INFS 321
INFORMATION SOURCES
STUDY GUIDE

UNIVERSITY OF GHANA
SCHOOL OF CONTINUING
AND DISTANCE EDUCATION

UNIVERSITY OF GHANA
SCHOOL OF CONTINUING
AND DISTANCE EDUCATION

INFS 321
INFORMATION SOURCES

STUDY GUIDE
For Undergraduates Level 300

2016/17 – 2017/18 Academic Year

Prof. Perpetua Dadzie
Department of Information Studies

Acknowledgements

CONTENTS

COURSE DESCRIPTION

1. COURSE WEBSITE

http://sakai.ug.edu.gh/portal

2. INSTRUCTOR

Prof. Perpetua S. Dadzie
College of Education
School of Information and Communication Studies
Department of Information Studies
P. O. Box LG 60
Legon, Accra

Email: pdadzie@ug.edu.gh
Office: Balme Library

3. Support Contact Information

School of Continuing and Distance Education
University of Ghana
P. O. Box LG 31
Legon, Accra

Phone:+233 (0) 303 938855
Email: scdede14@gmail.com

4. OVERVIEW

Information sources help to answer frequently asked questions as well as challenging questions. In our daily lives, we seek to find out what is happening in our environment or even what happened a few years ago. Most of the answers to these questions can be found by consulting one or two ready reference sources whilst others require multiple sources of information.

This course exposes you to a wide variety of information sources in both print and electronic formats. It will help you not only to know which sources to use in completing your assignments or doing your research but also to help you find your way round any Information Centre or Library. For the purposes of this course, the term 'reference sources' will be used interchangeably with 'information sources'. Reference sources are materials used to obtain authoritative information. Students will be given an overview of definitions, characteristics, types and categories of reference or information sources. A cross section of reference or information sources which will be examined include almanacs, yearbooks, directories, biographical sources, encyclopedias, dictionaries and geographical sources; others are bibliographical sources such as library catalogues, indexes and abstracts. Students will also be introduced to electronic resources such as the internet, online databases and search tools.

Course Objectives: This course is intended to help students understand the nature, characteristics and uses of information sources in both print and electronic formats.

Intended Course Learning Outcomes: It is expected that by the end of this course you should be:

- familiar with a wide range of reference sources through physical examination and use of these sources
- Demonstrate knowledge of Reference/Information Sources through the successful answering of a variety of typical reference questions.
- Conduct searches using print and electronic sources
- Understand the criteria used in evaluating reference sources.

5. PROBLEM-BASED LEARNING APPROACH

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. This course will use a problem-based learning approach.

Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor/lecturer/tutor is to facilitate learning by supporting, guiding, and monitoring the learning process. The tutor will help build students' confidence to take on the problem, and encourage the students, while also stretching their understanding.

6. COURSE FORMAT

The course content will be delivered online through the SAKAI Learning Management System (Sakai LMS). The Sakai LMS will be used to deliver
- Video Lecture Sessions
- Session Slides
- Session Reading Materials

- Assessments – Tests, Quizzes and Assignments (including a Problem-based Term Paper)
- Group activities – Discussions and Presentations

Announcements will be posted to the course website and/email accordingly. It is the responsibility of students to check on announcements made in class, on the Course Website, and through email.

7. LEARNING OUTCOMES

The learning outcomes for the course are outlined along three strands: knowledge, skills and outcomes.

7.1 KNOWLEDGE

Students must have knowledge on:
1. criteria for selection and evaluation of reference sources
2. how to physically examine information sources
3. how to conduct searches using print and electronic sources

7.2 SKILLS

Students must be able to:
1. Apply concepts associated with selection and evaluation of reference sources
2. Identify concepts association with physical examination of reference sources
3. Explore the Internet and know how to use search tools.

7.3 COMPETENCE

Students should in the future be able to:
1. Evaluate information sources
2. Identify which reference sources help to answer real world questions
3. Use search tools to find information

8. ASSESSMENT

The assessment for this course has been designed to help all students to maximize their individual and group/team learning opportunities. A summary of the assessment tasks is provided below.

ITEM	FORM OF ASSESSMENT	DELIVERED	MARKS
Individual Assignments	Multiple Choice Questions (MCQs) Short Essays Term Paper/Presentation	Alongside Sessions	30%
Written Examination	Semester Examination	End of semester	70%
		Total	**100%**

8.1   Individual Assignments

Individual assignments will be provided at end of sessions. These assignments may be in the form of Multiple Choice Questions (MCQs), Short Essays and/or a Term paper or presentation. Deadlines will be provided for each assignment with respect to scheduling of the sessions.

9. RECOMMENDED TEXT

- Cassell K.A & Hiremath, U. (2013) Reference and information services in the 21st century: an introduction. 3rd ed. New York: Neal-Schuman Publishers.
- Kumar, Krishan (2006) Reference Service 5th ed. Delhi: Vikas Publishing House
- Katz, A. William (2002) Introduction to Reference, Work Vols. I & II, 8th ed.
- UC Berkeley – Finding Information on the Internet: A Tutorial http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/About.html

DETAILED CLASS SCHEDULE

The course is organized into 13 SESSIONS along the following lines: (1) Overview; (2) Goals and Objectives; and (3) Activities and Assignments.

10. SCHEDULE OF SESSIONS

Week	Session
1	Sessions 0, 1
2	Session 2
3	Sessions 3
4	Sessions 4
5	Session 5 and 6
6	Session 7
7	Session 8
8	Session 9
9	Session 10
10	Session 11
11	Session 12
12	Session 13

11. SESSION 0 – INTRODUCTION TO INFS 321

11.1 Overview

Introductions and orientation to the use of the Sakai Learning Management System (LMS) and the available tools for the course. They will also be provided with an overview of the course.

11.2 Goals and Objectives

At the end of the session, the student will
1. Understand the subject matter of this course – Introduction to Information sources.
2. Become familiar with the tools in the Sakai LMS to be used in the course.
3. Do self-introductions and discuss the expectations for the course in the Chat Room

11.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Watch the Video on the Topic - Course Introduction
3. Visit the Chat Room and introduce yourself while discussing expectations for the course
4. Explore the online tools available in Sakai.

12. SESSION 1 – INTRODUCTION TO INFORMATION SOURCES PART I

12.1   Overview

This introductory session defines and explains the importance of information or reference sources. Reference sources usually contain miscellaneous information on any topic and are expected to be consulted as and when necessary. This session describes the first broad description of reference sources available and provides examples of each type.

Goals and Objectives
At the end of the session, the student is expected to:
1. Explain what reference sources are
2. Explain and identify what Documentary reference sources are
3. Explain and identify what Non-Documentary reference sources are.

12.2   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Read Chapter 9 of Recommended Text – Kumar; Katz pp. 7-8
3. Watch the Video on the Topic – Reference Materials
4. Review Lecture Slides: Session 1 – Introduction to reference sources Part I
5. Visit the Chat Room and discuss the Forum question for Session 1
6. Complete the Individual Assignment for Session 1

13. SESSION 2 – INTRODUCTION TO INFORMATION SOURCES PART II

13.1   Overview

There is another school of thought which classifies reference sources according to Control-Access-Directional and Sources Types. This session is a continuation of the previous and introduces two broad classes of references sources captured under this classification. The Control-Access-Directional sources are also referred to as Bibliographies is category of classification is also known as Bibliographies.

13.2   Goals and Objectives

At the end of the session, the student is expected to:
1. Explain what Control-Access-Directional Sources are
2. Explain what Source Types of reference sources are

13.3   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Read Chapter 9 of Recommended Text –Kumar; Katz pp. 7-8
3. Review Lecture Slides: Session 2 – Introduction to reference sources Part II
4. Visit the Chat Room and discuss the Forum question for Session 2
5. Complete the Individual Assignment for Session 2

14. SESSION 3 – SELECTION AND EVALUATION OF REFERENCES SOURCES

14.1   Overview

In building the reference collection, the information professional must evaluate the quality of particular sources and their suitability for inclusion in the library's collection. In this session, we will take a close look at the criteria used in selecting and evaluating reference sources. These include Authority, Scope, Treatment and Arrangement, Format, Special Features and Cost. It is worth noting that Information professionals do not go through all these criteria these days as the process is long and cumbersome. They rely on some sources which have already selected and evaluated materials of importance for libraries.   This session will also examine the importance and use of Reviewing sources and Guides to reference sources.

14.2   Goals and Objectives

At the end of the session, the student will:
1. Describe the criteria used for selection and evaluation of reference sources
2. Indicate how applicable these criteria are to selection and evaluation of electronic resources.
3. State the purpose and advantages of reviewing sources
4. State the purpose of Guides to reference sources.

14.3   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Read Chapter 10 of Recommended Text –Kumar pp. 132-133:Katz pp. 26-32
3. Review Lecture Slides: Session 3 – Selection & evaluation of reference sources
4. Visit the Chat Room and discuss the Forum question for Session 3
5. Complete the Individual Assignment for Session 3

15. SESSION 4 – FACT SOURCES

15.1   Overview

Fact sources are reference sources that provide concise factual information about many things (such as organizations, people, statistical trends) for quick reference. In this session, we shall examine a few examples such as almanacs, yearbooks, handbooks, manuals and directories. An overview of their usefulness, similarity or differences and their criteria for evaluation will be discussed. Furthermore, specific examples of each of the fact sources will have to be examined by the student.

15.2   Goals and Objectives

At the end of the session, the student will:
1. Explain what these fact sources are
2. Understand the use of fact sources such as almanacs, yearbooks, handbooks, manuals and directories
3. Know the criteria for their selection and evaluation.

15.3   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site

2. Review Lecture Slides: Session 4 – Fact Sources
3. Read Chapters 13 & 16 of Recommended Text –Kumar; Katz Chapter 8
4. Visit the Chat Room and discuss the Forum question for Session 4
5. Complete the Individual Assignment for Session 4

16. SESSION 5 – BIOGRAPHICAL SOURCES

17. OVERVIEW

Biographical sources provide information on people distinguished in some particular field of interest. Questions answered by biographical sources include 'when did Dr. Kwame Nkrumah die'? 'How can I find information about Dr. K. A. Busia'? In this session, we shall examine the usefulness of biographical sources, their evaluation criteria and also review a specific title on biographical sources.

17.1   Goals and Objectives

At the end of the session, the student will:
1. Indicate what biographical sources are.
2. State their usefulness in reference work.
3. Describe the different types of biographical sources

17.2   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Review Lecture Slides: Session 5 – Biographical sources
3. Read Chapter 11of Recommended Text –Cassell and Hiremath; chapter 14 of Kumar
4. Visit the Chat Room and discuss the Forum question for Session 5
5. Complete the Individual Assignment for Session 5

18. SESSION 6 – – ENCYCLOPEDIAS & DICTIONARIES

19. OVERVIEW

In this session, two sources are examined, Encyclopedias and Dictionaries. Encyclopedias contain informational articles on subjects in every field of knowledge usually arranged in alphabetical order. They are used to answer general or specific questions about things, people, events.
Dictionaries are sources that deal primarily with all aspects of words, from definitions to spelling, pronounciation, etymology of the word. Encyclopedias and dictionaries have a few things in common and that is why they are being dealt together. We shall examine their usefulness, types in reference work.

19.1   Goals and Objectives

At the end of the session, the student will
1. State the uses and characteristics of encyclopedias and dictionaries
2. Indicate types of encyclopedias and dictionaries
3. Indicate the kinds of information found in them.

19.2   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Review Lecture Slides: Session 7 – Encylopedias & Dictionaries
3. Read Chapters 11 & 12 of Kumar: Katz Chaps 7 & 10
4. Visit the Chat Room and discuss the Forum question for Session 6
5. Complete the Individual Assignment for Session 6

20. SESSION 7 – GEOGRAPHICAL SOURCES

21. OVERVIEW

Geographical sources help to locate places. The best known forms are the atlases which do not only show given counties but also illustrate themes such as historical development, social development etc.   Geographical sources also include gazetteers and guidebooks. In this session, we shall examine uses and characteristics of geographical sources.

18.2   Goals and Objectives

At the end of the session, the student will:
1.   state the different types of geographical sources
2.   indicate the uses and characteristics of geographical sources

18.3   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Watch the Video on the Topic – Geographical sources
3. Review Lecture Slides: Session 7 – Geographical sources
4. Read Chapter 15 of Kumar; Katz Chapter 11
5. Visit the Chat Room and discuss the Forum question for Session 7
6. Complete the Individual Assignment for Session 7

22. SESSION 8 – BIBLIOGRAPHIES I

22.1   Overview

Bibliographies are list of written, printed records of civilization. They serve as a control device, a kind of checklist which inventories what is produced from day to day. In this session, students will examine two types of bibliographies such as national and trade bibliographies.

19.2   Goals and Objectives
At the end of the session, the student will:
1. Be able to understand the different types and uses of bibliographies
2. Know the elements of an effective bibliography.
3. Understand how to evaluate bibliographies

19.3   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site

2. Review Lecture Slides: Session 8 – Bibliographies
3. Read Chapter 3 & 4 of Katz
4. Visit the Chat Room and discuss the Forum question for Session 8
5. Complete the Individual Assignment for Session 8

23. SESSION 9 – BIBLIOGRAPHIES II

23.1   Overview

A review of other bibliographies such as subject bibliographies, bibliographies of bibliographies and universal bibliographies are treated here. In addition, this section examines what catalogues are. Catalogues are also bibliographies. They list materials held in the collection of one library or in some cases those that the library has access to through interlibrary loan. These day many people are able to find out what is in their own library through the Online Public Access Catalog (OPAC). In this session, students will be exposed to the different types of catalogues and their uses.

20.2   Goals and Objectives

At the end of the session, the student will:
1. Be able to understand the different types of bibliographies
2. identify the different types of catalogues
3. Know the uses, advantages and disadvantages of catalogues.

20.3   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Review Lecture Slides: Session 9
   Read Kumar pp. pp. 302 – 307; 364- 372
3. Visit the Chat Room and discuss the Forum question for Session 9
4. Complete the Individual Assignment for Session 9

24. SESSION 10 – INDEXES AND ABSTRACTS

25. OVERVIEW

Indexes are systematic listings of works that tell where information can be located. They have also been described as a systematic guide to the text of any reading matter or to the contents of other collected documentary material, comprising a series of entries, with headings arranged in alphabetical or other chosen order and with reference to show where each item indexed is located.

In this session, students will be exposed to the usefulness of indexes and indexes, its advantages and disadvantages.

25.1   Goals and Objectives

At the end of the session, the student will:
1. Indicate what indexes and abstracts are.
2. State usefulness of indexes and abstracts to reference work.
3. State the criteria for evaluation of indexes and abstracts.

25.2   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Review Lecture Slides: Session 10 – Indexes and abstracts
3. Read Katz Chapter 5
4. Visit the Chat Room and discuss the Forum question for Session 10
5. Complete the Individual Assignment for Session 10

26. SESSION 11 – ELECTRONIC RESOURCES

26.1   Overview

With the advancement in technology, a lot of information is in electronic format. Electronic resources are accessible over the Internet and are being churned out daily. The quality of information cannot be guaranteed as no one is in control over information obtained from the Internet. In this session, students will be presented with the history of e-resources in libraries, the types of resources, their advantages and disadvantages.

26.2   Goals and Objectives

At the end of the session, the student will:
1. Be able to understand the history of e-resources.
2. Know the types and uses of e-resources available.
3. Understand how to search the e-resources

26.3   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Watch the Video on the Topic – Boolean Search Basics
2. Review Lecture Slides: Session 11– E-resources
4. Read Chapters 1 & 2 of Katz
5. Visit the Chat Room and discuss the Forum question for Session 11
6. Complete the Individual Assignment for Session 11

27. SESSION 12 – THE INTERNET

27.1   Overview

This is a continuation of the previous session. In this session, the Internet is examined in detail. The Internet has been described as a confederation of computer networks. It is important as a lot of information is accessible on the Internet. In this session, students will review the history of the Internet, protocols and different search engines that enable the Internet to function effectively.

27.2   Goals and Objectives

At the end of the session, the student will:
1. Review the history of the Internet
2. Understand the different protocols which enable the Internet to function

3. Explain the functions of different search engines

27.3   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Review Lecture Slides: Session 12 The Internet Part I
3. Read UC Berkeley website:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/About.html
4. Visit the Chat Room and discuss the Forum question for Session 12
5. Complete the Individual Assignment for Session 12

28. SESSION 13 – INTERNET SEARCHES & SERVICES

29. OVERVIEW

In this session we continue with the other services of the Internet. An examination of subject directories and their functions, library gateways, the criteria for the evaluation of information from the Internet will all be examined.

Goals and Objectives
At the end of the session, the student will:
1. Understand the functions of subject directories and library gateways.
2. Understand the criteria for evaluating information from the Internet

29.1   Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site
2. Watch the Video on the Topic – Evaluating Internet Sources
3. Review Lecture Slides: Session 13 – Internet Search & Services
4. Read Read UC Berkeley website:
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/About.html
5. Visit the Chat Room and discuss the Forum question for Session 13
6. Complete the Individual Assignment for Session 13

APPENDIX A

PRACTICAL ASSIGNMENT INSTRUCTIONS:

1. **Visit any academic library of your choice.**
2. **Carefully examine each reference source which is listed in this module.**
3. **Use the outline below to help examine the reference sources.**
4. **Submit your assignment to the Course moderator**

A) **INTRODUCTION**
   i) **Name of resource, eg Encyclopedia**
   ii)   **Title of resource**
   iii)   **Author/ editor(s)**
   iv)   **Publisher and /or organization for content**
   v)   **Edition**
   vi)   **Date of publication**
   vii)   **Volume No.**

B) **INFORMATION CONTAINED AND SCOPE OF COVERAGE**
   viii)   **Subject scope**
   ix)   **Time or period**
   x)   **Geographical scope**
   xi)   **Language scope**

C) **FORMAT**
   xii) **Type of material scope (eg, print, online, CD)**
   xiii) **Type and amount of information provided on items included (only for bibliographies and indexes)**

D) **ARRANGEMENT**
   xiv) **Preliminary materials**
   xv) **Sequence of the main text**
   xvi) **Supplementary arrangement**

E) **METHOD OF UPDATING AND FREQUENCY**
F) **SPECIAL FEATURES**
G) **USE OF RESOURCE**
H) **LOCATION** (Departmental library, Balme, and Call number
I) **ELECTRONIC EQUIVALENT Available:**
   If yes, provide URL :

1. **Late Submission of Assignments**
   - Any work submitted after the advertised deadline will attract a penalty in the form of reduction of marks. Up to 25% of marks available may be lost due to late submission

2. **Lateness**
   - Students who enter the hall after the commencement of class should do so quietly to cause minimum disturbance. Chronic lateness to class would

however not be entertained. It may attract punishment in the form of losing 50% of the attendance marks for the semester.

3. **Communications**

Registered students will be given access to a section of the Sakai Portal for this course. Sakai will be used as the primary mechanism to disseminate course information, including announcements, lecture slides, assignments, and grades. Communication with the instructor on issues relating to the individual student should be conducted using Sakai Mail, UG email, via telephone, or in person - **not** in the public discussion board on Sakai. UG Mail is the preferred method – for urgent messages, you should also attempt to contact the instructor via telephone. Federal privacy law and UG policy require that any communication with a student related in any way to a student's status be conducted using secure UG systems – if you use email to communicate with the instructor you **MUST** send messages from your UG email account.

All course materials (lecture slides, assignment specifications, etc.) are published on Blackboard in Adobe ® Portable Document Format (PDF) or in a format for which a free *reader* is available (such as Microsoft PowerPoint). This allows users of most computing platforms to view and print these files. Microsoft ® Word (or a compatible word processing application) is required for preparing assignments.

4. **Classroom Conduct**

Whether the course is face-to-face or online, students are expected to conduct themselves in a manner that is conducive to learning, as directed by the instructor. Any student who negatively impacts the opportunity for other students to learn will be warned – if disruptive behavior continues, the student will be removed from the course.

5. **Examination**
Any student who expects to miss more than one session is strongly advised to drop the course and take it in a later semester when he/she can attend every class and lab.
Departmental policy requires students to take exams at the scheduled time and place, unless there are truly compelling, severe circumstances supported by appropriate documentation. Except in such circumstances, failure to arrive at the exam site on time for a scheduled exam will result in a score of zero (0) for that exam, in accordance with University of Ghana policy on final exams. Students should not make travel plans or other discretionary arrangements that conflict with scheduled classes and/or the final exam period listed on the University's website. If the University is closed due to weather or other unforeseen conditions, final exams may be rescheduled – students are strongly advised not to make plans that would prevent them from attending exams that may be rescheduled during the entire exam period.

6. **Privacy**
Instructors respect and protect the privacy of information related to individual students. As described above, issues relating to an individual student will be discussed via email, telephone or in person. Instructors will not discuss issues relating to an individual student with other students (or anyone without a need to know) without prior permission of the student.

Graded work other than exams will be returned to individual students directly by the instructor (or by a faculty or staff member or a teaching assistant designated by the instructor or via another secure method). Under no circumstances will a student's graded work be returned to another student.

Faculty and staff will take care to protect the privacy of each student's scores and grades.