Week 11	10%
Final	Bibliography Research Plan	Week 16	30%
Philosophy & Resources **(Class Participation)**	Class discourse, Inquiry Journals, emails, etc.	*Weekly, as specified in Class Schedule*	20%
TOTAL			**110%**

General Grading Rubric. Unless otherwise specified, grading for assignments is on a point-for-percentage basis, and typically based on the following criteria:
- Ø   Originality and depth of ideas, insights and professional assessments
- Ø   Demonstrated ability to use scholarly sources to support ideas and opinions
- Ø   Compliance with course criteria and standards
- Ø   Fulfillment of all requirements for particular assignment
- Ø   Timeliness of submission (submitting too early can be just as bad as submitting too late)

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ASSIGNMENTS

Practitioner Inquiry Journal. The inquiry journal is an ongoing reflective record of your critical response to reading at least 2 articles per week in the professional literature of library and information science, and how you synthesize those ideas with the course text, and your field observations and experiences conducted for this class. An instructional guidelines addendum will be distributed/posted for further instructions for this assignment.

The *Inquiry Journal* is designed to:
- offer you experience in abstracting (summarizing) and reflecting critically on the literature pertaining to the field of library and information science (LIS),
- acquaint you with the core professional/scholarly journals of LIS, and
- give you experience in comparing/contrasting established ideas with evolving research within LIS.

DUE: Weekly as assigned, Wednesdays, 5:00 PM, Hawaii Time, via Dropbox: Laulima + discuss in class.

Reference Search Practicum (Question Sets). Starting Week 3 of the semester, you will continuously read and learn about various reference resources and tools to discern how to seek and find data to meet patron information needs. You will use assigned queries (provided in assignment handouts) to find information in reference tools presented in the course text. These experiences will build your ability to think like a reference librarian and acquire and apply information seeking best practices developed by the Reference and User Services Division of the American Library Association (RUSA). An instructional guidelines addendum will be distributed/posted for further instructions for this assignment.

DUE: Question Set #1: Week 6 – Wednesday, September 30, 2015, 5:00 p.m., via Dropbox: Laulima.
DUE: Question Set #2: Week 10 – Wednesday, October 28, 2015, 5:00 p.m., via Dropbox: Laulima.
DUE: Question Set #3: Week 15 – Wednesday, December 2, 2015, 5:00 p.m., via Dropbox: Laulima.

Library Fieldwork Report. This assignment is designed to help you learn more about the professional practice of reference services from a practicing librarian. This is an ethnographic observation field study that will give you experience in formulating questions for, listening to, and reacting to a practicing librarian. Choose a librarian to interview in the area of librarianship where you are most interested. An instructional guidelines addendum will be distributed/posted for further instructions for this assignment.

DUE: Week 11 – Wednesday, November 4, 2015, 5:00 p.m., via Dropbox: Laulima.

Midterm: Pathfinder/LibGuide. This project is designed to give you experience in identifying and selecting materials relevant to an identified information need and presenting them in a user-friendly web-based format. An instructional guidelines addendum will be distributed/posted by Week 3 of the semester for this assignment.

DUE: Pathfinder URL: Week 2 - Wednesday, September 2, 2015, 5:00 p.m., post to Dropbox: Laulima.
DUE: Pathfinder Complete: Week 8 – Wednesday, October 14, 2015, 5:00 p.m., presentation *In Class*.

Final: Bibliography Research Plan. You will devise a bibliography research plan to create a research foundation for an assigned information need. This project will allow you to be creative in your discernment of relevant and meaningful materials to meet the research needs of the assigned topic. An instructional guidelines addendum will be distributed/posted by Week 8 of the semester to prepare you for this assignment.

DUE: Week 16 – Wednesday, December 9, 2015, 5:00 p.m., via Laulima + presentation *In Class*.

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ASSESSMENT

Grading Scale. A point-for-percentage evaluation scale is used to assess class assignments and projects in accordance with the university grading system as detailed below. To arrive at your final course grade, all assignment and class participation scores are tabulated to a cumulative final score. The final score is correlated into a letter grade, using a standard point-for- percentage evaluation in accordance with the university grading system. Per university policy, a final grade of "C" and above is considered "passing" for graduate level courses, however, per LIS program policy, a GPA of 3.0 is required for continued registration and graduation from the LIS program. This means that you must pass LIS courses with a final grade of "B-" or higher to be considered as "passing" in the LIS program.

A+ 97 – 100+ pts	B+ 87 – 89.9	C+ 77 – 79.9	D+ 67 – 69.9	F < = 59.9
A 93 – 96.9	B 84 – 86.9	C 74 – 76.9	D 64 – 66.9	
A- 90 – 92.9	B- 80 – 83.9	C- 70 – 73.9	D- 60 – 63.9	

Assessment. Successful application of c l a s s d i s c o u r s e a n d course material includes, but is not limited to: critical thinking and insight exhibited in inquiry journals, keen observations in your fieldwork, and respect for academic honesty standards and intellectual property. Other competencies are in focus according to rubrics and checklists for major assignments. Assignment grade weights:

    • Question Sets (3):   30%
    • Midterm – Pathfinder/LibGuide: 20%
    • Library Fieldwork Report: 10%
    • Final: Bibliography Research Plan: 30%
    • Inquiry Journal / Class Participation: 20%
                                    Total: 110%

Feedback. I provide full feedback on the midterm and most weekly assignments, particularly during the early part of the semester. Due to the time I take to carefully read and evaluate everyone's work, you can expect to receive your grade and feedback within two weeks of an assignment's due date.

Feedback is offered on the final project by email request only, at my discretion. What this means is: I am more likely to provide final project feedback for students who scored low (lower than a B) on the final project and/or in the course.

Extra Credit. There is no extra credit available for this course.

Incompletes. Incomplete grades (INC) are issued at the professor's discretion and will be granted very rarely and only in extreme cases, after the student has worked with the professor to try to complete the work during the term.   An INC contract form must always be accompanied with medical and/or other acceptable documentation to substantiate the request. You must be passing this class with a grade of B- or higher after having successfully completed at least 80% of the course (up to week 14 of the term) in order to qualify to request consideration of an INC grade. Students should email the professor as soon as they realize they are having trouble completing work on time to try to avoid requesting an INC. Note that the decision whether or not to allow an INC is up to the professor, not the student, and in most cases, requests for INCs will be denied.

Important: If you have questions about your scores or grading, kindly email your Instructor at irvinv@hawaii.edu.

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CLASS SCHEDULE.

AUGUST-SEPTEMBER 2015

Week	Monday	Tuesday	Wednesday	Thursday	Friday
	Aug 3	4	5	6	7
	10	11	12	13	14
	17	18	19	20	21
Week 1	24 *** Start Fall Semester ***	25	26 *LIS 601: 1PM, Hamilton 3F* **Topic: Philosophy & Models of Ref** Text: Cassell/Hiremath, Chapter 1 Articles: *Laulima >> Resources* *DUE: Syllabus in class*	27	28
Week 2	31 *** Last Day for Add/Drop***	Sept 1	2 *LIS 601: 1PM, Hamilton 3F* **Topic: Ethics of Reference Service** Text: Cassell/Hiremath, Chapter 18 Articles: *Laulima >> Resources* *DUE: Week 1 / 2 Inquiry Journal* *DUE: Pathfinder URL*	3	4

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SEPTEMBER 2015 – OCTOBER 2015

	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Week 3</u>	7 Labor Day **UH CLOSED**	8	9 *LIS 601: 1PM, Hamilton 3F* **Topic: The Reference Interview** Text: Cassell & Hiremath, Ch 2 *DUE: Week 3 Inquiry Journal*	10	11
<u>Week 4</u>	14	15	16 *LIS 601: 1PM, Hamilton 3F* **Topic: Building The Search Strategy: Boolean Logic, Controlled Vocabularies & Natural Language** Articles: *Laulima >> Resources* *DUE: Week 4 Inquiry Journal*	17	18
<u>Week 5</u>	21	22	23 *LIS 601: 1PM, Hamilton 3F* **Topic: Biblio Networks, the Internet** Text: Cassell/Hiremath, Chapters 3-4, 13 Articles: *Laulima >> Resources*	24	25
<u>Week 6</u>	28	29	30 *LIS 601: 1PM, Hamilton 3F* **Topic: Ready Reference** Text: Cassell/Hiremath, Chs 5-7, 469-472 *DUE: Question Set #1*	Oct 1	2
<u>Week 7</u>	5	6	7 *LIS 601: 1PM, Hamilton 3F* **Topic: Databases and Indexes** Text: Cassell & Hiremath, Chs 8-10, 12	8	9

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OCTOBER 2015 – NOVEMBER 2015

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 8	12	13	14 *LIS 601: 1PM, Hamilton 3F* **Topic: Eval Web Resources; Adv Search Techniques** Articles: *Laulima >> Resources* *DUE: Week 8 Inquiry Journal* *DUE: Midterm - Online Pathfinder + Class Presentation*	15	16
Week 9	19	20	21 *LIS 601: 1PM, Hamilton 3F* **Topic: Readers' Advisory and Reader Response** Text: Cassell/Hiremath, Chs 11, 14 Articles: *Laulima >> "Resources"* *DUE: Week 9 Inquiry Journal*	22	23 ** Last Day for Withdrawal **
Week 10	26	27	28 *LIS 601: 1PM, Hamilton 3F* **Topic: Practitioner Inquiry – Studying Professional Practice** Articles: *Laulima >> "Resources"* *DUE: Week 10 Inquiry Journal* *DUE: Question Set #2*	29	30
Week 11	2	3	4 *LIS 601: 1PM, Hamilton 3F* **Topic: Info Literacy/Bib Instr** Text: Cassell/Hiremath, Ch 16 Articles: *Laulima >> "Resources"* *DUE: Week 11 Inquiry Journal* *DUE: Library Fieldwork Report*	5	6
Week 12	9	10	11 **Veterans Day** ***UH CLOSED*** ***(No Class)***	12	13

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NOVEMBER 2015 – DECEMBER 2015

	Mond ay	**Tues day**	**Wednesday**	**Thursday**	**Friday**
<u>Week 13</u>	16	17	18 *LIS 601: 1PM, Hamilton 3F* **Topic: Cultural Comp & Srvg Diverse Populations** Text: Cassell/Hiremath, Ch 15 Articles: *Laulima >> Resources* *DUE: Week 13 Inquiry Journal*	19	20
<u>Week 14</u>	23	24	25 *LIS 601: 1PM, Hamilton 3F* **Topic: Ref Policies, Managing Ref** Text: Cassell/Hiremath, Chs 17, 19, 20 Articles: *Laulima >> Resources* *DUE: Week 14 Inquiry Journal*	26 *Thanksgiving Holiday* **UH CLOSED**	27 *Thanksgiving Holiday* **UH CLOSED**
<u>Week 15</u>	30	Dec 1	2 *LIS 601: 1PM, Hamilton 3F* **Topic: Reference 2.0** Text: Cassell/Hiremath, Chapter 21 Articles: *Laulima >> Resources* *DUE: Week 15 Inquiry Journal* *DUE: Question Set #3*	3	4
<u>Week 16</u>	7	8	9 *LIS 601: 1PM, Hamilton 3F* **Topic: Future of Reference** Text: Cassell/Hiremath, Ch 22 Articles: *Laulima >> Resources* *DUE: FINAL – Bibliography Plan + Class Presentation*	10 **** Last day of classes ****	11
	14 ***Finals Week***	15 >>>>>	16 >>>>>>>>>>>>>>>>>>>>>>>>>	17 >>>>>>>>>>>>>	18 >>>>>>>>>>	19 **** End Fall Semester ****

<u>NOTES:</u>