THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LSC 553-02: Information Sources and Services
Wednesdays, 7:00pm-9:30pm
Classroom: Marist Hall, Room 208

Class Format: This course will be a blend of in-person and online class meetings. Class will meet at CUA on: 8/31, 9/14, 9/28, 10/19, 11/2, 11/16, 11/30 &12/7
There will be asynchronous on-line activities throughout the semester.

Fall 2011
Syllabus

3 Credit Hours; No Prerequisites

<table>
<thead>
<tr>
<th>Instructor: Renate Chancellor, Ph.D.</th>
<th>Office: 248 Marist Hall</th>
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<tbody>
<tr>
<td>Voice: 202-319-6272</td>
<td>Office Hours: Tuesdays, 1:00pm-3:00pm and by appointment</td>
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<tr>
<td>Email: <a href="mailto:chancellor@cua.edu">chancellor@cua.edu</a></td>
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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://bb9.cua.edu) Homework assignments will include field observation, practice exercises, and analytical assignments.
Each student should be prepared to spend 2-3 hours on coursework outside of class for every hour in class. For a 3-credit course this means you need to plan on 6-9 hours per week outside of the expected 3 hours in class.

**Required Text**


**Other Required Readings**


Infospace, Inc. (2007, April) *Different Engines, Different Results: Web Searchers Not Always Finding What They're Looking for Online*. Available: 
http://www.infospaceinc.com/files/Overlap-DifferentEnginesDifferentResults.pdf


http://journal.lib.uoguelph.ca/index.php/perj/article/viewFile/329/743


Optional Supplementary 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 assignment); 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 (e.g. lab supplies, calculators) with specifics of what is needed and how to obtain
Free demonstration accounts for commercial digital information resources, which may include any or all of the following: Dialog, Grolier’s Online; Nexis; ReadersAdvisor Online (Libraries Unlimited); Gale Reference; etc.

**Course Goals and Goals for Student Learning**
At the conclusion of this course, students should achieve five learning objectives. These objectives, 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>
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<tbody>
<tr>
<td>Articulate a philosophy of reference service which includes a discussion of 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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<tr>
<td></td>
<td>Articulate the economic, political, cultural, and social importance of the information profession</td>
</tr>
<tr>
<td>Apply appropriate communications skills in instructional settings and one-on-one reference interviews</td>
<td>Are skilled in organizing, disseminating, managing, preserving information</td>
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<td>Are skilled in the use of information technologies and articulate</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>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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<td>Interpret and apply research results from library and information science and related fields</td>
</tr>
<tr>
<td>Demonstrate proficiency in retrieving information from general reference sources (print and electronic), including designing basic search strategies</td>
<td>Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management</td>
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<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>
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<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>Discuss policies and procedures for the provision of service, and the role and evaluation of reference and information service departments</td>
<td>Are skilled in organizing, disseminating, managing, preserving information</td>
</tr>
<tr>
<td>Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field</td>
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<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>
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**Professional Standards Addressed**


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.

ALA’s Reference and User Services Association (RUSA) See:
ALA | Professional Competencies for Reference and User Services Librarians
Course Requirements

Your final grade will be based on the following course requirements:

- **Attendance and Participation: (10 points).** Attendance at all class sessions is required. The class is designed to be highly interactive and as such each student is expected to participate in the activities scheduled for each session. Students who attend regularly and contribute the most to the shared pool of knowledge will receive the highest grade in this area.

- **Search Strategy Analysis: (10 points).** Each student will be given a topic to search and provide an analysis of your search strategy. Instructions will be provided.

- **Reference Interview Analysis: (20 points).** Each student will analyze a reference interview using three approaches and write up your findings. Instructions will be provided.

- **Information Source Analysis (15 points).** Each student will evaluate a reference resource. Instructions will be provided.

- **Term Project: LibGuide or Instructional Module: (20 points):** As a group you will design a LibGuide or instructional module on a topic of interest. Each group will present your project at the end of the semester. Options will be provided.

- **Final Exam: (25 points).** There will be a take home final exam.

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 [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm).
Email Policy:
The official response time for email is within 48 hours - excluding weekends. However, I usually respond to emails within 24 hours.

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.

CUA Center for Academic Success
See http://success.cua.edu
Pryzbyla Center
Phone: (202) 319-5655

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.

**General Expectations for Students:**

- Enroll in Blackboard and check it frequently to receive communication from your instructor ([http://bb9.cua.edu](http://bb9.cua.edu)).
- Attend each class meeting, having completed all readings, and prepared to contribute substantively to the discussion.
- All assignments should be submitted by the specified due date. Assignments will **NOT** be accepted late unless prior permission is granted.
- Assignments should be submitted in-person. The term project and final exam should be submitted via the Digital Dropbox.
- All assignments should be typed, double-spaced in *Times New Roman*, 12-point font.
- Consistently follow the *Publication manual of the American Psychological Association* (APA) (6th ed.) for formats, citations and references.
- Assignments should be proofread and submitted without grammatical and syntactical errors.
- No surfing the Internet during class. Students are expected to engage in the classroom lecture, discussions and group work. Students using the web during class, in other than course related ways, may see a reduction in points in the participation component of the course.
- Log in to the CUA network (via Windows XP) and the Home@CUA web-based system.
- Send and receive email using the CUA email system.
- Use ALADIN to find books and articles.
- Consult with instructor on any special circumstances that will affect your ability to perform your assignments or turn in your assignments on time.
- Incompletes will be granted *only* under extreme circumstances.

**Assessment**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage (%)</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Information Source Analysis (due Sept. 28)</td>
<td>15</td>
</tr>
<tr>
<td>Reference Interview Analysis (due Oct. 2)</td>
<td>20</td>
</tr>
<tr>
<td>Search Strategy Analysis (due Nov. 16)</td>
<td>10</td>
</tr>
<tr>
<td>Term Project (due Dec. 7)</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam (due Dec. 14)</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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GRADING:
Assignments should be submitted directly to the instructor and due at the beginning of class on the specified date. Assignments submitted after that time are considered late and will be penalized accordingly. Unless prior permission is obtained, grades for late assignments will be reduced by 5 points (out of 100) per day and 2 points for each day thereafter. Assignments more than a week late will not be accepted. Only the final exam and term project will be accepted on Blackboard. All other assignments should be submitted in class.

Based on scores for individual assignments, final letter grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>&gt; 95</td>
<td>A</td>
</tr>
<tr>
<td>91-94</td>
<td>A-</td>
</tr>
<tr>
<td>89-90</td>
<td>B+</td>
</tr>
<tr>
<td>82-88</td>
<td>B</td>
</tr>
<tr>
<td>80-81</td>
<td>B-</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>&lt;70</td>
<td>F</td>
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University grades:
The University grading system is available at 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
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| Week 1     | Course overview; requirements, expectations; introduction to information sources and services | -Ungraded research exercise  
- Term projects assigned |
| **Face-to-Face** | Aug. 31                                                             |                                                                             |
| Week 2     | Service philosophy and ethics; reference in specific settings and for specific populations | **Read**: Cassell, Ch. 1, 15; Ross, Ch. 1, 5; RUSA Professional Competencies; Ikoja-Odongo.  
**Also each of you will be assigned to read one of the following**: Branch; Broch; Burke; Holliday; Reddy; Weiler; Whitmire |
| **Online** | Sept. 7-11                                                             |                                                                             |
| Week 3     | Information Sources, Part 1                                            | **Read**: Cassell, Ch. 4, 5, 6, 17 (skim chapters 4-6)  
**DUE**: Ungraded research exercise |
| **Face-to-Face** | Sept. 14                                                             |                                                                             |
| Week 4     | Information Sources, Part 2                                            | **Read**: Cassell, Ch. 7-12; Pomerantz  
**DUE**: Information source analysis |
| **Online** | Sept. 21-25                                                            |                                                                             |
| Week 5     | Reference Interviewing, Part 1 Techniques; Face to Face Interactions   | **Read**: Cassell, Ch. 2; RUSA Guidelines for Professional Performance; Ross, Ch. 2  
**DUE**: Information source analysis |
| **Face-to-Face** | Sept. 28                                                             |                                                                             |
| Weeks 6-7  | Reference Interviewing, Part 2; Virtual, Chat & Twitter              | **Read**: Ross, Ch.3, 6                                                    |
| **Online** | Oct. 5 – Oct. 16                                                       |                                                                             |
| Week 8 | User Instruction, Part 1: Instructional Design | Read: Cassell, Ch.16  
DUE: Reference Interview Analysis |
|---|---|---|
| **Face-to-Face**  
Oct. 19 |  |
| Week 9 | User Instruction, Part 2: Instructional Design | Read: Kenney; Ladner |
| **Online**  
Oct. 26-30 |  |
| Week 10 | Search Strategy, Part 1: Executing a Search Strategy | Read: Cassell, Ch. 3, 14; Into. to DialogClassic; Trott; Wyatt |
| **Face-to-Face**  
Nov. 2 |  |
| Week 11 | Search Strategy, Part 2: Web Resources | Read: Cassell, Ch. 13; Metz; Infospace; Laverty, Reed & Lee |
| **Online**  
Nov. 9-13 |  |
| Week 12 | Managing Information Services | Read: Cassell, Ch. 18, 19; Ross, Ch. 8  
Guest Speakers TBA  
DUE: Search Strategy Analysis |
| **Face-to-Face**  
Nov. 16 |  |
<p>| Week 13 | No Class: Thanksgiving Recess |  |
| <strong>Nov. 23</strong> |  |</p>
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Read: Trends and the Future of Information Services; Review and Wrap-up</th>
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<tbody>
<tr>
<td>Face-to-Face</td>
<td>Read: Cassell, Ch. 20, 21; Abram; Campbell; Radford; Tyckoson; Wagner</td>
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<tr>
<td>Nov. 30</td>
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<tr>
<th>Week 15</th>
<th>Read: Term Projects and Presentations</th>
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<tr>
<td>Face-to-Face</td>
<td>Take Home Final Exam Available on Blackboard – due Dec. 14th by 7pm.</td>
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<tr>
<td>Dec. 7</td>
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**NOTE:**
The instructor reserves the right to make changes to accommodate class needs.