No Prerequisites 3 credit hours

Location: Gibbons, room B031
Day and Time: In person on CUA’s campus from 4:10-6:40 on Thursdays: Jan 13 - April 28.
Asynchronous on-line activities throughout the semester.

Instructor contact information:
Joan Lussky, PhD
Email: lussky@cua.edu,
Phone (office) 202/319-5855
Phone (cell) 302/299-7007
Office location: Marist Hall Room 243
Office Hours: Wednesdays 2:00-4:00 & by appointment at other times

COURSE DESCRIPTION:
This course provides an introduction to the terminology, concepts, and practices for the provision of information services to meet user needs effectively in a variety of settings. Special emphasis will be placed on the reference process; as well as the content, use, and evaluation of resources in print and electronic formats. In addition the course will cover the sources, policies, technologies, and systems that support access to and the retrieval of information central to reference services.

INSTRUCTIONAL METHODS
The course will incorporate online and face-to-face lecture/discussion; hands-on exercises, role playing of simulated interview scenarios, and homework assignments. Class material will supplemented with announcements, discussions and other materials posted in the class BlackBoard site (http://bb8.cua.edu). Homework assignments will include field observation, practice exercises, and analytical assignments.

READING MATERIAL
Required Texts:
New York: Neal-Schumann.


Other Required Readings:


Trott, Barry (2008) "Building on a firm foundation: readers' advisory over the next twenty-five years" Reference & User Services Quarterly. vol.48(2):132-135. (available via ALADIN)


Optional Supplemental Texts:


**REQUIRED TECHNOLOGIES**

Capabilities Required for Course Delivery and Student Participation: BlackBoard; standard CUA software; CUA library and information system accounts; video recording and editing capability (for interview role playing assignments); high speed internet access; lab classroom for face-to-face instruction. (Refer to "student baseline technical requirements" at: http://slis.cua.edu/tech/base-tech.cfm)

Tools and Technologies Taught: Advanced use of information retrieval systems, including digital library resources, library catalogs, and open Web information discovery and retrieval tools.

Other materials: Free demonstration accounts for commercial digital information resources, which may include any or all of the following: Dialog; Grolier's Online; Nexis; Readers Advisory Online (Libraries Unlimited); Gale Reference; etc. The instructor will supply necessary information.
**COURSE GOALS**
The goals of the course are to introduce fundamental concepts of library public services, and the skills required to deliver services effectively. The emphasis of this course is on the skills needed for direct interaction with information seekers, singly or in groups, that leads to the satisfaction of their information needs.

**Goals for Student Learning**
At the conclusion of this course, students should achieve five learning outcomes. These outcomes, and their relationship to the Objectives of the School, are shown in the table below:

<table>
<thead>
<tr>
<th>LSC553 Course Outcomes</th>
<th>SLIS Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Articulate a philosophy of reference service; discuss ethical and other issues relevant to the provision of information</td>
<td>Demonstrate a commitment to the philosophy principles and legal and ethical responsibilities of the field.</td>
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<tr>
<td></td>
<td>Appreciate education and service as integral to the role of the information professional in society.</td>
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<td></td>
<td>Articulate the economic, political, cultural, and social importance of the information profession.</td>
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<tr>
<td>2. Apply appropriate communications skills in one-on-one reference interviews and instructional settings</td>
<td>Are skilled in organizing, disseminating, managing, preserving information.</td>
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<td>Are skilled in the use of information technologies.</td>
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<td></td>
<td>Are capable of serving information seekers in a global society.</td>
</tr>
<tr>
<td></td>
<td>Appreciate education and service as integral to the role of the information professional in society.</td>
</tr>
<tr>
<td>3. Apply standard evaluative criteria to basic reference sources in order to determine the fitness of sources to meet particular information needs</td>
<td>Are capable of serving information seekers in a global society.</td>
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<tr>
<td></td>
<td>Interpret and apply research results from library and information science and related fields.</td>
</tr>
<tr>
<td>4. Demonstrate proficiency in retrieving information from general reference sources (print and electronic), including designing basic search strategies; and</td>
<td>Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management.</td>
</tr>
<tr>
<td></td>
<td>Are capable of serving information seekers in a global society.</td>
</tr>
<tr>
<td></td>
<td>Interpret and apply research results from library and information science and related fields.</td>
</tr>
<tr>
<td></td>
<td>Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.</td>
</tr>
<tr>
<td></td>
<td>Are skilled in organizing, disseminating, managing, preserving information.</td>
</tr>
<tr>
<td>5. Discuss policies and procedures for the provision of service, and the role and evaluation of reference and information service departments</td>
<td>Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field.</td>
</tr>
<tr>
<td>Are dedicated to professional growth, continuous learning, and applying new knowledge to improve information systems and services to meet the needs of information users in society.</td>
<td></td>
</tr>
</tbody>
</table>

**Professional Standards Addressed:**
- ALA's Reference and User Services Association (RUSA) see: Professional Competencies for Reference and User Services Librarians
  [http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/professional.cfm](http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/professional.cfm)
- Special Libraries Association (SLA)
  [http://www.sla.org/content/learn/comp2003/index.cfm](http://www.sla.org/content/learn/comp2003/index.cfm)
- Medical Library Association (MLA)
  [http://www.mlanet.org/education/platform.skills.html#3](http://www.mlanet.org/education/platform.skills.html#3)

**COURSE REQUIREMENTS**
Assignments and their weighting in the overall course grade are:
1. **Reference Field Study** (15%) exploration of a library information service of the student’s choosing
2. **Research Exercises:** (3 x 10 = 30%) Three separate research exercises. Instructions to be provided
3. **Term Project** (25%) options include creating a Pathfinder/LIBGUIDE or Instructional Module
4. **Final Exam** (20%) a take-home final exam.
5. **Class Contributions** (10%) The class is designed to be highly interactive. Students who contribute the most, in an appropriate and professional manner, to our class’s shared pool of knowledge will receive the highest grades in this area.
EXPECTATIONS AND POLICIES

Academic honesty:
Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student’s own work, cheating, and fabrication.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from http://policies.cua.edu/academicundergrad/integrityprocedures.cfm): “The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at http://policies.cua.edu/academicundergrad/integrity.cfm and http://policies.cua.edu/academicundergrad/integrity.cfm.

Other Policies or Expectations.

- Know your NT (CUA network) account information and be able to log on to the CUA network. Contact the Center for Planning and Information Technology at 202/319-4357 for assistance.
- Know and use the SLIS technology support. SLIS webpage: http://slis.cua.edu/tech/guides.cfm
- Know and use the SLIS resources available. url: http://slis.cua.edu/people/studentgateway.cfm
- Know how to use the CUA library resources, including the ALADIN online system. Visit the CUAT library homepage at http://libraries.cua.edu for assistance.

Email.

- Provide a meaningful subject tag in all your emails about this class.
- Begin each subject line with lsc553, or risk a delayed response or potentially no response.
- I will make every effort to get back to you within 48 hours of receiving your email.

Formatting of your assignments.

- Your name must appear on the first page of every document you hand in.
- Submitted work must have a professional appearance.

Participation & Conduct:

- Behave respectfully. Students are expected to behave respectfully while in class. Participation grades will reflect a student’s maturity level and professionalism.
- Participate actively. Participation is essential to being successful in learning and fostering learning in others. Participation should be supported by reading the material before class and making an effort to be thoughtful in your remarks.
- No phone calls during class. Turn off or silence cell phones and pagers. Students leaving the room for calls are not allowed to return to that class session.
- No off-topic internet access during class. Students are expected to engage in the classroom lecture, discussions and group work. Students reading using the web during class, in other than course related ways, will be asked to leave that class session.
- No grade discussions in class. Instructor will not discuss grades in class. First consider why the instructor deducted points. If you still disagree, explain your disagreement in an e-mail to the instructor.
• Attendance is mandatory. Attendance is required, in keeping with university policy. Students may miss up to 3 classes without a penalty. Your participation grade will drop by 10 points for every absence after 3 missed classes.

• Late work. The instructor will not accept late work except by prior arrangement or in the case of a serious emergency.

• Late arrival. Quietly pick up the handouts at the front of the class, sign-in on the sheet at the front of the class, and take a seat without disturbing the class that is in progress.

Campus Resources for student support:
CUA Center for Academic Success
http://success.cua.edu

CUA Counseling Center
http://counseling.cua.edu/services/

Mullen Library
http://libraries.cua.edu/welcome.html

Career services resources
http://slis.cua.edu/people/career.cfm

Accommodations for students with disabilities:
Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss specific needs. Please contact me as soon as possible, preferably within the first week of class. Also, please contact Disability Support Services (at 202 319-5211, room 207 Pryzybyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: http://disabilitysupport.cua.edu.

COURSE OVERVIEW
• Introduction to course
• Service philosophy, ethical issues, reference interview
• Reference sources and evaluating reference sources
• Digital vs. print resources
• Navigating and searching resources
• Instructing users
• Managing a reference service
• Summary and future
Course Outline - This calendar is subject to change depending on class needs.

<table>
<thead>
<tr>
<th>Week</th>
<th>Occurrence</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 13</td>
<td>Introduction to topic &amp; the workings of this course</td>
<td></td>
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<tr>
<td>2</td>
<td>Jan 20</td>
<td>Service philosophy, ethical issues, and reference in specific settings and for specific users</td>
<td>Cassell, Ch. 1, 3, 14, 15; RUSA Professional Competencies; Ikoja-Odango plus one of the following: Branch, Broch, Burke, Holliday, Reddy, Weiler, or Whitmire</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan 27</td>
<td>Reference interviewing techniques: online and in-person</td>
<td>Cassell, Ch. 2; RUSA Guidelines for Professional Performance</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 3</td>
<td>Information Sources, part 1</td>
<td>Cassell Ch. 4, 5, 6, 13, 17 (just skim Ch. 4, 5 &amp; 6) Hock, Ch. 1, 2, 6</td>
<td>Reference Field Study Due 2/1</td>
</tr>
<tr>
<td>5</td>
<td>Feb 10</td>
<td>Information Sources, part 1 (cont.)</td>
<td>Hock, Ch. 3, 4; Introduction to Dialog (both citations)</td>
<td>Term Project Topic Due 2/8</td>
</tr>
<tr>
<td>6</td>
<td>Feb 17</td>
<td>Search Strategy, part 1</td>
<td>Hock, Ch. 3, 4; Introduction to Dialog (both citations)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 24</td>
<td>User Instruction, part 1</td>
<td>Cassell, Ch. 16</td>
<td>Research Exercise #1 Due 2/22</td>
</tr>
<tr>
<td>8</td>
<td>March 3</td>
<td>Information Sources, part 2</td>
<td>Cassell, Ch. 7-12 (just skim these chapters)</td>
<td>Research Exercise #2 Due 3/1</td>
</tr>
<tr>
<td>9</td>
<td>NO CLASS March 10</td>
<td>SPRING RECESS</td>
<td>SPRING RECESS</td>
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<tr>
<td>10</td>
<td>March 17</td>
<td>Realities, Emerging Trends, and the Future of Information Services</td>
<td>Cassell, Ch. 20 &amp; 21; Abram; Campbell; Radner; Tyckson; Wagner</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>March 24</td>
<td>Search Strategy, part 2</td>
<td>Metz</td>
<td>Term Project Progress Report Due 3/22</td>
</tr>
<tr>
<td>12</td>
<td>March 31</td>
<td>Search Strategy, part 3</td>
<td>Kenney; Ladner; Trott; Wyatt</td>
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</tr>
<tr>
<td>13</td>
<td>April 7</td>
<td>User Instruction, part 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>April 14</td>
<td>Managing Information Services</td>
<td>Cassell, Ch. 18 &amp; 19</td>
<td>Research Exercise #3 Due 3/22</td>
</tr>
<tr>
<td>15</td>
<td>NO CLASS</td>
<td>EASTER RECESS</td>
<td>EASTER RECESS</td>
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<td></td>
<td>April 21</td>
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<tr>
<td>16</td>
<td>April 28</td>
<td>Review and Wrap-up</td>
<td>Final Exam available on BB8 4/28</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>May 5</td>
<td>Final Exam</td>
<td>Final Exam due on May 5 by 7pm</td>
<td></td>
</tr>
</tbody>
</table>

**Grading:** Grades for this course will be based upon the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Field Study</td>
<td>15%</td>
</tr>
<tr>
<td>Research Exercise #1</td>
<td>10%</td>
</tr>
<tr>
<td>Research Exercise #2</td>
<td>10%</td>
</tr>
<tr>
<td>Research Exercise #3</td>
<td>10%</td>
</tr>
<tr>
<td>Term project:</td>
<td></td>
</tr>
<tr>
<td>Term Project Progress Report</td>
<td>5%</td>
</tr>
<tr>
<td>Final version of Term Project</td>
<td>20%</td>
</tr>
<tr>
<td>Final exam</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in class</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

A scale for converting numeric to letter grades (An instructor will add a scale for letter grades from numeric scores)

- A = 100 - 94
- A- = 93 - 90
- B+ = 89 - 87
- B  = 86 - 84
- B- = 83 - 80
- C  = 79 - 70
- F  = Below 70

**NOTE:** Late work will not be accepted with the exception of those cases noted above in the “Participation & conduct” section.

**Syllabus:**
The instructor reserves the right to make changes to this syllabus if circumstances warrant such change. All changes will be provided to students via BlackBoard.