COURSE DESCRIPTION
This course is both a theoretical and practical introduction to information services, sources, and retrieval (traditionally known as “reference work”) in an array of settings. We will discuss users and their information-seeking behaviours, major categories of online and print reference resources, evolving trends in the profession, community participation, and the practice of finding and connecting users with appropriate resources in the 21st century. In the new information environment, librarians and other information specialists take on ever-expanding roles as, variously, educators, information literacy instructors, entertainment advisors, experts in publishing, research, scholarly communication and bibliometrics, and collaborators in content creation.

COURSE PRE-REQUISITES
This is a required course. There are no prerequisites.

COURSE OBJECTIVES
1. To provide an historical framework for the provision of reference services in information organizations
2. To investigate trends in information seeking and information services
3. To help students understand how to match information needs to services and tools
4. To familiarize students with a variety of search tools
5. To aid students in applying theory to practice.

LEARNING OUTCOMES
By the end of this course, students will be able to:

1. Describe and explain concepts of information services
2. Analyze the information needs of patrons/clients and various user groups
3. Identify appropriate information resources to meet specific needs
4. Search effectively in electronic and print tools for specific items of information
5. Approach factual and research-based reference questions and practice better searching skills
6. Create reference content in an online environment
7. Work effectively in groups to address specific information needs
TECHNOLOGY USED
Students will learn to search a range of academic databases on a variety of platforms, specialized reference tools, as well as the public web. They will examine tools for virtual reference and develop a firm grasp of LibGuides, a widely-used library solutions software. To facilitate hands-on learning, students are required to bring laptops to every class.

INSTRUCTIONAL METHODS
Teaching and learning will take place via recommended readings, class discussions, student presentations, in-class exercises, and instructor and guest lectures. The lectures may not duplicate or summarize readings; students are expected to keep up with the reading and incorporate citations from course readings into their assignments. As this class involves developing professional skills, active and experiential learning techniques are incorporated. Student assignments involve simulated questions and scenarios and class activities involve role playing, reference work, and collaborative problem solving. Regular attendance is required, and laptops must be brought to every class.

LEARNING MATERIALS

- Available for purchase at the Dalhousie Bookstore
- One print copy is available on 2-hour loan at the Killam Service Point: Z 711 R443 2016

Note: To enable you to become accustomed to accessing articles yourselves through databases (and thus become better searchers), many weekly readings are not linked to full text articles in the syllabus (in some exceptions, certain readings may be scanned and uploaded to Brightspace).

METHODS OF EVALUATION
Detailed instructions regarding each assignment will be provided. Assessment of all assignments is directly related to attention to the instructions, clarity of expression and presentation, and evidence of significant analysis and reflection.

See also the SIM Grading Policy.

<table>
<thead>
<tr>
<th>COMPONENT</th>
<th>DETAILS</th>
<th>DUE DATE</th>
<th>VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Reference interview report</td>
<td>Students write a short report analyzing their experiences during a reference transaction</td>
<td>September 27th</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2: Reference questions</td>
<td>Students investigate and create detailed responses to stated information needs</td>
<td>October 18th</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3: Bibliography/search plan</td>
<td>Students create a strategy for compiling resources on a chosen topic</td>
<td>November 8\textsuperscript{th}</td>
<td>20%</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Assignment 4: Online research guide</td>
<td>Students work in groups to create an annotated online resource guide for a chosen interdisciplinary field. Students will also evaluate their groupmates and another group’s research guide.</td>
<td>November 28\textsuperscript{th} (Please note that this is a Wednesday, not a Thursday)</td>
<td>30%</td>
</tr>
<tr>
<td>Participation (including 2 responses)</td>
<td>See participation rubric.</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
</table>
## PARTICIPATION EVALUATION RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>WEIGHTING</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency and quality of contributions</td>
<td>30%</td>
<td>The student participates in the discussion. The student’s comments are relevant and reflect understanding of readings and other course material. The student can relate readings to each other and to other course material (discussions, presentations, guest speakers, etc.) The student’s contributions move the discussion forward.</td>
</tr>
<tr>
<td>Attendance/Punctuality</td>
<td>10%</td>
<td>The student is always punctual with no unexcused absences.</td>
</tr>
<tr>
<td>SIM Academic Support Series participation</td>
<td>15%</td>
<td>The student attends either of the following workshops: Tools &amp; Strategies for Group Work (Wed., Sept. 26, 12:00 – 1:30pm, Killam Library room 2902 – use this video to help find your way) OR Effective class and conference presentations (Wed., Nov. 7, Rowe 3089). <strong>+3 bonus for attending both.</strong></td>
</tr>
<tr>
<td>In-class activities</td>
<td>20%</td>
<td>The student is present and engaged for in-class activities, including in-class reference questions, reference interview activities, and others.</td>
</tr>
<tr>
<td>Searching reflections</td>
<td>25%</td>
<td>The student completes two graded reflections on the in-class searching exercises</td>
</tr>
</tbody>
</table>

## INTEGRATION OF MLIS Competencies

<table>
<thead>
<tr>
<th>PROGRAM COMPETENCY</th>
<th>COURSE LEARNING OUTCOME</th>
<th>COURSE ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Management Leadership</td>
<td>2 &amp; 7</td>
<td>Reference interview; Online research guide</td>
</tr>
<tr>
<td>User-centred Information Services</td>
<td>1,2,3, 6, &amp; 7</td>
<td>Reference questions; Reference interview; Online research guide; Participation</td>
</tr>
<tr>
<td>Management of Information Technology</td>
<td>4 &amp; 6</td>
<td>Online research guide; Bibliography/search plan; Participation</td>
</tr>
<tr>
<td>Research and Evaluation</td>
<td>4 &amp; 5</td>
<td>Reference questions; Bibliography/search plan; Participation</td>
</tr>
<tr>
<td>Risk Management</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Change Management</td>
<td>6 &amp; 7</td>
<td>Online research guide; Participation</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Workplace Skills &amp; Attributes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborate &amp; communicate</td>
<td>2, 6, &amp; 7</td>
<td>Bibliography/search plan; Online research guide; Participation</td>
</tr>
<tr>
<td>Organize, Plan &amp; Manage</td>
<td>2, 3, &amp; 7</td>
<td>Bibliography search plan; Online research guide</td>
</tr>
<tr>
<td>Develop Personally &amp; Professionally</td>
<td>2, 3, 2, 5, 6, &amp; 7</td>
<td>Reference interview; Reference questions</td>
</tr>
</tbody>
</table>

**CLASS POLICIES**

**Attendance**
Class attendance is required in all MLIS courses and is included in the participation mark. Attendance records will be kept by the instructor.

**Citation Style**
SIM courses use APA as the default standard citation style. Unless the instructor provides alternative written instructions, please use the APA citation style in your assignments to briefly identify (cite) other people’s ideas and information and to indicate the sources of these citations in the References list at the end of the assignment. For more information on APA style, consult Dalhousie Library website at [https://libraries.dal.ca/help/style-guides.html](https://libraries.dal.ca/help/style-guides.html) or the APA’s Frequently Asked Questions about APA.

**Late penalties for assignments**
A penalty for late assignments will be assessed, unless prior permission has been given by the instructor to submit an assignment late, which normally will be for extended illness, medical, or family emergencies only (see below). Late submissions will be assessed a penalty of five percent per day, including weekends. Assignments will not normally be accepted seven days or more after the due date; in such cases the student will receive a grade of zero.

**Missed or Late Academic Requirements due to Student Absence:**
Dalhousie University recognizes that students may experience short-term physical or mental health conditions, or other extenuating circumstances that may affect their ability to attend required classes, tests, exams or submit other coursework.

Dalhousie students are asked to take responsibility for their own short-term absences (3 days or less) by contacting their instructor by phone or email prior to the academic requirement deadline or scheduled time **AND** by submitting a completed [Student Declaration of Absence form](#) to their instructor in case of missed or late academic requirements. Only 2 separate Student Declaration of Absence forms may be submitted per course during a term (note: faculty, college, school, instructor or course-specific guidelines may set a lower maximum).

**SIM GRADING POLICY**

<p>| A+ | 90-100 | Demonstrates original work of distinction. |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-89</td>
<td>Demonstrates high-level command of the subject matter and an ability for critical analysis.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>Demonstrates above-average command of the subject matter.</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
<td>Demonstrates average command of the subject matter.</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>Demonstrates acceptable command of the subject matter.</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
<td>Demonstrates minimally acceptable command of the subject matter.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>Unacceptable for credit towards a Master's degree.</td>
</tr>
</tbody>
</table>

### ACCOMMODATION POLICY FOR STUDENTS

Students may request accommodation as a result of barriers experienced related to disability, religious obligation, or any characteristic protected under Canadian human rights legislation.

Students who require academic accommodation for either classroom participation or the writing of tests and exams should make their request to the Advising and Access Services Center (AASC) prior to or at the outset of the regular academic year. Please visit [www.dal.ca/access](http://www.dal.ca/access) for more information and to obtain the Request for Accommodation form.

A note taker may be required as part of a student’s accommodation. There is an honorarium of $75/course/term (with some exceptions). If you are interested, please contact AASC at 494-2836 for more information or send an email to notetaking@dal.ca.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom, untouched, so that students who require their usage will be able to fully participate in the class.

### ACADEMIC INTEGRITY

In general:

The commitment of the Faculty of Management is to graduate future leaders of business, government and civil society who manage with integrity and get things done. This is non-negotiable in our community and it starts with your first class at Dalhousie University. So when you submit any work for evaluation in this course or any other, please ensure that you are familiar with your obligations under the Faculty of Management’s Academic Integrity Policies and that you understand where to go for help and advice in living up to our standards. You should be familiar with the Faculty of Management Professor and Student Contract on Academic Integrity, and it is your responsibility to ask questions if there is anything you do not understand.

Dalhousie offers many ways to learn about academic writing and presentations so that all members of the University community may acknowledge the intellectual property of others. Knowing how to find, evaluate, select, synthesize and cite information for use in assignments is called being “information literate.” Information literacy is taught by Dalhousie University Librarians in classes and through Dalhousie Libraries’ online Citing & Writing tutorials.

Do not plagiarize any materials for this course. For further guidance on what constitutes plagiarism, how to avoid it, and proper methods for attributing sources, please consult the University Secretariat’s Academic Integrity page.
Please note that Dalhousie subscribes to plagiarism detection software that checks for originality in submitted papers. Any paper submitted by a student at Dalhousie University may be checked for originality to confirm that the student has not plagiarized from other sources. Plagiarism is considered a very serious academic offence that may lead to loss of credit, suspension or expulsion from the University, or even the revocation of a degree. It is essential that there be correct attribution of authorities from which facts and opinions have been derived. At Dalhousie, there are University Regulations which deal with plagiarism and, prior to submitting any paper in a course; students should read the Policy on Academic Dishonesty contained in the Calendar.

Furthermore, the University’s Senate has affirmed the right of any instructor to require that student assignments be submitted in both written and computer readable format, e.g.: a text file or as an email attachment, and to submit any paper to a check such as that performed by the plagiarism detection software. As a student in this class, you are to keep an electronic copy of any paper you submit, and the course instructor may require you to submit that electronic copy on demand. Use of third-party originality checking software does not preclude instructor use of alternate means to identify lapses in originality and attribution. The result of such assessment may be used as evidence in any disciplinary action taken by the Senate.

Finally:
If you suspect cheating by colleagues or lapses in standards by a professor, you may use the confidential email: ManagementIntegrity@dal.ca which is read only by the Assistant Academic Integrity Officer.

Faculty of Management clarification on plagiarism versus collaboration:

There are many forms of plagiarism, for instance, copying on exams and assignments. There is a clear line between group work on assignments when explicitly authorised by the professor and copying solutions from others. It is permissible to work on assignments with your friends but only when the professor gives you permission in the specific context of the assignment. University rules clearly stipulate that all assignments should be undertaken individually unless specifically authorised.

Specific examples of plagiarism include, but are not limited to, the following:
- Copying a computer file from another student, and using it as a template for your own solution
- Copying text written by another student
- Submitting the work of someone else, including that of a tutor as your own

An example of acceptable collaboration includes the following:
- When authorised by the professor, discussing the issues and underlying factors of a case with fellow students, and then each of the students writing up their submissions individually, from start to finish.

UNIVERSITY STATEMENTS

ACCESSIBILITY
The Advising and Access Centre serves as Dalhousie’s Centre for expertise on student accessibility and accommodation. Our work is governed by Dalhousie’s Student Accommodation Policy, to best support the needs of Dalhousie students. Our teams work with students who request accommodation as a result of: disability, religious obligation, an experienced barrier related to any other characteristic protected under Canadian Human Rights legislation.

STUDENT CODE OF CONDUCT
Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students don’t follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can’t be reached, or would be inappropriate, procedures exist for formal dispute resolution.

**DIVERSITY AND INCLUSION**

Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality.

Dalhousie is strengthened in our diversity. We are a respectful and inclusive community. We are committed to being a place where everyone feels welcome and supported, which is why our Strategic Direction prioritizes fostering a culture of diversity and inclusiveness (Strategic Priority 5.2).

**RECOGNITION OF MI’KMAQ TERRITORY**

Dalhousie University would like to acknowledge that the University is on Traditional Mi’kmaq Territory.

The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).

**GENERAL GUIDELINES FOR ASSIGNMENTS**

In order to aid you in meeting professional expectations, these guidelines suggest points to consider when preparing, writing, and presenting your work. Criteria will be based on attention to these general guidelines, on specific attention to individual assignment guidelines, and on evidence of wide reading and reflection of the topics. If you have any questions at all as we move through the term, please do not hesitate to get in touch with me.

**QUALITY OF WRITING**

Careful attention to the quality of writing is expected. Correct spelling and grammar should be matters of course at the graduate level. Clarity, eloquence, and cogency will be considered when grading. The Dalhousie Writing Centre is an excellent resource for writing support. Regardless of its content, your assignment will not receive top marks if it is poorly written.

**ASSIGNMENT SUBMISSION & FORMATTING REQUIREMENTS**

1. Use 11- or 12-point font.
2. Title pages are completely optional.
3. Submit your assignments via Brightspace as MS Word attachments (**NOT PDF**). Name files clearly, following this template:

   Surname_Firstname_INFO5530_AssignmentName
   Example: McNiff_Lindsay_INFO5530_ReferenceInterview

4. Please number your pages.
5. All works you refer to should be properly cited in APA format. All incoming students were required to attend the APA Citation workshop in September. See the Information Management Research Guide [http://dal.ca.libguides.com/InformationManagement/APA](http://dal.ca.libguides.com/InformationManagement/APA) for suggested APA resources.

6. Please ensure that you have read and understand the Faculty of Management and Dalhousie policies on academic integrity.

7. Most assignments are to be submitted by 5:00pm on the due date, unless otherwise indicated.
# COURSE SCHEDULE

PLEASE NOTE that this schedule and assigned readings may change slightly. Please consult regularly for updates and modifications.

<table>
<thead>
<tr>
<th>Date of class</th>
<th>Topics</th>
<th>Reminders and assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1. Sept. 6</td>
<td>Course introduction. History of reference.</td>
<td>Assignment #1 will be available</td>
</tr>
<tr>
<td>Class 2. Sept. 13</td>
<td>The Reference Interview</td>
<td>In-class reference interview exercises</td>
</tr>
</tbody>
</table>
| Class 4. Sept. 27 | Search lab: Databases | In-class reference exercise #1
Assignment #1 (Reference interview) due (by 5pm)
Reflection #1 due Monday, Oct. 1, 11:59pm |
| Class 5. Oct. 4 | Readers’ advisory | Readers’ advisory exercises |
| Class 6. Oct. 11 | Controlled vocabulary. Ethical issues | In-class exercises |
| Class 7. Oct. 18 | Information behaviour. | Guest instructor: Sandra Toze
Guest speaker: Laurena Fredette
Assignment #2 (Reference questions) due (by 5pm) |
| Class 8. Oct. 25 | Genealogy & Legal information
Data reference services | Guest instructor: Sandra Toze
Guest speakers: Joanne McCarthy-O’Leary, David Michels, Julie Marcoux
In-class reference exercise #2 |
| Class 9. Nov. 1 | Information literacy & library instruction | In-class information literacy exercise
Assignment 4 group meetings |
| Class 10. Nov. 8 | Assessment | Guest speaker: Linda Bedwell |
Assignment #3 (Bibliography/search plan) due (by 5pm)

In-class reference exercise #3

Reflection #2 due Mon, Nov 12, 11:59pm.

***Nov. 15 – NO CLASS (Study break)***

Class 11. Nov. 22
Research services (RDM, Scholarly Communication, Knowledge synthesis).

Guest speakers: Erin MacPherson/Sarah Stevenson, Melissa Rothfus, Robin Parker

Class 12. Nov. 29
Panel discussion.
Research guide presentations. Course wrap-up.

Panel speakers: Maureen Collier, Kate Greene-Stanhope, Nicole Carter

Assignment #4 (LibGuide) due Wed. Nov. 28th, 5pm

COURSE READINGS

Note: You will notice that some of the assigned chapters appear in [italics and square brackets]. These chapters deal with specific types of reference sources (such as encyclopedias, dictionaries, biographical sources); this type of information is better learned through self-study than in-class instruction. Many of these chapters are lengthy, but should be skimmed and read selectively. Although these chapters do not require the same intellectual effort as some of the more research-based readings, they do contain information that is crucial to your knowledge as information professionals.

Class 1: Course introduction. History of reference. Models of reference. – Sept. 6

- Smith & Wong (2016), Ch. 1 (Tyckoson): “History and functions of reference services”, pp. 3 – 27
- McNiff, L. (2017). Searching the Dal Libraries’ catalogue & databases. [Brightspace]. This video is just under 20 minutes long with quiz questions. It must be watched in its entirety before Class 2 begins.

Additional (not required)
[Smith & Wong (2016), Ch. 6 (Luo): “Models of reference services”, p. 155 – 178 – provides a useful overview of the models of reference that we will be discussing in class; may be useful for Assignment 1]
[Smith & Wong (2016), Ch. 18, 19 (“Sources for facts & overviews”, “Dictionaries”)]

Class 2: The Reference Interview – Sept. 13

- Smith & Wong (2016), Ch. 3 (Kern & Woodard): “The reference interview”, pp. 63 – 97

- Smith & Wong (2016), Ch. 13 (Singer): “Selection and evaluation of reference sources”, pp. 367 – 395
- Videos in Brightspace: Ready Reference Sources, Biographical Sources, Geography and Travel Resources [Brightspace]
- Homework:
  - Pick your favourite discipline
  - Find at least 3 online LibGuides in this discipline (do this by searching for LibGuides or Subject Guides on library websites or by doing a site search, e.g., English literature site:libguides.com
  - Explore and compare the guides for usefulness. Enter your choices on this week’s section of Brightspace. Come to class prepared to discuss.

Class 4: Search lab: Databases & Google – Sept. 27

Assignment 1 (Reference interview) due
In-class reference question #1: Management
Reflection due Monday, Oct. 1

- Smith & Wong (2016), Ch. 15 (Wong): “Search strategies for online resources”, pp. 413 – 436
- Video: Safiya Noble – Challenging the Algorithms of Oppression [has some strong language at the beginning]
- The following selected videos from Google’s SearchReSearch (and any others you find interesting)
  - Filter image results by color
  - The art of keyword choice
  - Searching other kinds of content
  - How the web is organized
  - Filetype: How to search by document type
  - Minus operator
  - Search by image
- Investigate Research Guides in Management in preparation for in-class reference question #1

Class 5: Readers’ advisory – Oct. 4

- Smith & Wong (2016), Chapter 24 (Wyatt): “Readers’ advisory services and sources”, pp. 666 – 701
• Begin reviewing LibGuides training material (group accounts will be created after class)

Class 6: Controlled vocabulary. Ethical issues. – Oct. 11

• Homework: Instructional video in Brightspace
• Smith & Wong (2016), Ch. 2 (Knox): “Ethics,” (p.27 – 38. The rest of the chapter is a compilation of various codes of ethics, which you may want to browse).

Class 7: Information behaviour – Oct. 18

Assignment 2: (Reference questions) due


Additional (not required)
[Smith & Wong (2016), Ch. 14, 15 (Directories; Almanacs, Yearbooks, and Handbooks)]

Class 8: Services at different libraries – Genealogy, Law. Data reference – Oct. 25

In-class reference question #2: History

• Smith & Wong (2016), Ch. 21 (Puacz): “Biographical and genealogical sources,” pp. 574 – 603
• Smith & Wong (2016), Ch. 28 (Healy): “Legal sources,” pp. 806 – 834
• Smith & Wong (2016), Ch. 23 (McDonald): “Sources for data and statistics,” pp. 637 – 665
• Investigate research guides in History in preparation for in-class reference question #2

Class 9: Information literacy and library instruction – Nov. 1

• Smith & Wong (2016), Ch. 4 (Holliday): “Instruction,” pp. 98 – 137
• Association of College & Research Libraries Framework for Information literacy: http://www.ala.org/acrl/standards/ilframework

Class 10: Assessment – Nov. 8

Assignment 3 (Bibliography/search plan) due
In-class reference question #3: Teaching and learning
Reflection due Monday, Nov. 12

• Scan/skim 4 of the following websites in preparation for Linda Bedwell’s guest lecture:
  o ARL: Statistics & Assessment
  o ALA – LLAMA: Library Assessment Section
  o Ithaka S+R
  o IMLS: Outcome Based Evaluation Basics
  o ACRL Value of Academic Libraries
  o ACRL Standards for Libraries in Higher Education
  o ACRL Standards for Proficiencies for Assessment Librarians
• Investigate research guides in Teaching and Learning in preparation for in-class reference question #3

Class 11: Research services: Research data management. Scholarly communication. Knowledge synthesis – Nov. 22

• ACRL Principles and Strategies for the Reform of Scholarly Communication 1
• Smith, K. (2017, April 7). What are the next steps for open access? In the Open.
• Video: “What are systematic reviews?”
• Browse “Systematic reviews: A how-to guide” http://dal.ca.libguides.com/systematicreviews

Additional (not required)

Class 12: Panel discussion. Research guide presentations. Course wrap-up. – Nov. 29

Assignment 4 (Online research guide) due 5pm, WEDNESDAY, November 28th