LSC 553, Information Sources and Services
Fall 2008

3 Credit Hours; No Prerequisites
Classroom: 119 Caldwell Hall
Mondays, 4:10 – 6:40 p.m.

Syllabus, Version 0.1: Aug. 6, 2008

NOTE: This Preliminary Version is Subject to Change

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Hours 3-4 p.m. Mon., 5-6 p.m. Tues., and by appointment
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COURSE DESCRIPTION

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 on the reference process; and on the content, organization, use, and evaluation of resources in print and electronic formats. Additionally, covers the sources, policies, technologies, and systems that support access to and retrieval of information central to reference services.

Instructional Methods
The course will incorporate lecture/discussion; hands-on exercises, role playing of simulated interview scenarios, and homework assignments. Class meetings will be supplemented by announcements, discussion, and other materials posted in the class Blackboard site (http://bb.cua.edu) Homework assignments will include field observation, practice exercises, and analytical assignments.

Required Text

Other Required Readings
TBA

Course Goals and Goals for Student Learning
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.

At the conclusion of this course, students should achieve the following learning objectives:

- Articulate a philosophy of reference service; demonstrate knowledge and understanding of ethical and philosophical issues relevant to the provision of information;
- Apply appropriate communications skills in one-on-one reference interviews and instructional settings
- Apply standard evaluative criteria to basic reference sources in order to determine the fitness of sources to meet particular information needs;
- Demonstrate proficiency in retrieving information from general reference sources (print and electronic), including designing basic search strategies; and
- Discuss policies and procedures for the provision of service, and the role and evaluation of reference and information service departments

### Professional Standards Addressed

**American Library Association (ALA)** 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.

**Special Libraries Association (SLA)**

http://www.sla.org/content/learn/comp2003/index.cfm

### C. Managing Information Services
Information professionals manage the entire life cycle of information services, from the concept stage through the design, development, testing, marketing, packaging, delivery and divestment of these offerings. Information professionals may oversee this entire process or may concentrate on specific stages, but their expertise is unquestionable in providing offerings that enable clients to immediately integrate and apply information in their work or learning processes.

C.1 Develops and maintains a portfolio of cost-effective, client-valued information services that are aligned with the strategic directions of the organization and client groups.

C.2 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.

C.3 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.

C.4 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.

C.5 Employs evidence-based management to demonstrate the value of and continually improve information sources and services.

Medical Library Association (MLA)
http://www.mlanet.org/education/platform/skills.html#3

“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

- information needs of health practitioners, researchers, educators, students, and consumers;
- information-seeking and transfer characteristics of user groups and individuals;
- assessment of identified information needs;
- health sciences and other information resources and their relevance to specific information needs;
- retrieval strategies and techniques;
- analysis, evaluation, and synthesis of information for identified needs;
- methods of information delivery and access;
- development of services tailored to meet needs of individual and group users; and
- resource sharing.

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ALÁ’s Reference and User Services Association (RUSA) See:
Course Requirements

Assignments and their weighting in the overall course grade are:

1. **Field Study (10%)** 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.

2. **Reference Source Analysis (20%)** Each student will evaluate a digital library reference resource and alternatives.

3. **Role Play Analysis (20%)** Each student will play the role of a reference librarian. A videorecording 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 prepare a written report or a project related to the subject matter of the course. Options will be offered for this assignment.

5. **Final Exam (20%)** There will be an in-class final exam.

6. **Class Contributions (10%)** The class is designed to be highly interactive. Students who attend regularly and contribute the most to the 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](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
Other Policies and Expectations.
Successful completion of this course entails on-time delivery of assignments, work that meets or exceeds the standard for graduate-level programs, and regular, active participation in class discussions, exercises, and activities. Class attendance and participation are important. If you must miss a class for any reason, you are expected to notify the instructor as early as possible, and to take responsibility for catching up and making up any work missed. Students must have access to word processing and presentation software, email, CUA libraries and the ALADIN system, and the World Wide Web. Assignments are due before class on the date indicated. Unless prior permission is obtained, the grade for late assignments will be reduced by 4 points (out of 100) per day; however, any work not turned in on or before the end of the term will receive a zero grade. Grades are based on work submitted; rewriting, resubmission, and extra credit are not allowed.

Important University Resources:

CUA Network:
All students should know their 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.

CUA Libraries:
All students should be able to use the CUA library resources, including the ALADIN online system. Visit the CUA Library homepage at http://libraries.cua.edu for assistance and directions. See also the Mullen Library welcome page at http://libraries.cua.edu/welcome.html, or phone (202) 319-5070.

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

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

Accommodations for students with disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla 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.
Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reference Field Study</td>
<td>10%</td>
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<tr>
<td>Reference Source Analysis</td>
<td>20%</td>
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<tr>
<td>Interview Role Play Analysis</td>
<td>20%</td>
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<tr>
<td>Term Project</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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<tr>
<td>Class Contributions</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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University grades:
The University grading system is available at [http://policies.cua.edu/academicgrad//gradesfull.cfm#iii](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 [http://cardinalstation.cua.edu](http://cardinalstation.cua.edu).

### COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week No. / Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug. 25</td>
<td>Introductions of students and teacher</td>
<td>Reference Field Study assigned</td>
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<tr>
<td></td>
<td>Course overview</td>
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<td></td>
<td>Structure of the course; operations; requirements</td>
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<tr>
<td>1. Aug. 25</td>
<td>Reference Field Study assigned</td>
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<td>2. Sept. 1</td>
<td>No Class: Labor Day</td>
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<tr>
<td>3. Sept. 8</td>
<td>Service Philosophy Ethics</td>
<td>Read: Bopp &amp; Smith, Ch. 1, 2, 12; Additional readings TBA</td>
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<td></td>
<td>Reference in Specific Settings and for Specific Populations</td>
<td>Term Project Assigned</td>
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<td></td>
<td>The Reference Interview: Common Techniques; Special Considerations</td>
<td>Reference Field Study Due</td>
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<td></td>
<td>of Face to Face and Virtual Interactions</td>
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<tr>
<td>4. Sept. 15</td>
<td>The Reference Interview: Common Techniques; Special Considerations</td>
<td>Read: Bopp &amp; Smith, Ch. 3, 7</td>
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<td>of Face to Face and Virtual Interactions</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Read</td>
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<tr>
<td>5. Sept. 22</td>
<td>Introduction to Information Sources</td>
<td><strong>Read</strong>: Bopp &amp; Smith, Ch. 4, 13, 14-22 (skim only)</td>
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<td></td>
<td>Evaluating Print and Digital Resources</td>
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<tr>
<td>6. Sept. 29</td>
<td>Information Sources continued</td>
<td><strong>Read</strong>: Bopp &amp; Smith, Ch. 5-6; Additional readings TBA</td>
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<td></td>
<td>Selecting the Right Source; Comparing Digital and Print Sources</td>
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<td>7. Oct. 6</td>
<td>Reference Exercises and Reference Interview Role Plays</td>
<td>Students perform videorecorded reference interview role plays</td>
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<td></td>
<td>Reference Source Analysis due</td>
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<td></td>
<td>Introduction to Digital Research: Sources and Strategies</td>
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<td>9. Oct. 20</td>
<td>Digital Research sources and strategy, part 2</td>
<td><strong>Read</strong>: TBA</td>
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<td>Guest: TBA</td>
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<td>10. Oct. 27</td>
<td>Research projects</td>
<td><strong>Interview Role Play Analysis due</strong></td>
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<td>11. Nov. 3</td>
<td>User Instruction; Introduction to Instructional Design</td>
<td><strong>Read</strong>: Bopp &amp; Smith, Ch. 8</td>
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<tr>
<td>12. Nov. 10</td>
<td>Modes of Instruction, continued</td>
<td><strong>Read</strong>: TBA</td>
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<tr>
<td>13. Nov. 17</td>
<td>Operation and Management of Reference and Research Services</td>
<td><strong>Read</strong>: Bopp &amp; Smith, Ch. 9-11; Additional readings TBA</td>
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</tbody>
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15. Dec. 1 | Term Project Discussion; Review; Wrapup | Term Project due

16. Dec. 10 | In-class Final Exam Wednesday, December 10, 4:00 – 6:00 p.m. |

Preliminary Bibliography of Readings:


**NOTE:**
The instructor reserves the right to make changes to this syllabus.