



**THE CATHOLIC UNIVERSITY OF AMERICA
SCHOOL OF LIBRARY AND INFORMATION SCIENCE**

LSC 553, Information Sources and Services
Section 01, Spring 2012

Preliminary Version -- **NOTE: This Syllabus is Subject to Change**

3 Credit Hours; No Prerequisites

Pangborn 301

Online/Weekend Learning (OWL) Format: In-person meetings Saturdays, 12:30 – 3:00 p.m. January 14, February 18, March 17, April 21

Instructor: David Shumaker	Office: 239 Marist Hall Hours: By appointment
E-mail: shumaker@cua.edu	Phone: 202-319-5551

Course Description (from Cardinal Station <http://cardinalstation.cua.edu>)

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://bb8.cua.edu>) Four class meetings will be asynchronous virtual meetings conducted in Blackboard and/or a course wiki. Homework assignments will include field observation, practice exercises, and analytical assignments.

Required Texts

Cassell, Kay Ann, Hiremath, Uma. (2011) Reference and Information Services in the 21st Century. Second ed. Revised. New York: Neal Schuman.

Hock, Randolph. (2010) *The Extreme Searcher's Internet Handbook*. Medford, NJ: Information Today.

Other Required Readings

Abram, Stephen. (2007, Oct.) The Future of Reference in Special Libraries Is What Information Pros Can Make It. *Information Outlook*, vol. 11, no. 10, p. 35-37.

Agosto, D. E., Rozaklis, L., MacDonald, C., & Abels, E. G. (2011). A model of the reference and information service process: An educators' perspective. *Reference & User Services Quarterly*, 50(3), 235-244. Retrieved from <http://search.ebscohost.com.proxycu.wrlc.org/login.aspx?direct=true&db=aph&AN=59736943&site=ehost-live> (May 30, 2011)

Association of College & Research Libraries. (2000, Jan. 18) Information Literacy Competency Standards for Higher Education. Available: <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm> or <http://www.ala.org/ala/mgrps/divs/acrl/standards/standards.pdf> (Accessed May 13, 2011)

Austin, Brice. (2001, June) Mooers' Law: In and out of context. *Journal of the American Society for Information Science and Technology*; vol. 52, no. 8, p. 607. Available: Proquest ABI/INFORM. Accessed: Aug. 19, 2008.

Bates, Marcia J.(2010) 'Information Behavior', *Encyclopedia of Library and Information Sciences*, Third Edition, 1: 1, 2381 — 2391. Available: ALADIN (accessed May 12, 2011)

Bean, T. M., & Thomas, S. N. (2010). Being like both: Library instruction methods that outshine the one-shot. *Public Services Quarterly*, 6, 237.

Booth, C. (2010, June/July) "Build your own instructional literacy." *American Libraries*, p. 40-43.

Campbell, Jerry D. (2006) "Changing a Cultural Icon: the Academic Library as a Virtual Destination" *EDUCAUSE Review*. Jan/Feb 2006. available at: <http://connect.educause.edu/Library/EDUCAUSE+Review/ChangingaCulturalIconTheA/40602> (Dec. 26, 2008)

Ferrell, S. (2010, Winter) "Who says there's a problem?: A new way to approach the issue of 'problem patrons'." *Reference & User Services Quarterly*, vol. 50, no. 2, p. 141-151.

Markey, K. et al. (2008) "Designing and testing a web-based board game for teaching information literacy skills and concepts." *Library Hi Tech*, vol. 26, no. 4, p. 663-681.

Radner, Marie L. (2008, Winter) "A Personal Choice: Reference Service Excellence." *Reference & User Services Quarterly*, vol. 48, no. 2, p. 108-115. Available: Wilson Library Literature (accessed Dec. 26, 2008)

Reference and User Services Association (RUSA). (2003, Jan. 26) Professional Competencies for Reference and User Services Librarians. Available: <http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/professional.cfm> . Accessed: May 10, 2010.

Reference and User Services Association (RUSA). (2004, June) Guidelines for Behavioral Performance of Reference and Information Service Providers. Available: <http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesbehavioral.cfm> . Accessed: May 11, 2011.

Tyckoson, D. (2008). "Musings on the Future of Reference - And of RUSA." *RUSA Update*. Retrieved July 20, 2011 from <http://ala.org/ala/mgrps/divs/rusa/communications/updte/summer2008/president.cfm> .

Wilson, Thomas D.(2010) 'Information Behavior Models', Encyclopedia of Library and Information Sciences, Third Edition, 1: 1, 2392 — 2400. Available: ALADIN. (Accessed May 12, 2011)

Optional Supplementary Text

Mann, T. (2005). *The Oxford guide to library research*. Oxford: Oxford University Press.

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. The instructor will supply necessary information.

Libraries

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 satisfaction 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:

LSC553 Course Outcomes	SLIS Objectives
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1. Articulate a philosophy of reference service which includes a discussion of ethical and other issues relevant to the provision of information	Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field
	Appreciate education and service as integral to the role of the information professional in society
	Articulate the economic, political, cultural, and social importance of the information profession
2. Apply appropriate communications skills in instructional settings and one-on-one reference interviews	Are skilled in organizing, disseminating, managing, preserving information
	Are skilled in the use of information technologies and articulate
	Are capable of serving information seekers in a global society
	Appreciate education and service as integral to the role of the information professional in society
3. Apply standard evaluative criteria to basic reference sources in order to determine the fitness of sources to meet particular information needs	Are capable of serving information seekers in a global society
	Interpret and apply research results from library and information science and related fields
4. Demonstrate proficiency in retrieving information from general reference sources (print and electronic), including designing basic search strategies	Are skilled in the use of information technologies and articulate the role of information technology in facilitating information management
	Are capable of serving information seekers in a global society
	Interpret and apply research results from library and information science and related fields
	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
5. Discuss policies and procedures for the provision of service, and the role and evaluation of reference and information service departments	Are skilled in organizing, disseminating, managing, preserving information
	Demonstrate a commitment to the philosophy, principles and legal and ethical responsibilities of the field
	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

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Professional Standards Addressed

American Library Association (ALA) Core Competences of Librarianship, approved by ALA's Presidential Task Force on Library Education, May 2008

http://wikis.ala.org/professionaltips/images/e/e7/ALA_Core_Competences_June_6_2008.pdf

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

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 observing operations and interviewing a member of the Reference or Public Services staff.

2. Homework Exercises (5 @ 5% = 25%) Homework exercises will provide the opportunity to apply concepts presented in the readings and class lectures.

3. Term Project (25%) 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.

4. Term Project Presentation (5%) Each student will share a brief presentation summarizing the term project, which will be reviewed, commented on, and graded by a panel of other class members.

5. Final Exam (25%) There will be a take-home final exam.

6. Class Contributions (10%) The class is designed to be highly interactive. Students who participate substantively 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>): "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. Note your policies or expectations (e.g. Attendance and punctuality policy, Participation expectation, note re: cell phones, timeliness on papers, form of submission of papers electronic vs. hard copy, policy on making up (or not) quizzes, tests etc.)

Campus Resources for student support: (e.g. add contact information for library, tutoring center, writing center, counseling center)

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

Assignment	Weight
Field Study	10%
Homework Exercises (5 @ 5%)	25%
Term Project	25%
Term Project Presentation (Peer grade)	5%
Final Exam	25%
Class Participation	10%
Total	100%

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

93-100	A
91-92	A-
89-90	B+

82-88	B
80-81	B-
70-79	C
<70	F

University grades:

The University grading system is available at

<http://policies.cua.edu/academicundergrad/gradesfull.cfm#i> for undergraduates and

<http://policies.cua.edu/academicgrad/gradesfull.cfm#ii> for graduate students.

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

<http://cardinalstation.cua.edu> .

Course Schedule

Date	Class Number and Topic	Assignments
1. Jan. 14	(In-person Class) Part 1: Introductions of students and teacher; Course overview: structure, operations, requirements, etc. Part 2: Reference Interviewing Techniques; Face to Face and Virtual Interactions	Read: Cassell, Ch. 1; Agosto Assignments Given: Term Project, Field Study, Interview Role Play
2. Jan. 16 -- 21	(Online Class) Service Philosophy and Ethics; Models of Information Behavior; Services in Specific Settings and for Specific Populations	Read: Cassell, Ch. 15; Austin; Bates; Ferrell; RUSA Professional Competencies; Wilson. One additional reading as assigned: to be announced.
3. Jan. 23 -- 28	(Online Class) Reference Interviewing: Exercises and Role Plays	Read: Cassell, Ch. 2; RUSA Guidelines for Behavioral Performance Watch: Videos TBA Assignment Due: Term Project Plan (ungraded)
4. Jan. 30 – Feb. 4	(Online Class) Information Sources, Part 1	Read: Cassell, Ch. 4, 5, 6, 7, 17 (Chapters 4, 5, 6, 7: skim only); Hock, Ch. 1, 2 Assignment Due: Field Study

5. Feb. 6 -- 11	(Online Class) Search Strategy, Part 1	Read: Cassell, Ch. 3; Hock, Ch. 3 Assignment Due: Homework Exercise 1, Interviewing Skills
6. Feb. 18	(In-person Class) User Instruction, Part 1: Instructional Design	Read: Cassell, Ch. 16; Bean; Booth Assignment Due: Homework Exercise 2, Information Source Analysis
7. Feb. 20 -- 25	(Online Class) Information Sources, Part 2	Read: Cassell, Ch. 8 -- 14 (Ch. 8-12: skim only)
8. Feb. 26 -- March 3	(Online class) Search Strategy, Part 2: Executing a Search Strategy	Read: TBA Assignment Due: Homework Exercise 3, Search Strategy
March 5 -- 10	No Class – Spring Break	
9. March 17	(In-person Class) Trends, and the Future of Information Services	Read: Cassell, Ch. 20, 21; Hock, Ch. 10; Abram; Campbell; Radner; Tyckoson
10. March 19 -- 24	(Online Class) Information Resources Part 3: Web Resources	Read: Hock, Ch. 4, 5, 6, 7, 8, 9
11. March 26 -- 31	(Online Class) User Instruction, Part 2	Read: Assn. of College & Research Libraries; Markey Assignment Due: Homework Exercise 4, Open Source Identification and Search
April 2 -- 7	No class – Easter recess	
12. April 9 -- 14	(Online Class) Class 7: Management of Information Sources and Services	Read: Cassell, Ch. 18, 19. Assignment Due: Homework Exercise 5, Instructional Module Development
13. April 21	In-person Class Course Review and Almost-Wrapup	Assignment Due: Term Project Paper and Presentation
14. April 23 -- 28	(Online Class) Research Project Wrapup	Read: Project Presentations Peer Grades Due April 28, 6:00 p.m.
May 5	Take Home Final Exam	Exam due by 6:00 p.m. Sat. May 5

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

