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|  | Course Syllabus  LI 813XP  Reference and User Services  1/28-29; 4/1-2; & Internet |  |

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| **Faculty:** | Bob Schroeder |
| **Email:** | [rschroed@emporia.edu](mailto:rschroed@emporia.edu) |
| **Primary Phone:** | (503) 725-4519 |
| **Online Course Login:** | <https://elearning.emporia.edu> |
| **Credit Hours:** | 3.0 |
| **Note:** | Course Syllabus May Change |

**Important Dates for Spring 2011**

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| *Jan 12: First day of class* | *Jan 17: MLK Day (ESU closed)* | *Jan 26: Last day to drop* | *Mar 8: Midterm grades due* |
| *Mar 10: Midterm grades available* | *Mar 20-25: Spring Break* | *Mar 30: Last day to withdraw* | *May 6: Last day of semester* |
| *May 14: Commencement* | *May 17: Final grades due* |  |  |

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| **Course Syllabus** **LI 813XP - Print and Electronic Information Sources and Services, 3 CR** Spring 2011: January 13 -May 6.  Meetings :  Jan. 28-29 & Apr. 1-2;   |  |  | | --- | --- | | Instructor: | Robert Schroeder | | Email: | rschroed@emporia.edu | | Phone: | 503 725 4519 | | Fax: | 503 725 4524 | | Online Course Login: | elearning.emporia.edu | | Note: | Course syllabus may change -see online for updates |   **Purpose of Course**  Introduction to a wide variety of print and electronic reference sources and current issues in the provision of reference services. Students learn effective ways to select information retrieval tools and resources, develop search strategies, and evaluate search results. Evaluation of print and electronic sources is also addressed. REQUIRED COURSE. Prerequisite courses: LI 801 & LI 802. **Course Objectives**    To become familiar with a broad range of information systems, print, electronic, and web based sources that libraries and other types of information-related organizations provide to their clients.   * To identify, describe, and evaluate the basic types of information sources, print and electronic, available in most libraries or other information agencies; * To effectively search for and retrieve information from the various print and electronic types of information sources using appropriate search strategies; * To effectively diagnose a client's information need using question negotiation skills and recommend the appropriate information source(s). * To understand issues in information technology and its impact on the provision of reference and information services; and, * To explain the basic concept and process of information retrieval including awareness of potential problems and issues.   **Nota bene:**   * **Please read your Emporia email (or forward your Emporia email to the email you usually read!)** * **Please put your name on top of anything you turn in to me or turn into Blackboard. I try to match orphan assignments up, but if I can't then no name could equal no grade.**     **Required Readings** (available on reserve unless otherwise noted by an \*) Note : There is no required text to purchase.  The first column lists the readings.  The second column lists why this article is relevant to the class.  The third column gives you an idea of how you might approach reading the article. These are not questions to be answered in an essay, but rather a frame or focus you can use to read the article. Or ignore my suggestions and see what the article means to you. Just jot down your thoughts in the margins of the article -we'll weave some of these ideas into our discussions in class and online.   |  |  |  | | --- | --- | --- | | Reading | Why? | How? | | \*Code of Ethics of the ALA. Available at <http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm> | Why ethics? (Don't even ask.) We'll be talking about "reference conundrums" in class -some are ethical. | 1. Noble standards, but how do they translate into practice? 2. Do you see any areas for conflicts to arise? | | \*Curry, Ann. "If I ask will they answer? Evaluating public library reference service to gay/lesbian youth." *RUSQ*  45 (1) , 2005. P65 -75. <http://www.ualberta.ca/~macurry/pdf/GLBT.pdf> | Reference service isn't just "answers" -it's also about how answers are given (or not). | 1. What can we learn from this study? 2. We each have "touchy issues" but patrons may want to explore these issues themselves -how can our professionalism help us help them? | | \* Dervin, D. and P. Dewdney. "Neutral questioning: A new approach to the reference interview." *RQ* 25, no. 4 (1986): 506-13. Prepub version available at <http://communication.sbs.ohio-state.edu/sense-making/zennez/zennezdervindewd86nq.pdf> | Some good theory on the reference interview brought down to the practical level. Neutral is the new "yes or no" -it goes with everything, and can be slimming! | 1. How can we be neutral yet excited and engaged? 2. Why are neutral questions important? 3. When to use closed, open, or neutral questions? | | Dewdney, P. and G. Michell. "Asking why' questions in the reference interview: A theoretical justification." *Library Quarterly* 67, no. 1 (1997): 50-71. | The tiny word "why" in a reference interview can create a lot of other BIG questions. An entre into the delicate art of reference. An ethical and practical issue. | 1. Why is this such a big deal? 2. How can we get around "why"? | | \* Duke University -Advanced Searching Techniques. Available online at: <http://library.duke.edu/services/instruction/libraryguide/advsearch.html> | Can't review algebra too often!  A good primer of the math behind the search box. | 1. If this is all database searching is, why is it so hard? 2. How much of this do our users need to know, and how do we explain it to them? | | Grover, R. and J. Carabell. "Toward better information service: Diagnosing information needs." *Special Libraries* (Winter 1995): 1-10. | A look at a model from outside reference that has a lot it can teach us. An "outsider" view can often help highlight what is, and is not happening. | 1. Where does this diagnostic model not fit the reference model? 2. What insights does it shed on reference? | | \* "Guidelines for behavioral performance of reference and information service providers." <http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesbehavioral.cfm> | We're learning about reference and these guidelines will underpin much of what we talk about in that regard. They also relate to some of our assignments. | 1. So what about them -the good, the bad the ugly? 2. How can we USE these in real life reference? | | Hyde, L and C. Tucker-Raymond. "Benchmarking librarian performance in chat reference." *The Reference Librarian* 95/96. 2006: 5-19. | Guidelines for virtual reference assessment.  One assignment will have you analyzing some real-life samples of chat reference. | 1. What's different and what the same between assessing face-to-face reference and online reference? 2. Why is online chat reference assessment hard to do? | | Katz, William A. *Introduction to Reference Work. Volume I: Basic Information Sources*. 8th ed. New York: McGraw-Hill, 2001. Pages 140 -144. | We'll be looking closely at some online indexes in class. This section of Katz's book gives us some criteria to help us evaluate them. | 1. Which of the evaluative criteria so you have questions about? 2. Where can you find the answers to the questions you need to ask when evaluating indexes? | | Kuhlthau, Carol Collier.  "Feelings in the library research process." *Arkansas Libraries*, 42 (2) June 1985. p 23-26. | People aren't just questions -they have brains and feelings too. This article will help us focus on patrons' emotions as they do research. | 1. Should we be concerned with a patron's emotions at the reference desk? 2. How can we help them work through their negative emotions when they are at the reference desk? | | Kuo, H-M. "Reviewing electronic reference sources: a preconference organized by the RUSA codes materials reviewing committee" (Conference Report).  *Library Collections, Acquisitions, and Technical Services*, 24 (2) Summer 2000, pages 270 -273. | In one of your assignments you'll be writing review of sources. This will give you some tips, and it highlights why review writing is central to our profession. It may even inspire you to try some reviewing -a good entre into the world of publishing! | 1. While this article focuses on electronic sources what criteria would work for print and web as well? 2. Circle some of the most important points you'll want to use in writing your reviews. | | \* Kwon, N. And V. Gregory. "The effect of librarians' behavioral performance on user satisfaction in chat reference services." *Reference & User Services Quarterly* 47, no. 2 (2007): 137 -148. Available at: <http://askaway.pbworks.com/f/rusqchatuser.pdf> | Takes the RUSA Guidelines (initially for face-to-face reference) into the virtual realm. This article is the basis for the criteria you'll use for one of the assignments in class. (Plus this shows you how easy it is to come up with an idea for an academic article!) | 1. Think about the face-to-face guidelines and what is different in the virtual world. 2. What do you think of the results of the survey -are they as you would have predicted? How so, and how not so? | | Mellon, Constance. "Library anxiety: A grounded theory and its development." *College & Research Libraries*, 47 (2) March 1986 p 160 -165. | People aren't just questions -they have brains and feelings too. This article will help us focus on patrons' emotions as they do research. | 1. Should we be concerned with a patron's emotions at the reference desk? 2. How can we help them work through their negative emotions when they are at the reference desk? | | \*Librarian's Index to the Internet -Selection Criteria. Available online at:  <http://www.ipl.org/div/about/colpol.html#selection> | Reference sources are on the web too. Check out the criteria one group uses to vet web resources. | 1. So what is the same about these criteria as those for print sources or indexes? 2. What is unique? | | \* Mudge, I. G. "How to study reference books." In:  *Guide to the study and use of reference books.* Chicago: ALA, 1917, pages xii- xiii. Available Online at Google Books. | Such a gem -from 1917 -what's not to love? | 1. The view from our distant past. How many of these suggestions still ring true? 2. What other suggestions would we post-moderns need? | | Ross Catherine et al. "Finding out what they really want to know", pp 67-104 in *Conducting the Reference Interview*. New York: Neal-Schuman, 2002. | Before you find what they need, you need to find out *what* they need. A good (hopefully not to scary) intro to the complex world of reference. | 1. If you were to offer 5 tips about the reference interview to a new reference librarian on your staff what would they be? 2. What do you do when you can't find the answer? | | \* Stevens, N. "Evaluating reference books in theory and practice" (pages 13 -15, or for those who love to read, pages 9 -19) in *The publishing and review of reference sources*, edited by B Katz and R. Kinder. Haworth, New York, 1987. Available at Google Books online. | Some solid criteria for reference source evaluation. Good criteria to consider when doing the assignment relating to reviewing sources. | 1. What questions do you have about these criteria? 2. When is each criterion important? 3. Can you think of any other criteria? | | Woodard, B. "One-on-one instruction from the reference desk to online chat." *Reference & User Services Quarterly* 44, no. 3, (Spring 2005): 203-209. | Another issue in reference -where, when & how to teach. | 1. When and where should teaching happen? 2. What can you do to help the lessons stick? 3. What other educational models does the reference desk look like? 4. Is it easier to teach face-to-face, or online? |     **Grading:**   |  |  |  | | --- | --- | --- | | Assignment | %grade | Due Date | | Learning Style Inventory | 0% | First Friday meeting | | Resources for Reference Material Evaluation | 5% | First Friday meeting | | Reference Observation | 10% | First Friday meeting | | Group Reports  (User Community or Database Analysis) | 25% | Second Friday meeting | | Online Chat Experience | 5% | Second Friday meeting | | Virtual Reference Transcript Experience | 10% | Second Friday meeting | | Topical Issue in Reference | 10% | 4/9 - PT 1. Group's Findings Posted to DB  4/16 - PT 2. Individual posts to DB | | Reference Collection Development Proposal | 25% | 4/23 | | Emotions and Reference Discussion Postings | 10% | 4/30 | | Total | 100% |  |   Note: "First Friday meeting" means our first on-ground meeting. "Second Friday meeting" means the Friday of the second time we meet on-ground.     |  |  |  | | --- | --- | --- | | A  100-96% | | A-  95-90% | | B+  89-87% | B    86-84% | B-  83-80% | | C+  79-77% | C    76-74% |  | |  | D    73-70% |  | |  | F 69 and below |  |     **Reading Schedule** (see separate Readings Handout for full citation & locations)**:**  **Prior to the first day of on-ground class:**  *Introduction to Reference Work. Volume I: Basic Information Sources, Katz. Pages 140 -144. (on reserve)*  *"Finding out what they really want to know" Ross (on reserve).*  *"Asking why questions in the reference interview: A theoretical justification". Dewdney and Michell (on reserve).*  *"Neutral questioning: A new approach to the reference interview" -Dervin and Dewdney (Online).*  *"Toward better information service: diagnosing information needs" -Grover and Carabell (on reserve).*  *"Evaluating reference books in theory and practice"- Stevens, N. (Online)*  *"Duke University -Advanced Searching Techniques" (Online)*  *Librarian's Index to the Internet -Selection Criteria (Online)*  *"How to study reference books." -Mudge (Online)*    **In between on ground class weekends:**  "*If I ask will they answer? Evaluating public library reference service to gay/lesbian youth" -Curry (online)*  *"One-on one instruction from the reference desk to online chat" -Woodard (on reserve)*  *"Benchmarking librarian performance in chat reference." Hyde and Tucker-Raymond (on reserve).*  *"Code of Ethics of the ALA"-(Online)*  *Kwon and Gregory. "The effect of librarians' behavioral performance on user satisfaction in chat reference services - Kwon and Gregory (Online)*  *"Reviewing electronic reference sources: a preconference organized by the RUSA codes materials reviewing committee" -Kuo. (on reserve)*  **After second on-ground class weekend:**  *"Guidelines for behavioral performance of reference and information service providers" (online).*  One of the following 2 articles: *"Library anxiety: A grounded theory and its development." -Mellon (on reserve) OR* *"Feelings in the library research process" -Kuhlthau (on reserve*)  **SLIM Attendance Policy**  Students must attend all face-to-face classes.  **SLIM Grade Policy**  All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit.  If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.  When a student has been placed on academic probation, an administrative hold will be placed on the student’s record to block future enrollment. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean or director of program administration.  Before enrollment can be done, the student is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan.  If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM’s graduate program.  This policy goes into effect fall 2009 semester.  This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program.  It will also apply to all those who have passed into MLS or doctoral degree candidacy.  **SLIM Incomplete Grade Policy**  **SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:** [**http://www.emporia.edu/grad/docs/policyhandbook2.pdf**](http://www.emporia.edu/grad/docs/policyhandbook2.pdf)**).**  SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete.  If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.  If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester.  If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student’s record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.  **Faculty-Initiated Student Withdrawal Procedure**  Students should be aware that your instructor follows the university’s policy of faculty-initiated student withdrawal. It reads as follows: “If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. *[Policy and Procedures Manual 43.11]*  **Academic Dishonesty**  At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)  The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.  **Disabilities Policy**  Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.  **Contact information for the Office of Disability Services:** Office of Disability Services 211 S Morse Hall  Emporia State University 1200 Commercial Street / Box 23  Emporia, KS 66801 *Phone :* 620/341-6637 *TTY:* 620/341-6646 *Email:* [disabser@emporia.edu](mailto:disabser@emporia.edu) |

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