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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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>Grade 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>
<td></td>
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</tbody>
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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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 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 |