Information Sources and Services

No Prerequisites 3 credit hours

Location:
Weekly: online at our BlackBoard8 site
Five face-to-face meetings: Saturday 9/12, 10/3, 10/24, 11/14, 12/5 from 1:00 – 4:30pm
at a site in Richmond TBA

Instructor contact information:

<table>
<thead>
<tr>
<th>Joan Lussky, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email: <a href="mailto:lussky@cua.edu">lussky@cua.edu</a>, <a href="mailto:lussky@bb8.cua.edu">lussky@bb8.cua.edu</a></td>
</tr>
<tr>
<td>Phone (office) 202/319-5855</td>
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<tr>
<td>Phone (cell) 302/299-7007</td>
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</tbody>
</table>

Office location: Marist Hall Room 243
Office Hours: Thursday 1:30-3:00 and by appointment

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.

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 include documents, 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 Text:
New York: Neal-Schumann. (see also companion website at: (http://www.neal-schuman.com/reference21st2nd)

Additional readings will be assigned throughout the semester to supplement our textbook

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

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.
**COURSE GOALS**
This course will provide the student with:
- A solid introduction to the fundamental concepts of library public services and the skills required to deliver them effectively.

At the conclusion of this course, students should be able to:
- Articulate a philosophy of reference service which includes a discussion of ethical and other issues relevant to the provision of information;
- Apply appropriate communications skills in instructional settings and one-on-one reference interviews;
- 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

**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. Role Play Analysis (20%) role play a reference librarian
3. Reference Source Analysis (15%) evaluation of reference resources and alternatives.
4. Term Project (30%) project related to the subject matter of the course
5. Final Exam (10%) a take-home final exam.
6. Class Contributions (10%) The class is designed to be highly interactive. Students who contribute the most 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.

**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 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 2 days 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 the surround area’s public libraries.

**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.
- **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 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 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 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.

**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.
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 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.
**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>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Online Aug 31-Sept 6</td>
<td>Introduction to topic &amp; the workings of this course</td>
<td>Cassell, Ch. 1 &amp; 15; RUSA Professional Competencies; Ikoja-Odango</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Online Sept 7-13</td>
<td>Service philosophy, ethical issues, and reference in specific settings and for specific users</td>
<td>Above readings plus one of the following: Branch, Broch, Burke, Holliday, Reddy, Weiler, or Whitmire</td>
<td>Discussion of your selected paper</td>
</tr>
<tr>
<td>2</td>
<td>Face-2-face Sept 12</td>
<td>Service philosophy, ethical issues, and reference in specific settings and for specific users</td>
<td>Above readings plus one of the following: Branch, Broch, Burke, Holliday, Reddy, Weiler, or Whitmire</td>
<td>Discussion of your selected paper</td>
</tr>
<tr>
<td>3</td>
<td>Online Sept 14-20</td>
<td>Reference interviewing techniques: online and in-person</td>
<td>Cassell, Ch. 2; RUSA Guidelines for Professional Performance</td>
<td>Reference Field Study Due 9/19</td>
</tr>
<tr>
<td>4</td>
<td>Online Sept 21-27</td>
<td>Information Sources, part 1</td>
<td>Cassell Ch. 4, 5, 6, 17 (just skim Ch. 4, 5 &amp; 6)</td>
<td>Term Project Topic Due 9/26</td>
</tr>
<tr>
<td>5</td>
<td>Online Sept 28-Oct 4</td>
<td>Information Sources, part 1 (cont.)</td>
<td>Cassell, Ch. 7-12 (just skim these chapters)</td>
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<tr>
<td>5</td>
<td>Face-2-face Oct 3</td>
<td>Reference exercises and reference interview role plays</td>
<td>Cassell, Ch. 7-12 (just skim these chapters)</td>
<td></td>
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<tr>
<td>6</td>
<td>Online Oct 5-11</td>
<td>Information Sources, part 2</td>
<td>Cassell, Ch. 7-12 (just skim these chapters)</td>
<td>Role Play Analysis Due 10/17</td>
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<tr>
<td>7</td>
<td>Online Oct 12-18</td>
<td>Search Strategy, part 1</td>
<td>Cassell, Ch. 3, 14; Trott; Wyatt</td>
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<tr>
<td>8</td>
<td>Online Oct 19-25</td>
<td>Search Strategy, part 2</td>
<td>Introduction to Dialog: Featuring DialogClassic, Sec. 1, p. 7-22, Sec. 3 p.37-46; Introduction to Dialog for Information Professionals, Sec. 3 p.30-51.</td>
<td>Partial Term Project Due 10/24</td>
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<tr>
<td></td>
<td>Date</td>
<td>Type</td>
<td>Topic</td>
<td>Source(s)</td>
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<tr>
<td>8</td>
<td>Oct 24</td>
<td>Face-2-face</td>
<td>Guest Speakers and/or demonstration</td>
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<tr>
<td>9</td>
<td>Oct 26-Nov 1</td>
<td>Online</td>
<td>Search Strategy, part 3</td>
<td>Cassell, Ch. 13; Metz; Infospace</td>
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<tr>
<td>10</td>
<td>Nov 2-8</td>
<td>Online</td>
<td>User Instruction, part 1</td>
<td>Cassell, Ch. 16</td>
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<tr>
<td>11</td>
<td>Nov 9-15</td>
<td>Online</td>
<td>User Instruction, part 2</td>
<td>Kenney; Ladner</td>
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<tr>
<td>11</td>
<td>Nov 14</td>
<td>Face-2-face</td>
<td>Guest Speakers and/or demonstration</td>
<td></td>
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<tr>
<td>12</td>
<td>Nov 16-22</td>
<td>Online</td>
<td>Managing Information Services</td>
<td>Cassell, Ch. 18 &amp; 19</td>
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<tr>
<td>13</td>
<td></td>
<td>Thanksgiving</td>
<td>No Class</td>
<td></td>
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<tr>
<td>14</td>
<td>Nov 30-Dec 6</td>
<td>Online</td>
<td>Realities, Emerging Trends, and the Future of Information Services</td>
<td>Cassell, Ch. 20 &amp; 21; Abram; Campbell; Radner; Tyckson; Wagner</td>
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<tr>
<td>14</td>
<td>Dec 5</td>
<td>Face-2-face</td>
<td>Guest Speakers and/or demonstration</td>
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<tr>
<td>15</td>
<td>Dec 7-13</td>
<td>Online</td>
<td>Review and Wrap-up</td>
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<tr>
<td>16</td>
<td>Dec 15-17</td>
<td>Online</td>
<td>Final Exam</td>
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**Grading:** Grades for this course will be based upon the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment 1, Reference Field Study</td>
<td>15%</td>
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<tr>
<td>Assignment 2, Interview Role Play Analysis</td>
<td>20%</td>
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<tr>
<td>Assignment 3, Reference Source Analysis</td>
<td>15%</td>
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<tr>
<td>Term project:</td>
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<tr>
<td>Partial Term Project</td>
<td>5%</td>
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<tr>
<td>Term Project Presentation</td>
<td>10%</td>
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<tr>
<td>Final version of Term Project</td>
<td>15%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
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<tr>
<td>Participation in class</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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**NOTE:** Late work will not be accepted with the exception of those cases noted above in the “Participation & conduct” section.
BIBLIOGRAPHY


OPTIONAL SUPPLEMENTAL TEXTS
