

**BIBLIOGRAPHIC AND FACTUAL SOURCES**  
**GLIS 615**  
**Fall 2012**

Instructor: Dr. Joy Bennett

**Course Objectives:**

1. To learn about bibliographical and factual sources
2. To determine how to locate, evaluate and use sources of bibliographical and factual information
3. To explore a variety of bibliographic and factual sources and learn how they can be used to solve reference problems and provide appropriate information to clients.
4. To examine reference services in various library situations and explore search strategies appropriate to those different situations.

**Content and methodology:**

This course introduces students to the theories, principles and practices of bibliographic control and factual sources as a foundation for reference services and information retrieval. Paper, microform and electronic formats of all types of reference materials will be considered. The role of reference services within various types of libraries will also be considered.

The course will be a combination of lectures and student group presentations. Students are expected to participate in class discussions.

There is a final exam.

**Required text:**

I urge you to purchase one of the following texts. The Bopp is the most up to date..

Katz, William A. *Introduction to Reference Work*. 8<sup>th</sup> ed. N.Y.:McGraw-Hill, 2002. 2v.

OR

Bopp, Richard E. and Linda C. Smith, *Reference and Information Services: an introduction*. 4th. ed. Englewood, CO., Libraries Unlimited, 2011.

Other readings as outlined in “Suggested Readings” (given to you in class).

**Contact:** The best way to reach me is via e-mail. I will endeavor to respond to you within 24 hours. My e-mail address is: [sgbennett@sympatico.ca](mailto:sgbennett@sympatico.ca)

**Teaching Assistant:** The TA for this course is Ms. Isabelle Lamoureux. She can be reached at [isabelle.lamoureux1@mail.mcgill.ca](mailto:isabelle.lamoureux1@mail.mcgill.ca) Her office hours will be posted.

### **Evaluation:**

#### 1. Discussion Groups (see posted groups) **One group presentation--**

Working in assigned groups you will be responsible to prepare pertinent questions and comments for class discussion following the lectures. I have given a discussion suggestion or assignment for each week but your group may choose a different topic, based upon the reading for the week, or another issue that your group has researched. In some cases the discussion assignment is included in this hand out, in others you must access the assignment from the class web site. The group may request that class members read an additional article to facilitate the planned discussion. **The class members must be informed of any additional readings 2-3 days prior to the class presentation.** A 3-4 page summary of the questions, comments and discussion is to be submitted to me at the following class. Please also send an electronic version of your presentation to Isabelle so that she can post it for the class. Questions relating to the discussion groups may appear on the final exam.

**Due: One week after each presentation: 15 marks**

2. **One major assignment to be prepared in groups of two.** The assignment will be either bibliographic or fact based, or a combination of the two. More information on this assignment will be distributed in class later. Students should select their own partner for this assignment.

**Due: Week 11 (November 19) 35 marks**

3. **Final exam.** The **final exam** will be based on the lectures and the information sources presented in the class discussions. It is intended to test your knowledge of the bibliographic and reference sources discussed in class and your ability to identify sources in answer to specific reference questions. The exam date will be posted. **50 marks**

**Course Outline, Weekly Readings and Discussion Group Assignments.**

WEEK	TOPIC	READINGS
Week 1— Sept. 10	Introduction -Reference services -Bibliographic sources -Factual sources  Course Requirements	Bopp, Ch. 1, pp. 3-21  Katz, Vol. 1, Ch. 1, pp. 3-4;7-19
Week 2— Sept. 17	<b>Bibliographic Control</b> -What it means -Principles -Search strategies Library Catalogues MARC Records Shared services	Bopp, Ch. 4, 95-116 Katz, Vol. 1, Ch. 3, pp. 74-94
Week 3— Sept. 24	<b>Bibliographies</b> National Bibliographies Current and Retrospective Sources	Bopp, Ch. 20, pp. 579-603 Katz, Vol. 1, Ch. 4, pp. 99-113
Week 4— Oct. 1	Factual Sources-- <b>Encyclopedias</b>	Bopp, Ch. 18, pp. 525-547 Katz, Vol. 1, Ch. 7, pp. 213-269

Week 5— Oct. 8	Thanksgiving Day  (Canada)	STUDY WEEK Oct. 8-12
Week 6— Oct. 15	Factual Sources— <b>Serials</b> Indexes and abstracts	Bopp, Ch. 21, pp. 613-629 Katz, Vol 1, Ch.5 &6, pp. 131-180
Week 7— Oct.22	Factual Sources— <b>Biographical Sources</b>	Bopp, Ch. 16, pp. 471-494 Katz, Vol. 1, Ch. 9, pp. 343,375: Ch. 10, pp. 377-409
Week 8— Oct. 29	(Hallowe'en) Factual Sources—  <b>Dictionaries</b>	Bopp, Ch. 17, pp. 501-525 Katz, Vol 1, Ch. 10, pp. 377-412
Week 9— Nov.5	Factual Sources— <b>Almanacs, Yearbooks, Handbooks, Maps, Gazetteers, Atlases, Travel Guides</b>	Bopp, Ch. 15, pp. 439-463 and Ch.19, pp. 555-572  Katz, Chs. 8 & 11, pp. 277-309 and 417-443
Week 10— Nov.12	Factual Sources— <b>Government publications and statistical sources</b>	Bopp, Ch. 22, pp. 637-697 Katz, Vol. 1, Ch. 11 & 12, pp. 417-471
Week 11— Nov.19	Reference Services— User needs Reference interview	Bopp, Ch. 2& 3, pp. 29-88  Katz, Vol 2.
WEEK 12— Nov. 26	Other Services- Library Instruction ILL	American Thanksgiving Day 

WEEK 13— Dec. 3	REVIEW CLASS— Sample exam questions Bring your questions to class	Re-read everything!
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## DISCUSSION GROUPS:

(Discussion groups are assigned at the beginning of the term. Each group will be composed of 4-5 students.)

**Week 1---No discussion group**

**Week 2—Group 1--The Budapest Open Access Initiative** claims that “Removing barriers to [peer-reviewed journal] literature will accelerate research, enrich education, share the learning of the rich with the poor and the poor with the rich, make this literature as useful as it can be, and lay the foundation for uniting humanity in a common intellectual conversation and quest for knowledge.” Open Access allows individual or group researchers to make their publications widely available electronically, either directly or through an organized body. How does Open Access implicate bibliographic control? Can readers know that they are reading the final version of the document or a draft version? Does it matter?

**Week 3—Group 2**

Select 4 or 5 titles of published items (may be monographs or serials or a combination) and compare the information that you find when you search for your titles in three different library catalogues (could be a national catalogue, a university library catalogue, a public library) and then compare our results with what you discover when you search for those same titles in WorldCat. Comment on your results. Try to select distinct items in more than one language and items that might have been originally published in more than one country.

**Week 4—Group 3**

Prepare an analysis that compares the entries found in each of the following national bibliographies—LC, BNF, BL, NLC. What electronic access does each of the national services offer. Using an example, compare the information that can be obtained from each source. Select a couple of factual topics to test the national bibliographies.

**Week 5—Thanksgiving Day and Study Break**

**Week 6—Group 4. Encyclopedias.** See assignment posted on WebCT.

**Week 7— Group 5. Serials.** See assignment posted on WebCT

**Week 8--. Group 6. Biographical Sources.** See assignment posted on WebCT.

**Week 9— Group 7. Dictionaries.** See assignment posted on WebCT

**Week 10—. Group 8. Miscellany of Reference Sources.** See assignment posted on WebCT.

**Week 11—Group 9. Report on a Special Event.** See assignment posted on WebCT.

**Week 12—Group 10. Reference Service Trends.**

How has electronic availability of information affected demands for reference services. Is there a difference in the use of reference services by different academic disciplines—ie, are those in the humanities/social sciences more or less likely to seek assistance than those in the “wet” sciences or medicine? What about public library users? What are some of the new demands on reference librarians and how are those demands being met?

**General Information:**

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Council and Disciplinary Procedures (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for information.”

“If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if contact the Office for Students with Disabilities at 398-6009 before you do this.”

“Additional policies governing academic issues which affect students can be found in the McGill Charter of Students’ Rights:

<http://ww2.mcgill.ca/students-handbook/chapter1.html>

The students have the right to write exams in French

No extension, delay or late assignments will be accepted.

The only acceptable circumstances for an extension or a delay: personal illness and illness in the immediate family (physician’s certificate required)

