School of Information Management
INFO 5530: Information Sources, Services, and Retrieval
Fall 2022

Course Type: Face-to-face
Instructor name: Lindsay McNiff
Office: Killam Library
Contact info (Telephone/E-mail): lindsay.mcniff@dal.ca. Generally, I will respond to emails Monday to Friday, 9am-4:30pm. I may respond to email outside of these hours if I see it and if it is urgent; however, I do not guarantee a response outside of these hours.
Office hours: Please use my Bookings link or email me to set up an appointment
Course website: Brightspace

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.*

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

1. Describe and explain concepts, issues, and trends in information services
2. Analyze the information needs of patrons and various user groups
3. Identify appropriate information resources to meet specific needs
4. Approach factual and research-based reference questions and practice better searching skills
5. Create reference content in an online environment
6. Work effectively in groups to address specific information needs

TECHNOLOGY REQUIREMENTS: Course content will be available in Brightspace. If a class meeting needs to move online, we will meet via Microsoft Teams. 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 learn about tools for virtual reference and develop a firm grasp of LibGuides, a widely used library solutions software.

INSTRUCTIONAL METHODS: Teaching and learning will take place via recommended readings, class and group discussions, 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. As this class involves developing professional skills, active and experiential learning techniques are incorporated. Assignments involve simulated questions and scenarios and in-class activities involve reference work and collaborative problem solving. Regular attendance is required, and **laptops should be brought to every class.**

LEARNING MATERIALS:

Course textbook: Wong, M.A., & Saunders, L. (2020). *Reference and information services: An introduction* (6th ed.)*.* ABC-CLIO, LLC.

- Available as a [Dalhousie ebook](#)
- One course reserve copy available on 2-hour loan at Killam Library Service Point
- Print copies are available for purchase at the Dalhousie Bookstore

Other readings: See course outline.

Note: To enable you to become accustomed to accessing articles yourselves through databases (and thus become better searchers), most weekly readings are not linked to full text articles in the syllabus (in some exceptions, certain readings may be scanned and uploaded to Brightspace). In these cases, you will see the items listed on the syllabus without direct links.

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](#).

COMPONENT	DETAILS	DUE DATE	VALUE
Assignment 1: Informational interview	Students write a short report analyzing their experience meeting with an information professional	Week 4: Mon. Sept. 26, 9:00pm **(suggested due date)**	10%
Assignment 2: Reference questions	Students investigate and create detailed responses to stated information needs	Week 6: Mon. Oct. 10, 9:00pm	25%
Assignment 3: Bibliography/search plan	Students create a strategy for compiling resources on a chosen topic	Week 9: Fr. Nov. 4, 9:00pm	30%
Assignment 4: LibGuide	Students work in groups to create an annotated online resource guide for a chosen topic. Students will also evaluate their own and their groupmates' contributions to the project.	Week 12: Mon. Nov. 28, 9:00pm Group/self-evaluation due Friday, Dec. 2, 9:00pm	25%
Participation	See participation rubric.	Ongoing Participation self-assessment due Mon. Dec. 5, 9:00pm	10%

PARTICIPATION EVALUATION RUBRIC

CRITERIA	WEIGHTING	INDICATORS
Participation (self-assessment)	60%	Effective participation in this course may include: • Coming to class prepared to discuss and consider the week's topics • Making thoughtful contributions to class discussions • Asking questions to clarify matters discussed • Actively listening to discussions and others' views • Responding to comments from others • Demonstrating interest in, and respect of, others' views • Sharing questions and reflections in written form (such as on optional discussion forums, Teams chat, or via email to me) • Participating in in-class exercises (Thanks to Louise Spiteri for permission to use this list) Students will assess their own participation in this course. Participation self-assessment must be submitted by Mon. Dec. 5, 9:00pm.
Activities (labour-based grading – you get full points for doing the work)	40%	The student attends class and participates in in-class activities and discussions. The student completes assigned activities when required. If you are not able to attend a class, you have the option to make up these points by posting some comments about the week's readings to the "Continued conversations" discussion board.
Bonus participation marks: SIM Academic Support Series	+2% bonus	The student attends either of the following workshops: *Organizing your research with Zotero* (Mon. Sept. 26, 3-4:30pm in Rowe 1016 – bring your laptop) OR *Tools & strategies for group work* (Mon. Oct. 17, 3-4:30pm, Rowe 1016).

INTEGRATION OF MI Competencies

PROGRAM COMPETENCY	COURSE LEARNING OUTCOME	COURSE ASSESSMENT
Adaptation	1	1
Collaboration	6	4
Commitment to equity, diversity, inclusion, accessibility, and decolonization	1,2,3	2,4
Communication	2,3,5,6	1,2,4
Digital and technological literacy	4.5	2,3,4
Evidence-based practices	1	3
Leadership	1,6	1,4
Learning	1,2,3,4,5,6	1,2,3,4
Management	1,2	4
User-centred design	6	2,3,4

CLASS POLICIES

Class recordings (F2F classes)
Lecture components will be recorded to ensure that anyone who cannot attend a class for health or other reasons can keep up. Segments of class that are predominantly class or group discussion will *not* be recorded.

Information for online sessions
While this is intended to be a F2F course, the professor may move some sessions online. If this happens, you will receive notice about in advance. Here is what you need to know about any online meetings that may occur in this course:

1. Lecture components will be recorded. Group discussions will *not* be recorded.
2. Students decide whether and how often they would like to use their webcams when speaking during synchronous class sessions.
3. All participants should turn off their microphones when they are not speaking.
4. Students who would like to speak may raise their hands or use the chat.
5. During group activities or discussions, clear instructions and/or documents will be provided to ensure groups know how to proceed.

Attendance
Class attendance is required in all MI 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. 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 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.

INFO 5530 assignment deadlines
Most assignments in this course are due at 9:00pm the Monday evening before our class but will be accepted without penalty until 9:00am Tuesday.

INFO 5530 Flex Days (please read this carefully)
- Each student in this course has **2 flex days** that can be used where possible for assignments
- It is **NOT possible** to use flex days on Assignment 4 (LibGuide)
- You **do not have to notify me** that you are using your flex days
- You may use both flex days on one assignment or spread them out across two assignments
- Once your flex days have been used, late penalties (5% per day) begin to accrue
- I will consider longer extensions on a case-by-case basis
- Students with accommodations for extensions will be accommodated but still need to request extensions when needed (email is fine)

Student Declaration of Absence: Not used in this course.

SIM GRADING POLICY

A+	90-100	Demonstrates original work of distinction.
A	85-89	Demonstrates high-level command of the subject matter and an ability for critical analysis.
A-	80-84	Demonstrates above-average command of the subject matter.
B+	77-79	Demonstrates average command of the subject matter.
B	73-76	Demonstrates acceptable command of the subject matter.
B-	70-72	Demonstrates minimally acceptable command of the subject matter.
F	<70	Unacceptable for credit towards a Master's degree.

ACCOMMODATION POLICY FOR STUDENTS

The Student Accessibility Centre is Dalhousie's centre of expertise for student accessibility and accommodation. The advising team works with students on the Halifax campus who request accommodation as a result of: a disability, religious obligation, or any barrier related to any other characteristic protected under Human Rights legislation (NS, NB, PEI, NFLD).
If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion please contact the Student Accessibility Centre. Please visit 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. Visit https://www.dal.ca/campus_life/academic-support/accessibility/accommodations-/classroom-accommodation.html for more details.

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

ACADEMIC INTEGRITY

At Dalhousie University, we are guided in all of our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect. As a student, you are required to demonstrate these values in all of the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

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
This course is governed by the academic rules and regulations set forth in the University Calendar and the Senate.

ACCESSIBILITY
The Student Accessibility Centre is Dalhousie's centre of expertise for matters related to student accessibility and accommodation. We work collaboratively with Dalhousie and King's students, faculty, and staff to create an inclusive educational environment for students. The Centre is responsible for administering the university-wide Student Accommodation Policy working across all programs and faculties.

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).

INTERNATIONALIZATION

At Dalhousie, "thinking and acting globally" enhances the quality and impact of education, supporting learning that is "interdisciplinary, cross-cultural, global in reach, and orientated toward solving problems that extend across national borders."

RECOGNITION OF MI'KMAQ TERRITORY

Dalhousie University is located in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq. We are all Treaty people. For more information about the purpose of territorial acknowledgements, or information about alternative territorial acknowledgements if your class is offered outside of Nova Scotia, please visit https://native-land.ca/.

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).

FAIR DEALING POLICY

The Dalhousie University Fair Dealing Policy provides guidance for the limited use of copyright protected material without the risk of infringement and without having to seek the permission of copyright owners. It is intended to provide a balance between the rights of creators and the rights of users at Dalhousie.

COURSE SCHEDULE

PLEASE NOTE that this schedule and assigned readings may change slightly. You will be notified of any updates/modifications.

Date of class	Topics	Reminders and assignments
Class 1. Sept. 6	**Course introduction. History of reference.**	
Class 2. Sept. 13	**The Reference Interview.**	**In-class reference interview exercises**
Class 3. Sept. 20	**Ethical issues in reference services.**	**Guest speaker**
Class 4. Sept. 27	**Search lab: Databases**	**Assignment #1 (Informational interview) SUGGESTED DUE DATE (Mon, Sept. 26, 9:00pm)**
Class 5. Oct. 4	**Information behaviour**	**Guest instructor: Sandra Toze** *In-class reference question #1*
Class 6, Oct. 11	**Types of reference sources: Selection and evaluation** **Teaching & reference; LibGuides**	**Assignment #2 (Reference questions) due (by Mon, Oct. 10, 9:00pm)** **LibGuides homework** **In-class reference sources exercise**
Class 7. Oct. 18	**Controlled vocabulary. Advanced searching.**	**In-class exercises**
Class 8. Oct. 25	**Readers' advisory**	**Assignment 4 group meetings** *In-class reference question #2*
Class 9. Nov. 1	**Legal library services; Health library services**	**Guest speakers** **Assignment #3 (Bibliography/search plan) due (by Fri, Nov. 4, 9:00pm)**
Nov. 8 – NO CLASS (Study break)		
Class 10. Nov. 15	**Library assessment**	**Guest speaker** *In-class reference question #3*

Class 11. Nov. 22	Data reference services. Information and the justice system.	Guest speakers
Class 12. Nov. 29	Panel discussion. Course wrap-up.	Panel speakers **Assignment 4 (LibGuide) due Mon, Nov. 28, 9:00pm**

COURSE READINGS

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

- **Textbook:** Wong & Saunders (2020), **Chapter 1** (Tyckoson): "History and functions of reference services"
- Ettarh, F. (2018, January 10). Vocational awe and librarianship: The lies we tell ourselves. *In the Library with the Lead Pipe.*
- Please watch the following video tutorials to familiarize yourself with the Dal Libraries website:
  - Finding a specific article (this will help you locate readings for class)
  - How to find databases on the Libraries' website
  - Any other videos you might find useful from the Dal Libraries' list of help tutorials
  - If you feel that a full 20-minute overview of using the Libraries' website would be helpful to you, check out Searching the Dal Libraries' catalogue & databases. Please ignore the stuff about the quiz questions. Please note as well that some features of the library catalogue search have recently changed but the principles are still the same.

Additional (not required)
[*Wong & Saunders (2020),Ch. 6 (Luo): "Models of reference services", p. 108 – 130* – provides a useful overview of the models of reference that we will be discussing in class; may be useful for Assignment 1]

Class 2: The Reference Interview – Sept. 13

- **Textbook:** Wong & Saunders (2020), **Chapter 3** (Saunders): "The reference interview"
- Taylor, R.S. (1968). Question negotiation and information seeking in libraries. *College & Research Libraries, 29*(3), 178 – 194. **[Brightspace]**
- Kuhlthau, C. C. (1988). Developing a model of the library search process: Cognitive and affective aspects. *RQ*, 28(2), 232-242.

For further reference: American Library Association. (2013). *Guidelines for behavioral performance of reference and information service providers.*

Class 3: Ethical issues in reference services. – Sept. 20

- **Textbook:** Wong & Saunders (2020), **Chapter 2** (Knox): "Ethics," (pp.27 – 38. The rest of the chapter is a compilation of various codes of ethics, which you may want to browse. You can also browse the Canadian Federation of Library Associations (CFLA) Code of Ethics and the CFLA Statement on Intellectual Freedom and Libraries if you wish).

- **Textbook:** Wong & Saunders (2020), **Chapter 12** (Cooke): "Reference services for diverse populations," pp. 247 – 272.
- Scott, D., & Saunders, L. (2021). Neutrality in public libraries: How are we defining one of our core values? *Journal of Librarianship and Information Science*, *53*(1), 153-166.

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

Assignment 1 (Informational interview) due by Mon., Sept. 26, 9:00pm: SUGGESTED DEADLINE

- **Textbook:** Wong & Saunders (2020), **Chapter 16** (Wong): "Search strategies for online resources" (I recommend trying some of the activities in the textbook as time allows)
- Video: Safiya Noble – Challenging the Algorithms of Oppression
- Antell, K., Strothmann, M., Chen, X., & O'Kelly, K. (2013). Cross-examining Google scholar. *Reference & User Services Quarterly*, 279-82.
- 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

Class 5: Information Behaviour – Oct. 4

In-class reference question #1: Sociology

- Agarwal, N. K. (2022). Integrating models and integrated models: Towards a unified model of information seeking behaviour. *Information Research: An International Electronic Journal*, *27*(1).
- De Paor, S., & Heravi, B. (2020). Information literacy and fake news: How the field of librarianship can help combat the epidemic of fake news. *The Journal of Academic Librarianship*, *46*(5), 102218.
- Savolainen, R. (2021). Levels of critique in models and concepts of human information behaviour research. *Aslib Journal of Information Management*.

Class 6: Types of reference sources: Selection & evaluation. Teaching and LibGuides – Oct. 11

Complete LibGuides homework as outlined below

- **Textbook:** Wong & Saunders (2020), **Chapter 14** (Singer): "Selection and evaluation of reference sources", pp. 292 – 314
- PowerPoints in Brightspace: Ready Reference Sources, Biographical Sources, Geography and Travel Resources **[Brightspace; these files have audio. Transcripts are also available.]**
- **Textbook:** Wong & Saunders (2020), **Chapter 4** (Avery): "Instructional strategies for the reference interview," pp. 70-90.
- Homework:
    - Pick your favourite discipline
    - Find 2 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 the Homework Discussion Board. Have a look at what others have posted as well. Come to class prepared to discuss.

[Recommended classic paper on reference books: Bates, M. J. (1986). What is a reference book? A theoretical and empirical analysis. *RQ, 26*(1), 37-57. **[Brightspace]**]

Class 7: Controlled vocabulary and reference services. Advanced searching – Oct. 18

Assignment 2 (Reference questions) due <u>by Monday, Oct. 10, 9:00pm</u>

- Watch:
  - Video: Controlled vocabulary **[Brightspace]**
  - Video: Advanced searching **[Brightspace]**
  - Video: Searching with Truncation, Wildcards, and Proximity Operators **[Brightspace]**
- Listen (or read transcript):
  - Drabinski, E., & Belantara, A. *Catalogers at work: Sounding the radical catalog.*
- McCutcheon, S. (2009). Keyword vs. controlled vocabulary searching: The one with the most tools wins. *The Indexer, 27*(2), 62-65.

Class 8: Readers' advisory – Oct. 25

Assignment 4 group meetings

In-class reference question #2: Literature

- **Textbook:** Wong & Saunders (2020), **Chapter 21** (Wyatt): "Readers' advisory services and sources."
- Lockley, L. M., Winsor, G., Stover, K. M., Wright, D., Trott, B., & Anderson, S. (2021). Readers' advisory and the pandemic: Lessons, connections, and vital Services. *Reference & User Services Quarterly, 59*(3/4), 188-194.
- Cho, H., Lee, W. C., Urban, A., Huang, L. M., & Long, Y. (2021). "I don't want a book that's going to make me sad or stressed out, especially in this day and age": Fiction reading (and healing) in a pandemic. *Proceedings of the Association for Information Science and Technology, 58*(1), 420-424.
- See "Additional R.A. resources" in Brightspace

Class 9: Health and legal resources. Source evaluation – Nov. 1

- **Textbook:** Wong & Saunders (2020), **Chapter 29** (Sostack & Davis): "Health and medicine sources."
- Reference questions from guest speakers (x 2)
- Review SIFT modules from Cleveland State University

Study break Nov 7-11 – no class

Class 10: Library assessment – Nov. 15

In-class reference question #3: Environmental studies

Assignment 3 (Bibliography/Search plan) due <u>by Friday, Nov. 4, 9:00pm</u>

- **Textbook:** Wong & Saunders (2020), **Chapter 8** (Saunders): "Evaluation and assessment of reference services."

- Scan/skim 4 of the following websites in preparation for Linda Bedwell's guest lecture:

  - [ARL: Statistics & Assessment](#)
  - [ALA – LLAMA: Library Assessment Section](#)
  - *[Ithaka S+R](#)*
  - [IMLS: Outcome Based Evaluation Basics](#)
  - *[ACRL Value of Academic Libraries](#)*
  - *[ACRL Standards for Libraries in Higher Education](#)*
  - *[ACRL Standards for Proficiencies for Assessment Librarians](#)*

Class 11: Data reference. Information and the justice system – Nov. 22

- Kellam, L.M., & Peter, K. (2011). Reference and instruction for data sources. In *Numeric data services and sources for the general reference librarian* (pp. 67-88). Chandos Publishing. **[Brightspace]**
- Sandefur, R. (2019). [Access to what?](#) *Daedelus, 148*(1).
- Farrow, T.C.W. (2014). [What is access to justice?](#) *Osgoode Hall Law Journal, 51*(3).

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

Assignment 4 (LibGuide) due Monday, Nov. 28, 9:00pm. Self and group evaluation due Friday, Dec. 2, 9:00pm

- **Textbook:** Wong & Saunders (2020), **Chapter 32** (VanScoy)**:** "Creating the future of reference services"