

9-2002

## C&I 479.50: Reference and Media Technology

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### Recommended Citation

Brewer, Sally, "C&I 479.50: Reference and Media Technology" (2002). *Syllabi*. 3161.  
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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:**

American Association of School Librarians and Association for Educational Communications and Technology. (1998). Information Power: Building Partnerships for Learning. Chicago: American Library Association.

Reidling, Ann Marlow. (2000). Reference skills for the school library media specialist: Tools and Tips. Worthington, OH: Linworth Publishing, Inc.

#### Recommended:

American Psychological Association. (2001). Publication manual of the American Psychological Association. (5th ed.) Washington, DC: American Psychological Association.

## **VI. Selected bibliography:**

Berger, P. (1998). Internet for active learners: Curriculum-based strategies for K-12. Chicago: American Library Association.

Katz, W. A. (2002). Introduction to Reference Work, Volume I: Basic Information Sources. (8th Ed.) New York: McGraw-Hill.

Katz, W. A. (2002). Introduction to Reference Work, Volume II: Reference services and reference processes. (8th Ed.) New York: McGraw-Hill.

Kulthau, C. (1996). The virtual school library: Gateway to the Information Superhighway. Englewood, CO: Libraries Unlimited.

Minkel, W. & Hsu, R. (1999). Delivering web reference services to young people. Chicago: American Library Association.

Thomas, N. P. (1999). Information literacy and information skills instruction: Applying research to practice in the school library media. (Edited by Paula Kay Montgomery). Englewood, CO: Libraries Unlimited, Inc.

Wolf, C. (1999). Basic Library Skills, (4<sup>th</sup> Ed.). Jefferson, NC: McFarland & Co.

Wynar, B. S. (2001). Recommended reference books for small and medium-sized libraries and media centers. Englewood, CO: Libraries Unlimited.

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:

Class participation	07%	90 -100%	A
Reports	20%	80 - 89%	B
Exams	30%	70 - 79%	C
Bibliographic Instruction lessons	15%	60 - 69%	D
Self Check Questions	20%	Below 60	F
Field Experience & Journal	<u>08%</u>		
	100%		

#### **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

<b>Week</b>	<b>Topic</b>
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