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C&I 479.50: Reference and Media Technology

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C&I 479: Reference and Media Technology  
Fall Semester 2002

Instructor:  Dr. Sally Brewer  
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Office Hours:  
Tuesday, 3:00 - 5:00 p.m. (on campus)  
8:00 - 9:00 p.m. (online)  
Thursday, 10:30 a.m. - 12:00

Class Location:  On the Internet

Online Meeting Time: Tuesday, 8:00 - 9:00 p.m.

I. Purposes:
The purposes of this course are:
A. To introduce students to reference sources that might be found in a school library media center  
B. To provide opportunities for students to examine and evaluate reference materials for elementary, middle school, and high school media centers as well as public libraries  
C. To develop the students’ skills in identifying appropriate reference sources and services for different types of library media centers  
D. To provide students with strategies to search both print and online reference sources  
E. To develop the students’ skills in information negotiation  
F. To demonstrate the applicability of reference skills across the curriculum  
G. To develop the students’ skills in teaching research skills  
H. To provide an opportunity for students to practice applications of reference services in a field experience.

II. Objectives:
By the end of the term, the students will be able to:
A. Conduct a manual search  
B. Conduct an online search  
C. Conduct a reference interview to determine a user’s needs  
D. Decide how to best meet the needs of all users of reference services  
E. Identify appropriate reference materials to provide basic reference services in an elementary school library media center  
F. Identify appropriate reference materials to provide basic reference services in a middle school library media center  
G. Identify appropriate reference materials to provide basic reference services in a high school library media center  
H. Develop a teaching unit for reference skills for various grade levels and abilities of students (information literacy skills)
I. Manage and supervise the reference section of a school library media center
J. Learn survival skills for dealing with the stress caused by technology and its impact on information processing

III. Course content:
   Ideal reference librarian characteristics
   Responsibilities of school library media specialist regarding reference services
   Core collection of materials for reference
   Organizational methods for varying formats of information
   Selection tools and journals for reference
   Databases and connectivity of information
   Research skills
   Inservice responsibility of a school library media specialist
   Management of reference services
   Publicizing reference services
   Influence of technology on reference services and collections
   Virtual reference services
   Field experiences in operating media centers

IV. Rationale:
The information literacy standards described in Information Power: Building Partnerships for Learning, emphasize the need for school librarians to not only be knowledgeable about print and non-print reference resources, but also know how to teach information skills. All of the indicators in the standards underscore the need for quality reference materials of all types in a wide range of subjects, which meet the needs of a diverse group of students. All the activities require trained and practiced librarians knowledgeable about selection, acquisition, management, use and assessment of a core reference collection not limited by format.

V. Required Textbooks:


   Recommended:
VI. Selected bibliography:


Selected journals and other publications appropriate for use in reference services:

- *Booklist:* Includes Reference Books Bulletin
- *The Book Report:* Includes Technology Connection
- *School Library Media Activities Monthly:* Includes Technology Connection
- *School Library Journal* Teacher Librarian

VII. Teaching/learning strategies:

- Hands-on evaluation and assessment of materials
- Online class discussions and lectures
- Evaluation of selected journal articles
- Applications of textbook bibliographies
- Student journals

VIII. Materials:

- Textbooks and selected library references
- Research on selection, evaluation, and application of reference materials
- Technology appropriate to reference services
- Field experience settings for application of skills
- Individual journals

IX. Evaluation:

Evaluation will occur on a continuing basis throughout the semester. Students are expected to participate in online activities. Assignments must be turned in on time and in a professional format. The reports, hands-on use of techniques and strategies, field
experience, student journals, and exploration of appropriate technology are all part of
the final assessment. They are weighed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>07%</td>
<td>90 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>Reports</td>
<td>20%</td>
<td>80 - 89%</td>
<td>B</td>
</tr>
<tr>
<td>Exams</td>
<td>30%</td>
<td>70 - 79%</td>
<td>C</td>
</tr>
<tr>
<td>Bibliographic Instruction lessons</td>
<td>15%</td>
<td>60 - 69%</td>
<td>D</td>
</tr>
<tr>
<td>Self Check Questions</td>
<td>20%</td>
<td>Below 60</td>
<td>F</td>
</tr>
<tr>
<td>Field Experience &amp; Journal</td>
<td>08%</td>
<td>100%</td>
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</tbody>
</table>

IX. Other pertinent information

Journals may be sent to me via e-mail or posted on a threaded discussion. Your
journal is a diary about your nine hours of field experience working in a K-12 library:
what you learned and reflections on what you did. Your field experience hours are a
perfect opportunity to talk to librarians in the field about how they choose new
reference materials, answer reference questions, and teach bibliographic skills.
Tentative Schedule

Week | Topic
--- | ---
1 | Introductions
   | Course Overview
   | Our online community
   | Reference process
   | UM resources

2 | Selection, Evaluation, and Maintenance
   | Selection resources
   | Evaluating sources
   | Management of Reference services

3 | Information literacy models -
   | BixSix (Eisenberg and Berkowitz)
   | Information Seeking (Kuhlthau)
   | Research Process (Stripling and Pitts)
   | Integrating Information literacy skills through the curriculum

4 | Bibliographies

5 | Directories, Almanacs, Yearbooks, and Handbooks

6 | Biographical Sources

7 | Dictionaries and Encyclopedias

8 | MIDTERM

9 | Geographical sources

10 | Indexes and Abstracts

11 | Government Documents

12 | Reference Interview

13 | Web-based reference services

14 | Designing your library website

15 | Virtual libraries

16 | FINAL