

Course Syllabus
Information Services and Resources I
LS 534

Course/Title: LS 534
Information Services and Resources I
College: Education and Applied Science
Department: Library Science
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Course Schedule: Fall Semester 2007
9/8, 9/29 & online
Campus – AB4, Room 202

Course Content:

Skills, techniques and philosophy of the reference process with emphasis on the interview and strategy. Examination and discussion of basic reference tools using specific evaluative criteria. Analysis of library systems, networks, automated databases, latest trends and research in the field of reference. Covers online (commercial database services, the Internet) and laser optical disc searching techniques. Core Course.

Text:

Katz, William. 2002. *Introduction to reference work*. 2 volumes. 8th ed. McGraw-Hill. 7th ed. (1996) also acceptable.

Related Readings:

American reference books annual. Volume 1- , 1970- . Bohdan S. Wynar, editor. Libraries Unlimited.

Balay, Robert, editor. 1996. *Guide to reference books*. 11th ed. American Library Association.

Course Objectives:

Upon completing this course students will:

1. Demonstrate a commitment to promoting intellectual freedom through the dissemination of varied information sources.
2. Exhibit ethical behavior as reflected in ALA's *Code of Ethics*.
3. Subscribe to the importance of cooperation and networking among libraries and other information agencies in meeting the information needs of participants in a democratic society.
4. Listen and respond to information request in a manner that encourages further inquiry.
5. Develop, implement, monitor, and revise selection policies and procedures at the district level and collection development policies in the school library media center.
6. Identify and apply criteria appropriate for evaluating resources in all formats and at all grade levels and accompanying equipment.
7. Evaluate both internal holdings and external information access points to coordinate the selection of appropriate resources to meet the goals and objectives of the school.
8. Use appropriate procedures and techniques for evaluating and selecting resources.
9. Select resources that reflect the school's philosophy, curriculum, and instructional objectives
10. Ensure that the evaluation and selection process provides curriculum related resources that reflect various teaching styles and instructional strategies.
11. Recognize the characteristics unique to each information format and select items according to their specific contribution to learning objectives.
12. Advocate, initiate, and implement formal and informal agreements providing for increased availability and accessibility of information through resource sharing.
13. Apply appropriate research findings for the improvement of the school library media program.

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14. Access existing and emerging technologies for school library media center management applications.
15. Recommend strategies and creative uses of resources.
16. Provide activities and opportunities for enabling students to assume responsibility for planning, undertaking, and assuming independent learning.
17. Provide specific information and resources in response to information needs identified in the curriculum development process.
18. Assist students and teachers in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas.
19. Motivate and promote the design of production activities to assist in the development of skills for analyzing, evaluating, synthesizing, and communicating information and ideas.
20. Access existing and emerging technologies for possible applications to the instructional program.
21. Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching.
22. Develop, advocate, and implement a curriculum-integrated information skills component.
23. Enhance accessibility to all types of resources and equipment by identifying, evaluating, establishing, and using delivery systems to retrieve information in all formats.
24. Identify and select appropriate external information access points.
25. Protect confidentiality and ensure information security as well as the rights of users as reflected in the *Library Bill of Rights* and related ALA policy statements.
26. Exhibit a familiarity with the latest trends and research in this area (to be accomplished through the reading, abstracting, and discussion of the literature).

Course Evaluation:

1. Readings - Annotations	10 %
2. Online searching techniques	
a. preparation	5
b. lab exercise	10
3. Reference Questions (2 sets)	1 st – 10
	2 nd – 15
4. Worksheet	15
5. Information Sources	20
6. Blackboard Participation	<u>15</u>
	Total: 100 %

The final grade is based on this proportional breakdown and considerations regarding class attendance. After self-evaluation of the graded assignments students may choose to redo any of the assignments on a one-time basis.

Course Assignments:**1. Readings – Annotations**

Provide a summary (1/2-1 page in length using a double-spaced word processing format) of each chapter of the Katz text. Due: October 31.

2. Online Searching Techniques

Following preparatory readings, students will be directed to develop search strategies for a commercial database service (e.g., Dialog). Prior to actual search session students will submit (a) a reference question, and (b) a breakdown of key concepts/descriptors (based on the approach outlined in the mail-out, *Dialog Training Guide*, and Blackboard Course Document, *Boolean Searching Guide*). Print-outs of the finalized results will be evaluated according to:

- a. match of reference query and selected databases,
- b. efficiency of descriptors and search protocols employed, and
- c. quality of the answers

Due: September 22.

3. Reference Process

Students engage in role-playing as a reference librarian within a library setting, while the instructor serves as the information-seeking patron. The Reference Process involves addressing the patron's information request, and ultimately providing the needed information to the patron. All decision-making and execution steps are to be documented in detail by the student in the reference librarian

role. Two reference questions will be distributed to students during the course. The first will be distributed during the first class session with the instructor playing the patron's role for the reference interview; the second will be e-mailed following submission of the first query (which will include instructor comments to be considered when working on the second query).

Answers for both questions will be evaluated according to:

- a. correctness of the answer (i.e, accuracy and appropriateness)
- b. adherence to the fundamentals of information searching form (see: Jahoda Model), and
- c. clarity, thoroughness, and organization of the answer.

Due: #1 – November 17; #2 – December 1.

Components of the Reference Process Assignment:

1. Receive and articulate patron query
2. Message selection
3. Query negotiation
4. Selection of category of lead-in/answer-providing tool
5. Selection of specific title of lead-in/answer-providing tool
6. Search strategy
7. Translation of language of answer-providing tool into language of query
8. Submission of information to patron

AASL/NCATE Standards Addressed:

Standard One: Use of Information and Ideas

Candidates model strategies to locate, evaluate and use information for specific purposes. (1.1)

Candidates identify and address student interests and motivations. (1.1)

Candidates interact with the learning community to access, communicate and interpret intellectual content. (1.1)

Candidates adhere to and communicate legal and ethical policies. (1.1)

Candidates facilitate access to information in print, nonprint, and electronic formats. (1.3)

Candidates comply with and communicate the legal and ethical codes of the profession. (1.3)

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

C4: Commitment to the Practice of Continuous Reflection and Assessment

Assignment Rubric

Criterion	Unacceptable	Acceptable	Target
Adherence to the principles of information searching form	Jahoda Model steps omitted	Minor features of reference process steps not executed properly	Reference process executed in fundamentally sound fashion
Correctness of answers: accuracy, appropriateness	Inaccurate answer; information provided doesn't match patron needs	Information provided lacks focus, needs updating, or should be double-checked	Information provided is reliable in its derivation, and directly addresses patron needs
Clarity, thoroughness, and organization of the work	Documentation missing; illogical decision-making and timing	Documentation incomplete; some actions are out-of-sequence	Reference process is lucidly described w/attention to detail and the interrelationship of the steps

4. Worksheet

A page containing twelve questions has been included in a separate handout. Utilizing the Katz textbook and class notes, provide answers for each (taking approximately one-half to a full page per question – some may be longer). The information which fits each question may be paraphrased from the source employed, the primary purpose of this assignment is to supplement (and highlight) information derived from lectures and

readings. Due: November 7.

5. Information Sources

Develop a core collection of 100 (70 in summer session) reference titles for the library (designate either elementary school, middle school, high school, K-12, public, academic, or special library at beginning of the assignment) of your choice. Include at least five titles from each of the major reference categories designated by an asterisk from the “Chief Types of Reference Tools” section of the course outline (they will also be discussed during the first virtual classroom session. Use the following format for each title:

- a. bibliographic data (title/editor/publisher /edition)
- b. interval of publication (weekly/monthly/quarterly/annual/biennial/every ___years –note cumulations)
- c. arrangement of contents (alphabetical by author, historical figure, term, subject, etc./ chronological/geographical/classified –arbitrary subject arrangement)
- d. scope notes (range, depth, level, etc., of subject matter/special features worthy of attention/ comparison with other notable titles in same reference category)

Elements to be evaluated:

- a. applicability of titles to type/level of library selected
- b. presence of at least five titles within each (14) reference category
- c. appropriateness of titles to category placement (common pitfalls: print tools about AV/ automation materials do not constitute AV/automation reference titles, biographical or bibliographical source lacking an overview of a given discipline’s literature are not guides to the literature, catalogs/union lists apply only to materials clearly designated as library holdings)
- d. accuracy of information included
- e. currency of edition consulted (if library used does not have recent editions, reference to instructional materials – e.g., Katz – for information is an acceptable substitute)
- f. thoroughness of scope notes section
- g. completeness in responding to all four sections for each title (typical pitfall: starting a title included within packet and then forgetting to complete at a later date)

Ideas regarding title choices and descriptive information to include can be obtained from the Katz text, ARBA, *Guide to Reference Books* (1996 ed.), Walford, other book and periodical bibliographies, and the introductory sections of the reference tools themselves. Students are encouraged to work in groups in order to pool ideas and optimize learning; only direct copying of finished work is off-limits. Due: December 4.

Components of the Information Sources Exercise:

1. Selection of information resource for possible addition to the library collection
2. Evaluation of information resource based on professional literature and personal preview
3. Consideration of background factors such as overall collection strength, available of comparable resources, patron needs, etc.
4. Documentation of decision by means of Evaluation of Materials form

AASL/NCATE Standards Addressed:

Standard Four: Program Administration

Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. (4.1)

Candidates support intellectual freedom and privacy of users. (4.1)

Candidates plan for efficient use of resources and technology to meet diverse user needs. (4.1)

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

C4: Commitment to the Practice of Continuous Reflection and Assessment

Assignment Rubric

*Unacceptable – Inappropriate choice of information sources; insufficient number of titles by reference category; failure to properly address bibliographic data/interval of publication/ arrangement/scope notes format; failure to designate type/level of library; frequent inaccuracies.

*Acceptable – Infrequent omissions of data or inaccuracies.

*Target – Appropriate choices of information sources; accurate documentation within the entry

format employed.

6. Blackboard Discussion Group Participation

Students must make 6 contributions to the various Discussion Group Forums to be posted by the instructor; at least two of these messages must relate to interlibrary cooperation issues (resources sharing, networking, etc.). The contributions can be made in the form of a comment relating to course-related material, profession-based inquiry, response or follow-up to another student's question or point. Contributions won't be counted if they essentially paraphrase prior submissions, or simply/disagree with a particular point without adding further ideas to the ongoing discussion. The instructor will respond directly to the student following each inquiry in addition to posting observations intended for the group at large, when appropriate. Further guidelines will be posted in Blackboard. Due: December 4.

Components of the Discussion Group Participation Assignment:

1. Student posts contribution
2. Instructor acknowledges posting directly to student, noting status with regard to the overall assignment.
3. Instructor posts general comments (reaction to original posting) intended for all course participants.

AASL/NCATE Standards Addressed:

Standard Three: Collaboration and Leadership

Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. (3.1)

Candidates articulate the role of their professional associations and journals in their professional growth. (3.1)

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

C4: Commitment to the Practice of Continuous Reflection and Assessment

Assignment Rubric

Course Outline and Calendar:

Session I	Discuss syllabus and assignments
9/8	Toward a definition of the field
	A. Levels of Service
	B. Types of Reference work
	C. Variations in service philosophy
	1. Type of Library
	2. Subject Field
	D. Desirable Characteristics of the professional reference librarian
	Chief Types of Reference Tools
	A. Print
	1. Books
	a. Dictionaries*
	b. Encyclopedias*
	c. Biographical Sources*
	d. Geographical Sources: Atlases*, Gazetteers*, Travel Books*
	e. Handbooks and manuals*
	f. Catalogs and Union Lists*
	g. Indexes, Abstracts, and Bibliographies*
	h. Directories*
	i. Almanacs and Yearbooks*
	j. Guides to the Literature*
	2. Government Publications/Documents*
	3. Journals
	4. Ephemera/Realia
	B. Audiovisual Resources
	C. Automation*
	1. Online Databases Searching

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2. Laser Optical Searching: laserdiscs, CD-ROMs, DVDs
3. Computer Software

***Categories for Information Sources assignment**

- Session II
9/29
- Search Process Models
- A. Orientation to the components of the Jahoda Model
 - B. Utility of older models for information searching
 - C. The reference interview
 1. Verbal communication
 2. Nonverbal communication
- Reference Questions - library practice work
Introduction to Automated Applications in Information Services
Online/Laser Optical Demonstrations
Discussion of student laboratory exercises
Discussion of Techniques Employed in Print and Automated Searching
Development of a Core Reference Collection
- A. Difference Between Types/Levels of Libraries
 - B. Evaluative Criteria
- Specialized Types of Information Service
- A. Selective Dissemination of Service
 - B. Information & Referral (I&R)
 - C. Teleconference System
 - D. Reader's Advisory Services
 1. Reader's Advisory Services
 2. Bibliotherapy
 - E. Archives Management
 - F. Community Information Services
 - G. Information Brokering
 - H. Records Management
 - I. Virtual Reference
- Ethics in Information Services
Evaluation and Measurement of Information Services
Administration and Planning of Information Services

Selective Reference List

Blandy, Susan Griswold, Lyn Elizabeth M. Martin, and Mary L. Strife, eds. 1992. *Assessment and accountability in reference work*. Haworth.

Cassell, Kay Ann. 1999. *Developing reference collections and services in an electronic age: A how-to-do-it manual for librarians*. Neal-Schuman.

Cheverie, Joan F. 1998. *Government information collections in the networked environment; New issues and models*. Haworth.

Diaz, Karen R. 1997. *Reference sources on the internet; Off the shelf and onto the web*. Haworth.

Hillard, James M.; with the assistance of Bethany J. Easter. 2000. *Where to find what; A handbook to reference service*. 4th ed. Scarecrow.

Internet reference services quarterly. Marilyn K. Moody, ed. Haworth.

Mabry, Celia Hales, ed. 1997. *Philosophies of reference service*. Haworth.

Morris, Leslie R. 1999. *Interlibrary loan policies directory*. 6th ed. Neal-Schuman.

Murray, Laura K. 1998. *Basic internet for busy librarians*. American Library Association.

Nolan, Christopher. 1999. *Managing the Reference Collection*. American Library Association.

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Reference books bulletin. Annual. American Library Association.

Reference quarterly. American Library Association.

Slavens, Thomas P. 1994. *Reference interviews, questions, and materials.* 3rd ed. Scarecrow.

Thomsen, Elizabeth. 1999. *Rethinking reference: The reference librarian's practical guide for surviving constant change.* Neal-Schuman.

Weaver-Meyers, Pat L., Wilbur A. Stolt, and Yem S. Fong. 1997. *Interlibrary loan/document delivery and customer satisfaction; Strategies for redesigning services.* Haworth.

Whitlach, Jo Bell. 2000. *Evaluating Reference Services.* American Library Association.

Wolf, Milton T., Pat Ensor, and Mary Augusta Thomas, eds. 1998. *Information imagineering; Meeting at the interface.* American Library Association.