

THE CATHOLIC UNIVERSITY OF AMERICA  
SCHOOL OF LIBRARY AND INFORMATION SCIENCE

LSC 553, Section 01  
Information Sources and Services  
Fall 2009  
Syllabus, Version 1: August 12, 2009

3 Credit Hours; No Prerequisites  
Classroom: 208 Marist Hall  
Mondays, 4:10 – 6:40 p.m.

*NOTE: This Syllabus is Subject to Change*

Instructor: David Shumaker	Office: 239 Marist Hall Hours: Mondays, 3-4 p.m. 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://bb8.cua.edu>) Homework assignments will include field observation, practice exercises, and analytical assignments.

**Required Text**

Cassell, K.A., Hiremath, U. (2009) Reference and Information Services in the 21<sup>st</sup> Century. 2d ed. New York: Neal-Schumann. (See also companion website at <http://www.neal-schuman.com/reference21st2nd/>)

**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.

- 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.
- Branch, Jennifer L. (2003) "Instructional Intervention is the Key: Supporting Adolescent Information Seeking." *School Libraries Worldwide* 9(2): 47-61. Available: Wilson Library Literature (accessed Dec. 26, 2008)
- Broch, E. (2000). Children's Search Engines from an Information Search Process Perspective. *School Library Media Research*. vol. 3. Available: Wilson Library Literature (accessed Dec. 26, 2008)
- Burke, Susan K. (2008, Winter) "Use of Public Libraries by Immigrants." *Reference & User Services Quarterly*, vol. 48, no. 2, p. 164-174. Available: Wilson Library Literature (accessed Dec. 26, 2008)
- 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)
- Holliday, Wendy and Li, Qin. (2004) "Understanding the millennials: updating our knowledge about students" *Reference Services Review*. 32(4): 356-368. Available: Proquest (accessed Dec. 26, 2008)
- Ikoja-Odongo, Robert, and Janneke Mostert.. (2006) "Information seeking behaviour: A conceptual framework." *South African Journal of Library & Information Science* 72(3): 145-158. Available: ALADIN. Accessed: Aug. 18, 2008.
- Infospace, Inc. (2007, April) *Different Engines, Different Results: Web Searchers Not Always Finding What They're Looking for Online*. Available: <http://www.infospaceinc.com/onlineprod/Overlap-DifferentEnginesDifferentResults.pdf> . Accessed: Aug. 19, 2008.
- Introduction to Dialog: Featuring DialogClassic*, Sect. 1, "Planning and Conducting the Search", p. 7-22 and Sect. 3, "Modifying and Enhancing a Search", p. 37-46. Available: [http://gcp.dialog.com/instruction/pdf/intro\\_dialogclassic.pdf](http://gcp.dialog.com/instruction/pdf/intro_dialogclassic.pdf) . Accessed: July 13, 2009.
- Introduction to Dialog for Information Professionals*, Sect. 3, "How Databases Are Constructed", p. 30-51. Available: [http://gcp.dialog.com/instruction/workbook/2006/2006\\_intro\\_for\\_infopros\\_sec3.pdf](http://gcp.dialog.com/instruction/workbook/2006/2006_intro_for_infopros_sec3.pdf) . Accessed: July 13, 2009.

- Kenney, Barbara F. (2008, Summer) "Revitalizing the One-Shot Instruction Session Using Problem-Based Learning." *Reference & User Services Quarterly*, vol. 47, no. 4, p. 386-391. Available: Wilson Library Literature (accessed Dec. 26, 2008)
- Ladner, B. et al. (2004, Summer). Rethinking Online Instruction. *Reference & User Services Quarterly*, 43(4), 329-337. Available: Wilson Library Literature (accessed Dec. 26, 2008)
- Lancaster, L.C. (2003, Oct. 15) "The Click of Generations." *Library Journal*, 36-39.
- Metz, E. (2008, Jan.) Make the Most of Google's Toolkit. *Information Outlook*, 12(1), 11-16.
- Radford, 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)
- Reddy, M.C. and Jansen, B.J. (2008). "A model for understanding collaborative information behavior in context: A study of two healthcare teams." *Information Processing & Management*. vol. 44 (1): 256-273. Available: Elsevier Science Direct (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: June 29, 2009.
- 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: June 30, 2009.
- Trott, Barry. (2008, Winter) "Building on a Firm Foundation: Readers' Advisory over the Next Twenty-Five Years." *Reference & User Services Quarterly*, vol 48, no. 2, p. 132-135. Available: Wilson Library Literature (accessed Dec. 26, 2008)
- Tyckoson, D. (2008). "Musings on the Future of Reference - And of RUSA." *RUSA Update*. Retrieved Dec. 26, 2008 from <http://cs.ala.org/ra/update/summer2008/president.cfm> .
- Wagner, A. B., & Tysick, C. (2007) On-site Reference and Instruction Services: Setting Up Shop Where Our Patrons Live. *Reference & User Services Quarterly*, 46(4), 63-68.
- Weiler, Angela (2005) "Information-Seeking Behavior in Generation Y Students: Motivation, Critical Thinking, and Learning Theory". *Journal of Academic*

Librarianship. Vol. 31 (1): 46-53. Available: Wilson Library Literature (accessed Dec. 26, 2008)

Whitmire, Ethelene. (2003) "Epistemological beliefs and the information-seeking behavior of undergraduates", *Library & Information Science Research*. Vol. 25(2): 127-142.) Available: Elsevier Science Direct (accessed Dec. 26, 2008)

Wyatt, N. (2007, Nov. 1). 2.0 for Readers. *Library Journal*, 30-33.

### Optional Supplementary Texts

Janes, J. (2003) *Introduction to Reference Work in the Digital Age*. New York: Neal-Schumann.

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

### 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:

LSC553 Course Outcomes	SLIS Objectives
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
Apply appropriate communications skills in instructional settings and	Are skilled in organizing, disseminating, managing, preserving information

one-on-one reference interviews	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
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
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
	Are skilled in organizing, disseminating, managing, preserving information
Discuss policies and procedures for the provision of service, and the role and evaluation of reference and information service departments	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

**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](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 (15%)** 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 (15%)** 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>): "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>.

### **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 8 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> .

### Assessment

<u>Assignment</u>	<u>Weight</u>
Reference Field Study	15%
Reference Source Analysis	15%
Interview Role Play Analysis	20%
Term Project	20%
Final Exam	20%
Class Contributions	10%
<b>Total</b>	<b>100%</b>

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

> 92	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/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:**

<b>Date</b>	<b>Class Number and Topic</b>	<b>Assignments</b>
Aug. 31	Class 1: Introductions of students and instructor Course overview Structure of the course; operations; requirements	<b>Reference Field Study assigned</b>
Sept. 7	No Class – Labor Day	
Sept. 14	Class 2: Service Philosophy Ethics Reference in Specific Settings and for Specific Populations	<b>Read:</b> Cassell, Ch. 1, 15; RUSA Professional Competencies, Ikoja-Odongo. <b>Also read one of the following as assigned:</b> Branch; Broch; Burke; Holliday; Reddy; Weiler; Whitmire  <b>Reference Field Study Due</b> <b>Term Project Assigned</b>
Sept. 21	Class 3: Reference Interviewing Techniques; with Special Considerations of Face to Face and Virtual Interactions	<b>Read:</b> Cassell, Ch. 2; RUSA Guidelines for Professional Performance.  <b>Interview Role Play assigned</b>
Sept. 28	Class 4: Information Sources, Part 1	<b>Read:</b> Cassell, Ch. 4, 5, 6, 17, (Chapters 4, 5, 6: skim only)  <b>Reference Source Analysis assigned</b>  <b>Term Project Plan due (ungraded)</b>
Oct. 5	Class 5: Reference Exercises and Reference Interview Role Plays	<b>Students perform videorecorded reference interview role plays</b>
Oct. 12	No Class – Columbus Day	
Oct. 19	Class 6: Information Sources, Part 2	<b>Read:</b> Cassell, Ch. 7-12 (skim only)

Oct. 26	Class 7: Search Strategy, Part 1	<b>Read:</b> Cassell, Ch. 3, 14; Trott; Wyatt <b>Interview Role Play Analysis due</b>  <b>Term Project Status Update due (ungraded)</b>
Nov. 2	Class 8: Class 7: Search Strategy, Part 2: Executing a Search Strategy	<b>Read:</b> <i>Introduction to Dialog: Featuring DialogClassic</i> , Sect. 1, “Planning and Conducting the Search”, p. 7-22 and Sect. 3, “Modifying and Enhancing a Search”, p. 37-46; <i>Introduction to Dialog for Information Professionals</i> , Sect. 3, “How Databases Are Constructed”, p. 30-51  <b>Reference Source Analysis due</b>
Nov. 9	Class 9: Search Strategy, Part 3: Web Resources; Research Project Wrapup	<b>Read:</b> Cassell, Ch. 13; Metz; Infospace
Nov. 16	Class 10: User Instruction, Part 1: Instructional Design	<b>Read:</b> Cassell, Ch. 16
Nov. 23	Class 11: User Instruction, Part 2	<b>Read:</b> Kenney; Ladner
Nov. 30	Class 12: Managing Information Services	<b>Read:</b> Cassell, Ch. 18, 19
Dec. 7	Class 13: Panel Discussion Realities and Emerging Trends in Reference and Public Services	<b>Term Project due</b>
Dec. 14	Class 14: Trends and the Future of Information Services; Review and Wrapup	<b>Read:</b> Cassell, Ch. 20, 21; Abram; Campbell; Radner; Tyckoson; Wagner
Dec. 21	Take Home Final Exam Due Monday, Dec. 21, 6:00 p.m.	

**NOTE:**

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