Instructor: Lyndsay Smanz             Location: NWQ 3494
E-mail: ljsmanz@uwm.edu             Phone: 414-229-6929
Office Hours: By appointment (options to meet virtually through Skype or Facetime).
Please reach out to me with questions, concerns, or suggestions!
Meeting Times & Location: ONLINE

CATALOG DESCRIPTION:
An investigation into reference services, reference interviews, and organizations, including critical examination of basic reference sources.

COURSE GOAL:
To provide the student with an introduction to the broad area of reference sources and services.

OBJECTIVES:

Upon completion of this course, each student will:

1. Have developed a familiarity of a basic core of general information sources. (Practice questions)

2. Be able to examine, use, and evaluate information sources, both print and electronic (Practice questions, Database presentation)

3. Be able to discuss processes involved in providing information (eg., the reference interview, digital reference) (Observation assignment, Discussions, Pathfinder)

4. Be able to describe and discuss major components of the reference function (eg., online search services, information literacy instruction) (Discussions)

ALA COMPETENCIES:

• 5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
• 5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.

• 5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.

• 5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.

• 5G. The principles and methods used to assess the impact of current and emerging situations or circumstances on the design and implementation of appropriate services or resource development.

• 7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

METHOD:
This course is conducted online using D2L. Readings, lectures, lecture notes and/or other “handout” materials will be the basis for online discussion of issues and topics related to the provision of reference services. Participation – in the form of both posting discussion comments/questions and reading others’—is required. Unit weeks for the class run from Monday-Sunday.

If you require any special accommodations, please contact me as early as possible so we can work together. See the policies at the end of the syllabus.

TEXTS:

REQUIRED:


Note: 4th edition is supposed to be released in spring 2018—hopefully we’ll be able to use it for this class!

Other readings will be available on D2L under Content.

COURSE POLICIES:

Rules of academic conduct require that you not use the work of others without clearly indicating it as such. You may not resubmit work that has already been used in fulfillment of another course. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course. It
is expected you will consult and appropriately cite the research, professional literature, and other appropriate sources where merited.

Written assignments are due on the specified dates, uploaded to the appropriate D2L drop box by 11:59 PM CST. Papers are to be double-spaced using a 12-point font with 1” margins. Rely on a commonly used style manual for your submissions (e.g. Chicago, APA, MLA).

If you anticipate a problem in meeting a deadline, please let me know AHEAD of a due date. Due to the compressed nature of the summer class, falling behind early will make it hard to catch up. Late assignments without communication with me about the need for an extension will be subject to a penalty.

E-Mail:
Please feel free to contact me with questions via email. I will try to respond within 24-48 hours. Please be professional and identify yourself and the course in any email correspondence. Failure to do so will result in a delay in my response.

Technology Requirements: In order to complete coursework, you need to have access to a computer that runs either a Windows or Mac Operating System, an internet browser (Chrome, IE, Firefox, or Safari) and the following software: Adobe Acrobat Reader, Adobe Flash, Microsoft Office OR LibreOffice. In addition, for your database presentation you will need software that will allow you to create a screencast video. TechSmith Relay (http://uwm.edu/informationstudies/resources/it/tutorials/resources/) is available for students, and other free options will be recommended. If you need technical help, you can contact the UWM Help Desk at 414-229-4040, help@uwm.edu, or visit GetTechHelp.uwm.edu.

Workload:
You should expect to spend an average of 20-25 hours a week on course-related activities including readings, online discussions, and assignments.

This workload is an estimate; you are assessed on your performance as listed below, not on the time put into the course.

ASSESSMENT:

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<thead>
<tr>
<th>Practice Questions</th>
<th>60 points</th>
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<td>6 @ 10 points each</td>
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<tr>
<th>Discussion participation</th>
<th>30 points</th>
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<td>6 units @ 5 points each</td>
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<tr>
<th>Observation assignment</th>
<th>40 points</th>
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<th>Pathfinder</th>
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<tr>
<th>Database Presentation</th>
<th>30 points</th>
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GRADING SCALE (By Points):

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<tr>
<th>Grade</th>
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<td>A-</td>
<td>180-189</td>
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<td>B+</td>
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<td>119 or below</td>
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ASSESSMENT DESCRIPTIONS:

Discussion Participation
You will be required to participate in class discussions every week on a specific topic. A discussion forum will also be set up for practice questions, however participating in these is optional. It is, however, highly recommended that if you find yourself having trouble getting the questions done in a reasonable amount of time, that you use the discussion forum to get help.

Course discussions of issues and services are not optional—you need to plan on participating. These discussions will be based on the assigned readings, lecture, and other notes/resources that are posted for that week’s content. You should also read your fellow classmates’ discussion postings. Everyone brings different experiences to the class and many times those experiences can be related directly to a discussion topic.

Your contributions to the discussion should be thoughtful and concise. At least two well-articulated comments or observations are expected each unit. Discussion must be completed by Sunday evening. Excessive or off-topic postings will not earn you points. Your discussion participation grade is based on your postings and your reading of other’s postings.

I will initiate each week’s discussion with prompts. Do not feel you must respond only to these prompts, nor do you have to address all of them if multiple are provided. Feel free to bring in your own experiences and other issues that are brought up in that week’s readings and material.

Practice Questions
You will work through 6 sets of practice questions. The purpose of these exercises isn’t about getting the right answer, but about how you develop your search strategy to get to the answer.

It is fine to ask for help from other students and from me (via online discussion, not individual email). Please do not ask librarians, they may give you an answer that eliminates the search, which negates the value of the exercise. The main objective of these exercises is to have you examine and evaluate information sources AND to practice formulating an efficient search strategy. A search strategy begins with selection of possible sources (direction, or clues, will be
provided by me and the relevant textbook chapters). You will be using electronic sources but there are print equivalents (which pre-dated the digital formats) if you have access to a medium to large sized reference collection. Once you have selected what you think is the best source, keep notes on how you navigate that source, be it print or electronic. You MUST include your search strategy with your answer – giving me just the answer will not earn you full points.

For example, if I ask “Who won the Palme d’Or award at the Cannes Film Festival?” the following is NOT an acceptable answer: “My Life as a Librarian.”

An acceptable answer will look like: “Marie Claire’s My Life as a Librarian. I found it by searching the electronic version of the NY Times using the search terms ‘cannes,’ ‘winner’ and ‘palme’ and the year.”

If I ask “Who is the author/illustrator of a version of the children’s story The Three Pigs in which the characters move in and out of the picture frames?” an unacceptable, albeit correct, answer is: “David Weisner.”

An acceptable answer must be documented, and your personal knowledge and/or experience, while certainly a good place to start, must be corroborated in a reliable source. The following would be acceptable: “David Weisner. I checked Books in Print with Reviews available via the Golda Meir Library and I searched under the title, browsed the reviews to find comments about the non-traditional illustrations.”

These practice questions are meant to be challenging (for the most part), but not to send you into fits of frustration. If you spend more than 15 minutes on a question, feel free to seek assistance. Document your search strategy and post a question to the class. Someone (including me) may offer you a hint. You’ll get credit for a reasonable effort even if you don’t find the “correct” answer. Many questions will have answers in multiple sources – all are OK. Some will have multiple answers – all OK.

Points will be earned for practice questions turned in on time. If I deduct points, I will leave feedback in D2L explaining why I’ve deducted points. If you get full credit, I won’t comment (in most cases). I will, however, post an answer key of sorts after the due date. My answer key may or may not have the same answers that you turned in – there are always going to be multiple sources and sometimes multiple answers. You will get credit for a good search strategy and a reasonable answer as well as following directions (e.g., not using Google for every answer). The answer key will identify places where a large number of students had trouble, where I had a particular feature of a source in mind, or where there was something particularly noteworthy in the source or the answer.
Database Presentation (Due)
You will be asked to create and record a short presentation to share with your classmates—part informative/part tutorial—on a database or other digital information resource of your choice. More detailed instructions will be posted on D2L.

Pathfinder (Due)
You will be creating a pathfinder on a relatively specific topic of your choice. A pathfinder is a document or website that serves two purposes: to provide a patron with carefully selected sources of information on a topic and to educate the patron about the resources by including some guidance on how to find more information. More detailed instructions, along with examples, will be posted on D2L.

Observation Assignment (Due)
For this assignment, you will be asked to come up with a reference question and pose the question to two reference librarians (one face to face and one virtual). After taking notes about what you observe, you will be reporting on your experiences in a paper. The purpose of this assignment is to provide you with the opportunity to see how the standards of behavioral performance play out in real life, to evaluate professional behaviors against those guidelines, and to gain the insights that can only be appreciated from the patron’s point of view. More detailed instructions will be posted on D2L.

Course Schedule (DRAFT—readings and order of topics may change)
Note: Chapters refer to your required textbook. Readings with an ** are posted on D2L...all other readings are your responsibility to locate, but are available either open access or through the UWM Libraries. Failure to locate a reading is NOT an excuse to skip it...use the discussion forum to reach out for help if needed! Lectures and additional resources for most weeks will be posted on D2L.

Unit 1: Orientation to the Class, Introductions, and Reference History

Background Readings:

- Chapter 1
- Green, Samuel S. “Personal Relations Between Librarians and Readers.” *Library Journal, 1* (1876): 74-81. (Note: This article was reprinted in *Journal of Access Services 4*:1-2 (2006):157-167)

**Introduction to Reference Sources; Evaluating Reference Sources; Dictionaries and other word sources**

**Background Readings:**
- Chapters 7 and 17

**Assignments Due:** Discussion; PQ #1

**Unit 2: Digital Reference Services**

**Background Readings:**
- Chapter 21

**The Reference Interview**

**Background Readings:**
- Chapter 2
Biographical Sources

Background Readings:
• Chapter 11

Assignments: Discussion, PQ #2

Unit 3: Information Literacy Instruction

Background Readings:
• Chapter 16

Choose one of the following 3 articles:
• Robinson, S. (2017, Nov. 1) Socratic Questioning: A Teaching Philosophy for the Student Research Consultation *In the Library with the Lead Pipe* (Recommended for academic librarians)

Radical Reference and Critical Reference

Background Readings:

**Bibliographies, Catalogs, and Finding Aids**

Background Readings:
• Chapter 4

Assignments: PQ #3, Discussion

**Unit 4:**
**Ethics in Reference Service**

Background Readings:
• ALA Code of Ethics and Library Bill of Rights
• Chapter 18

**Searching bibliographic databases**

Background Readings:
• Chapters 8 and 9

Assignments: Discussion, PQ #4, Database Presentation

**Unit 5: RUSA Guidelines and Service Performance**

Background Readings:

**Ready Reference**

Background Readings:
- Chapters 6 and 13
- Be familiar with RUSA Emerging Technologies Section Best Free Reference Websites Lists

Assignments: Discussion, Observation Paper, PQ #5

**Unit 6: Managing and Trends in Reference Services**

Background Readings:
- Chapters 19 and 20

**Government Information and Statistical Sources**

Background Readings:
- Chapter 12

Assignments: Discussion, Pathfinder, PQ #6

**UWM AND SOIS ACADEMIC POLICIES**

**Religious observances.** Accommodations for absences due to religious observance will be made. Please contact me if this applies to you.
Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty. Please contact me if this applies to you.

http://uwm.edu/active-duty-military/

Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work.

https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf

Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.

https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University.

http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

https://www4.uwm.edu/secu/docs/other/S_47_Discriminatory_Policy.pdf

Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. http://www4.uwm.edu/secu/docs/other/S28.htm

D2L and Student Privacy. This course utilizes the instructional technology Desire to Learn (D2L) to facilitate online learning. D2L provides instructors the
ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) but may be used for student evaluation.