LSC 553 – Information Sources and Services  
Fall Semester 2012  
3 credit hours – no prerequisites

Marymount University – Ballston Campus – Room 609  
Blended format with classes scheduled face-to-face and online  
Tuesdays – 5:30-8:00pm  
Instructor: Karen Marsh King

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. (Cardinal Station http://cardinalstation.cua.edu)

Instructional Methods
The course will incorporate lecture/discussion; hands-on exercises; analysis of interview scenarios; and homework assignments. Class meetings will be supplemented by announcements, discussion, and other materials posted in the CUA class Blackboard site http://bb8.cua.edu

Texts


Other Required Readings: as assigned  
Details of articles, reports, and other readings are available on the class Blackboard site.

Optional Supplementary Texts


Capabilities Required for Course Delivery and Student Participation: Blackboard; standard CUA software including headset with microphone; CUA library and information system accounts; high speed internet access.
**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: (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; Readers Advisor Online (Libraries Unlimited); Gale Reference; etc. The instructor will supply necessary information.

**Libraries - collections and services:**
The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

**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 fulfillment of their information needs.

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>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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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<td>Articulate the economic, political, cultural, and social importance of the information profession</td>
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<td>2. Apply appropriate communications skills and knowledge of learning theory 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>
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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>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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<td>Interpret and apply research results from library and information science and related</td>
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<tr>
<td>4. Demonstrate proficiency in retrieving information from general reference sources (print and electronic), including designing</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>and analyzing basic search strategies</td>
<td>Are capable of serving information seekers in a global society</td>
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<td></td>
<td>Interpret and apply research results from library and information science and related fields</td>
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<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>
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<tr>
<td></td>
<td>Are skilled in organizing, disseminating, managing, preserving information</td>
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<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></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>
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</table>

**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.

ALA's Reference and User Services Association (RUSA) See:
http://www.ala.org/rusa/resources/guidelines/professional
Course Requirements
Assignments and their weighting in the overall course grade are:

1. **Graded Assignments (60%)** There will be six graded assignments.
   1.1 Assignment 1: Field Study (5%)
   1.2 Assignment 2: Reference Interview and Interview Skills Analysis (10%)
   1.3 Assignment 3: Information Source Analysis (5%)
   1.4 Assignment 4: Search Strategy and Analysis (15%)
   1.5 Assignment 5: Searching and Managing Results (10%)
   1.6 Assignment 6: Instructional Design and Development (15%)

2. **Final Exam (20%)** There will be a take-home final exam.

3. **Class Contributions (20%)** The class is designed to be highly interactive, and there will be a number of homework assignments that are important learning opportunities. Students who complete the homework assignments, participate substantively in class, and contribute the most to the shared pool of knowledge will receive the highest grades in this area.

Class Contribution Grade:

Attendance, Participation, Homework and Short Essay Quiz Evaluation Questions

The instructor will focus on creating an interactive classroom environment therefore attending each class and being prepared for class discussion is very important.

1) The grading of your class participation will be based on the following:
   - Is the student prepared for class?
   - Is the student willing to engage in class discussions?
   - Is the student a good listener?
   - Does the student make points that are relevant to the class discussion?
   - Are the comments linked to the comments of other class members?
   - Is the student considerate and respectful of other classmates?

   If you must miss a class or part of a class, class participation points will be forfeited for the class.

2) Class evaluation questions are short quiz formatted or short essay questions that may be given at the beginning of a class that evaluate the students’ knowledge of the assigned readings for that class.

3) Homework not turned in when due will be counted as zero in determining the class contribution grade.

**Assessment**

<table>
<thead>
<tr>
<th>Graded Components</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Graded Assignments - 600 points</td>
<td>60%</td>
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<tr>
<td>Final Exam – 200 points</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation – 200 points</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total – 1000 points</strong></td>
<td><strong>100%</strong></td>
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</table>
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. Assignments and exams that are due on days that the class does not meet face to face will be submitted on Blackboard. All other assignments should be submitted in class.

Based on scores for individual assignments, final letter grades will be assigned as follows (calculated as percentage of class total points of 1000, i.e. Above 930 points is an A):

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>&gt; 93</td>
<td>A</td>
</tr>
<tr>
<td>91-92</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>
</tr>
</tbody>
</table>

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

Expectations and policies

Class 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.

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.
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 & 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).
- 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 are not accepted late unless prior permission is granted.
- Assignments should be submitted in-person if class is meeting face to face and submitted via the Digital Drop box if class is meeting online or for the final exam.
- All assignments should be typed, double-spaced in Times New Roman, 12p font.
- Citations may be done in any format as long as they are consistent and complete. One example is 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.
- The expectation is that surfing the Internet during class is done only during learning based activities. 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.
- 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.
Formatting Guidelines for projects, papers, and assignments:

- Securely fasten multi page assignments that are handed in.
- Place your name and the assignment description on the first page.
- Minimum margins are 1 ¼” left and 1” top, bottom, and 1 ¼” right.
- Use double-spaced line spacing, or space and a half, not single-spaced.
- Submitted work must have a professional appearance and be typed.

Syllabus changes:

The instructor reserves the right to make changes to this syllabus if circumstances warrant. All changes will be provided to students in writing.

Contact Information

If you have any questions or concerns about the class or assignments, please feel free to contact me by phone, e-mail, or in person. I am available to meet with you before or after class. If you would like to set up an appointment to meet, e-mail or call me two days in advance to set up the meeting.

Karen King
Darden Graduate School of Business Library
University of Virginia
100 Darden Blvd
P O Box 6550
Charlottesville, VA 22906
804-924-7321 (work)
804-823-7669 (home)
Fax 804-924-3533
### LSC 553, Fall 2012 Schedule - *This calendar is subject to change depending on class needs.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 28</td>
<td>What are information sources and services?</td>
<td>Cassell Chapter 1</td>
<td>Assignment #1 - Overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Overview, Introductions</td>
<td>Agosto; Perry – articles citations on class Blackboard site</td>
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<tr>
<td></td>
<td></td>
<td>Service Philosophy and Ethics; Models of Information Behavior; Services in Specific Settings and for Specific Populations Part 1</td>
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<tr>
<td>2</td>
<td>September 4</td>
<td>Services in Specific Settings and for Specific Populations Part 2</td>
<td>Cassell, Chapters 2, 15</td>
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<tr>
<td></td>
<td>Online</td>
<td>Reference Interviewing Part 1</td>
<td>RUSA Guidelines for Professional Performance</td>
<td>Short presentation of assigned article</td>
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<td></td>
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<td></td>
<td>Each student is assigned an article, article citations on class Blackboard site: Broch; Burke; Holliday; Reddy; Weiler; Whitmire, and others</td>
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<tr>
<td>3</td>
<td>September 11</td>
<td>Reference Interviewing Part 2</td>
<td>Watch Videos: TBA</td>
<td>Assignment #1 due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Readings: TBA</td>
<td>Assignment # 2 Overview</td>
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<tr>
<td>4</td>
<td>September 18</td>
<td>Information Sources Part 1</td>
<td>Cassell, Chapters 4, 5, 6, 7, 17 (Chapters 4, 5, 6, 7: skim only); Hock, Chapters 1, 2 (skim)</td>
<td>Assignment #3 Overview</td>
</tr>
<tr>
<td>5</td>
<td>September 25</td>
<td>Search Strategy Part 1</td>
<td>Cassell, Chapter 3; Hock, Chapter 3</td>
<td>Assignment #2 due</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td>Framework for setting up search strategy – examples</td>
<td>Articles: TBA</td>
<td>Assignment #4 Overview</td>
</tr>
<tr>
<td>6</td>
<td>October 2</td>
<td>Information Sources Part 2</td>
<td>Cassell, Chapters 8 – 14 (Ch. 8-12: skim only); Hock, Ch. 4, 5, 6, 7, 8, 9 (skim)</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
<td>Notes</td>
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<tr>
<td>7</td>
<td>October 09</td>
<td>CUA Admin Tuesday - NO CLASS Meeting</td>
<td>Work with team on assignment #4</td>
<td>Assignment #3 due</td>
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<tr>
<td>8</td>
<td>October 16</td>
<td>Search Strategy Part 2</td>
<td>Articles: TBA</td>
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<tr>
<td>9</td>
<td>October 23</td>
<td>Information Literacy Instruction and Instruction Design Part 1</td>
<td>Cassell, Chapter 16; Bean; Booth; Grassian</td>
<td>Assignment #4 Due Assignment # 5 and #6 Overview</td>
</tr>
<tr>
<td>10</td>
<td>October 30</td>
<td>Personal Citation Management</td>
<td>Articles: TBA</td>
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<tr>
<td>11</td>
<td>November 6</td>
<td>Information Literacy Instruction and Instruction Design Part 2</td>
<td>Reading from the Assn. of College &amp; Research Libraries; Markey; Williams</td>
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</tr>
<tr>
<td>12</td>
<td>November 13</td>
<td>Management of Information Sources and Services</td>
<td>Cassell, Chapters 18, 19</td>
<td>Assignment #5 Due Final Take Home Exam Overview</td>
</tr>
<tr>
<td>13</td>
<td>November 20</td>
<td>No Class Holiday Week</td>
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<tr>
<td>14</td>
<td>November 27</td>
<td>Information Analysis</td>
<td>Articles: TBA</td>
<td>Assignment #6 Due Group One</td>
</tr>
<tr>
<td>15</td>
<td>December 4</td>
<td>Trends and the Future of Information Services</td>
<td>Cassell, Chapters 20, 21; Hock, Chapter 10; Kennedy; O’Gorman; Siess</td>
<td>Assignment #6 Due Group Two</td>
</tr>
<tr>
<td>FINALS</td>
<td>Week of December 11</td>
<td>Take home exam due electronically on Tuesday Dec 11 by 11:59pm.</td>
<td></td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>