No Prerequisites

3 credit hours

**Location:** Weekly: Saturday 1:00 p.m – 4:00 p.m. (Blended Course Face to Face and Online September 6- December 13)

**Instructors:**

<table>
<thead>
<tr>
<th>Kimberly Ferguson</th>
<th>Marianne Giltrud</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:ksfl968@verizon.net">ksfl968@verizon.net</a> (primary e-mail address)</td>
<td><a href="mailto:giltrud@cua.edu">giltrud@cua.edu</a></td>
</tr>
<tr>
<td><a href="mailto:Kimberly_Ferguson@sec.senate.gov">Kimberly_Ferguson@sec.senate.gov</a> (weekday e-mail address)</td>
<td><a href="mailto:megiltrud@gmail.com">megiltrud@gmail.com</a></td>
</tr>
<tr>
<td>Office phone: 202-224-2973</td>
<td>Office Phone: 202-319-5085/5055</td>
</tr>
<tr>
<td>Home phone: 703-243-2023</td>
<td>Home phone: 301-220-0406</td>
</tr>
<tr>
<td>Office Hours: By Appointment</td>
<td>Office Hours: By Appointment</td>
</tr>
</tbody>
</table>

**Course Description:**

This course provides an introduction to the terminology, concepts, and practices for the provision of information services to meet effectively user needs 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.

**READING MATERIAL**

**Required Text:**


Additional readings will be assigned throughout the semester to supplement our textbook (please see bibliography at end of syllabus for some of our additional readings)
**COURSE GOALS.**

This course will provide the student with:

1) A solid introduction to the fundamental concepts of library public services and the skills required to deliver them effectively.

2) 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.

At the conclusion of this course, students should be able to:

1) Articulate a philosophy of reference service which includes a discussion of ethical and other issues relevant to the provision of information;

2) Apply appropriate communications skills in instructional settings and one-on-one reference interviews;

3) Apply standard evaluative criteria to basic reference sources in order to determine the fitness of sources to meet particular information needs;

4) Demonstrate proficiency in retrieving information from general reference sources (print and electronic), including designing basic search strategies; and

5) Discuss policies and procedures for the provision of service, and the role and evaluation of reference and information service departments.

The SLIS Program Objectives Addressed in this course are as follows:

1) Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management;

2) Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field;

3) Are capable of serving information seekers in a global society;

4) Articulate the economic, political, cultural, and social importance of the information profession;

5) 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.

CUA SLIS Core Competencies addressed in this course:

1) Are knowledgeable about creating and evaluating resources in order to provide effective reference and collection development services for use by individuals and/or communities working within various specific domains and settings.

2) Are knowledgeable on the variety of information resources available, existing library literature, and the evolving patterns of communication and publication within society.

3) Create, identify, retrieve, evaluate and synthesize information for users; identify, plan, provide, and evaluate library and information services.
4) Provide users with appropriate consultation and guidance or instruction in the use of information resources; anticipate current and future user needs; and apply technology strategically to improve services and enhance access to information resources on a global scale.

5) Are cognizant of the approaches for understanding user needs and information seeking behavior and the need to focus on users as we organize information.

**Professional Standards Addressed in this course:**

**American Library Association (ALA)**


1) Knows the ethics, values and foundational principles of the library and information professions.

2) Knows the basic concepts, terminology, literature and issues related to the creation, evaluation, and selection of specific items or collections of information.

3) Knows and demonstrated service concepts, principles and techniques that facilitate information access, relevance, and accuracy for individuals or groups of users.

4) Can retrieve, evaluate and synthesize information from diverse sources for use by individuals or groups.

5) Can interact with individuals or groups of users to provide consultation, medication or guidance in their use of information resources.

6) Can recognize and respond to diversity in user needs and preferences for resources and services.

7) Demonstrates oral and written communication skills necessary for group work, collaborations, and professional level presentations.

**Special Library Association (SLA)**

[http://www.sla.org/content/learn/comp2003/index.cfm](http://www.sla.org/content/learn/comp2003/index.cfm)

1) Applies expertise in databases, indexing, metadata, and information analysis and synthesis to improve information retrieval and use in the organization.

2) Builds a dynamic collection of information resources based on a deep understanding of clients' information needs and their learning, work and/or business processes.

3) Demonstrates expert knowledge of the content and format of information resources, including the ability to critically evaluate, select and filter them. Develops information policies for the organization regarding externally published and internally created information resources and advises on the implementation of these policies.

4) Conducts market research of the information behaviors and problems of current and potential client groups to identify concepts for new or enhanced information solutions for these groups. Transforms these concepts into customized information products and services.

5) Researches, analyzes and synthesizes information into accurate answers or actionable information for clients, and ensures that clients have the tools or capabilities to immediately apply these.
6) Develops and applies appropriate metrics to continually measure the quality and value of information offerings, and to take appropriate action to ensure each offering’s relevancy within the portfolio.”

Medical Library Association (MLA)
http://www.mlanet.org/education/platform/skills.html#6

“Health sciences librarians require knowledge of the content of information resources and skills in using them. They must understand the principles and practices related to providing information to meet specific user needs and to ensure convenient access to information in all forms, including:

1) information needs of … [the various types and perspectives of your users];
2) information-seeking and transfer characteristics of user groups and individuals;
3) assessment of identified information needs;
4) […] information resources and their relevance to specific information needs;
5) retrieval strategies and techniques;
6) analysis, evaluation, and synthesis of information for identified needs;
7) methods of information delivery and access;
8) development of services tailored to meet needs of individual and group users; and resource sharing.

Association of College and Research Libraries

About ACRL

Standards and Guidelines

White Papers

The ALA’s Reference and User Services Association (RUSA)
http://www.ala.org/ala/rusa/rusa.cfm

RUSA Behavioral Guidelines

RUSA Guidelines:  http://www.ala.org/ala/rusa/protools/referenceguide/default.cfm

A guideline serves as an authoritative document offering suggested levels of performance or adequacy. It can outline a recommended course of action. Unlike standards that carry
the weight of a rule, guidelines describe measures to help libraries meet the requirements of a standard. The Bylaws of the American Library Association permit only type-of-library divisions to adopt standards. RUSA, as a type-of-activity division, is restricted to writing guidelines. The RUSA Standards and Guidelines Committee coordinates the development of all guidelines written within RUSA.

**ALA’s Core Competences of Librarianship**  
Approved by ALA’s Presidential Task Force on Library Education  
May 2008  

### 5. Reference and User Services

5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals and groups.  
5B. Techniques used to retrieve, evaluate and synthesize information from diverse sources for use by individuals and groups.  
5C. The methods used to interact successfully with individuals and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.  
5D. Information literacy/information competence techniques and methods.  
5E. The principles and methods of advocacy used to reach specific audiences to promote and explain concepts and services.  
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.  
5G. The principles and methods used to assess current and emerging situations or circumstances to the design and implementation of appropriate services or resource development.

### 6. Research

6A. The fundamentals of quantitative and qualitative research methods.  
6B. The central research findings and research literature of the field.  
6C. The principles and methods used to assess the actual and potential value of new research.

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Field Study</td>
<td>15%</td>
</tr>
<tr>
<td>2. Reference Source Analysis Paper</td>
<td>15%</td>
</tr>
<tr>
<td>3. Role Play Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>4. Term Project</td>
<td>20%</td>
</tr>
<tr>
<td>5. Student Journal</td>
<td>15%</td>
</tr>
<tr>
<td>6. Student led Blackboard-based discussions</td>
<td>10%</td>
</tr>
<tr>
<td>7. Final Exam</td>
<td>10%</td>
</tr>
</tbody>
</table>
1. **Field Study (15%)** Each student will explore a library information service of the student’s choosing, by interviewing a member of the Reference or Public Services staff and observing operations. Each student will post to blackboard three to five sentences which reflect the key findings of your report in addition to writing a report.

2. **Reference Source Analysis (15%)** Each student will evaluate reference resources and alternatives.

3. **Role Play Analysis (15%)** Each student will play the role of a reference librarian. A video-recording will be made of the role play. The student will then view the video and analyze her/his own performance.

4. **Term Project (20%)** Each student will write a report on a project related to the subject matter of the course

5. **Student Journal (15%)** Your journal will be a record of your reflections each week throughout the semester of this course. You are asked to provide a reflection, posted as Word document as an assignment in the Blackboard classroom.

6. **Student Led Blackboard Discussions (10%)** Each set of students will work in a group and collectively lead a panel discussion.

7. **Final Exam (10%)** There will be an in-class final exam.

**Student Led Blackboard Based Panel Presentation of Discussion Topics**

During the five weeks of online course work a panel of students (4-6) will work in a group and collectively lead a discussion on one of the topics from the assigned textbooks. First, each student will briefly present their interpretation of the material. Next, the group as a whole will lead an interactive panel discussion. The panel presentations should model professional behavior mimicking a presentation at a conference or for colleagues in a professional online setting. Materials for the discussion must be placed in the Blackboard classroom by the day prior to the Saturday class time. Groups will be assigned by the instructor.

**Student-led Blackboard Discussions**

1. Students are expected to read and be able to discussion key findings from one or two of the additional reading from the syllabus, websites of professional organizations or other bibliographies related to the topic. Students are encouraged to visit as many websites as they deem necessary to create a balanced view of the information conveyed in the weekly assignment.

2. Each group of students, the same group responsible for the weekly presentation, will also be responsible for posting a discussion question, with references to the literature and any online sources or websites that will be used to present the information in a professional manner, the week of their panel discussion in class. Select a topic of relevance to the course and your panel discussion and include at least one article and one Web site that is about the topic you select for the Blackboard discussion. Be sure to include a question for your colleagues to comment on. The discussion topic should be between 200 and 400 words.
3. Each student is expected to reply to the daily Blackboard discussion topic with at least one posting and the reply should answer the question posed and build on earlier answers posted by fellow members of the class.

The topics for the weekly discussions are as follows:

**Week Three. September 20th Online Class Discussion Topic:**
Service, Philosophy, Ethical Issues, and Reference in Specific Settings for Specific Populations.

**Week Five. October 4th Online Discussion Topic:**
Reference Interview Face to Face and Digital Copyright and Access

**Week Six. October 11th Online Discussion Topic:**
Introduction to Reference sources; Comparing resources in different formats.

**Week Eight. October 25th Online Discussion Topic:**
Navigating and searching sources.

**Week Nine. November 1st Online Discussion Topic:**
Instructing users: Intro to Instructional Design/Information Literacy.

**Week Ten November 8th Online Discussion Topic:**
Instructing Users: Introduction to Instructional Design and Information Literacy.

**Week Eleven November 15th Online Discussion Topic:**
Operation and management of reference and research services.

**Week Twelve. November 22nd. Online Discussion Topic:**
Atrophy Sets in Within 72 Hours, So You Must Keep Current and The Future of Reference.

**Student Journal**

Your journal will be a record of your reflections each week throughout the semester of this course. You are asked to provide a reflection, posted as Word document as an assignment in the Blackboard classroom. The journal reflection each day should:

- Reflect on the readings for the week and the topic(s) discussed during the class session.
- Reflect on the material discussed each week over the course of the week. You should include your reactions to how this material has affected you in your professional and educational life. Be sure to have one, cumulative Word document. Each day add to the submission from the previous day. Each day has a separate entry but the entry should develop the previous week’s entry and include new material that is reflective of the week’s topics and areas of discussion. At the end of the semester, you should have one, complete journal document to submit that will be assessed as a whole as well as in parts.
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.

Participation & Conduct:
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. If accepted, it will be graded at the end of the term.

Participate Actively: This course is intended to foster discussion, develop communication skills, and participation is essential to being successful in learning and fostering learning in others. Participation should be supported by reading the material before class, making an effort to be thoughtful in your remarks, and demonstrating professionalism in your manner in class discussions.

Makeup work. If a student has a legitimate reason, such as a family emergency, the instructor might allow a student to do makeup work. The amount and nature of the work is up to the instructor’s discretion. It will be graded at term’s end.

Behave respectfully. Students are expected to behave respectfully in our class’s online site. Participation grades will reflect a student’s maturity level and professionalism, and whether the student actively participates in class discussions.
**Arrive on time.** Chronic lateness can negatively affect class participation grades.

**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 emailing or surfing the web during class.** You are expected to give your full attention to the class. If you would rather be online, then you will be asked to leave.

**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.

**Other Policies or Expectations.**

**University resources.**
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 how to use the CUA library resources, including the ALADIN online system. Visit the CUA library homepage at [http://libraries.cua.edu](http://libraries.cua.edu) for assistance.

**Campus Resources for student support:**

- **Academic Tutoring and Learning Assistance Service (ATLAS)**
  [http://counseling.cua.edu/atlas/](http://counseling.cua.edu/atlas/)
  101 O'Boyle Hall
  Phone: (202) 319-5018

- **CUA Counseling Center**
  [http://counseling.cua.edu/services/](http://counseling.cua.edu/services/)
  127 O'Boyle Hall
  Phone: (202) 319-5765

- **Mullen Library**
  [http://libraries.cua.edu/welcome.html](http://libraries.cua.edu/welcome.html)
  Phone: (202) 319-5070

**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.
Every effort will be made to get back to you within 48 hours of receiving your email.

**Assignments.**
Place your name on the first page of each assignment.
Submitted work must have a professional appearance and not be handwritten.
Use staples to securely fasten together any multi-page assignments.
Save your work frequently and in multiple places.
If you encounter a problem with your home computer you are expected to use one of
the many other computers in our environment to submit your work on time.
For example, the numerous computers on campus and in the surround area’s public
libraries.

**Grading System.**
The University grading system is available at
http://http://policies.cua.edu/academicgrad//gradesfull.cfm#iii for graduate students.

Reports of grades in courses are available at the end of each term on

**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

**Other Required Readings**
American Library Association. (1997, June 28; Amended 2008, January 22) Code of
July 9, 2008.

Best Free Reference Web Sites Combined Index. Available:


Council on Library and Information Resources. (2008)"Rethinking Research Libraries in
the 21st Century", Number 63 • May/June.
http://www.clir.org/pubs/issues/index.html#rethinking

interaction: A case study of collaborative information retrieval”. Journal of the American
Ikoja-Odongo, Robert, and Janneke Mostert.. (2006) "Information seeking behavior: A


**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 SCHEDULE:**
NO CLASS: August 30 Labor Day Holiday and November 27 Thanksgiving Holiday

<table>
<thead>
<tr>
<th>Session No. / Date</th>
<th>Format and Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1. Sep. 6          | Face to Face Class  
Welcome and introductions. Review course goals and objectives. |            |
| 2. Sep. 13         | Library of Congress, Main Reading Room field trip.  
Class meets in Washington, D.C. in the Jefferson Building (1st St SE, between Independence Ave & East Capitol Sts), Ground Floor Visitors’ Center at 1:00pm. | Bopp & Smith, Chap. 1, 2, 12 Assignment 1, Field Study due |
| 3. Sep. 20         | Online Discussion  
Service philosophy, Ethical Issues and the Reference in specific settings for specific populations | Bopp & Smith, Ch. 3, Kuhlthau, and Ikoja-Odongo, Robert, and Janneke Mostert.. |
| 4. Sep. 27         | Face to Face Class –  
The Reference interview | Bopp & Smith, Ch. 4-6, Bopp & Smith, Ch. 13-22 Assignment 2, reference sources |
| 5. Oct. 4          | Online Discussion  
The Reference Interview : Face to Face vs Digital Copyright and Access | Bopp & Smith, 7 |
| 6. Oct. 11         | Online Discussion  
Introduction to Reference Sources.  
Comparing resources in different formats. | Bopp & Smith, Ch. 4-6, Bopp & Smith, Ch. 13-22 Assignment 2, reference sources |
<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Oct. 18</td>
<td>Face to Face</td>
<td>Navigating and searching Sources</td>
<td>Outside Assigned Readings Partial Term Project due (Ungraded)</td>
</tr>
<tr>
<td>8. Oct. 25</td>
<td>Online Discussion</td>
<td>Navigating and Search strategy</td>
<td>Outside readings Optional: Do ORE exercises 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>9. Nov. 1</td>
<td>Online Discussion</td>
<td>User instruction: Introduction to Instructional Design/Information Literacy Students upload video-recorded reference interview role plays for evaluation discussion</td>
<td>Assignment 3, Role Plays due</td>
</tr>
<tr>
<td>10. Nov. 8</td>
<td>Online Discussion</td>
<td>User instruction: Introduction to Instructional Design/Information Literacy</td>
<td>Read: Bopp &amp; Smith, Ch. 8</td>
</tr>
<tr>
<td>11. Nov. 15</td>
<td>Online Discussion</td>
<td>Operation and Management of Reference and Research Services</td>
<td>Read: Bopp &amp; Smith, Ch. 9-11</td>
</tr>
<tr>
<td>12. Nov. 22</td>
<td>Online Discussion</td>
<td>Atrophy Sets in Within 72 Hours, So You Must Keep Current and The Future of Reference</td>
<td></td>
</tr>
<tr>
<td>14. Dec 13</td>
<td>In-Class Final Exam</td>
<td>1pm-4pm</td>
<td></td>
</tr>
</tbody>
</table>