

## LIS 601 Information Sources and Services

### Required Text

Bopp, Richard E. and Linda C. Smith. (2001). *Reference and Information Services: An Introduction*. 3<sup>rd</sup> edition. Englewood, CO: Libraries Unlimited.  
ISBN: 1563086247

### Course Description

LIS 601 is an introduction to information systems, sources and services libraries and other information-related organizations provide their clients.

According to the 2004-2005 SLIS Bulletin, LIS 601 is “An introduction to basic information sources and services provided by libraries and information organizations. Consideration is also given to the ethics of information services, the user-system interface including question-negotiation and the formulation of effective search strategies, and the evaluation of information sources and information services.”

### Course Objectives

- To understand the nature of information and its role in society
- To understand important aspects of information seeking behavior
- To understand how people interact with information professionals and information systems when seeking information
- To become familiar with a broad range of information systems, sources and services that libraries and other types of information-related organizations provide their clients

### The Challenges of the Online Environment

While learning in an online environment may be convenient, it presents a number of unique challenges. You will need to prepare yourself for them.

Technological challenges: You know the old adage: what can go wrong will go wrong. Expect it and plan for it. Never put off things until the last minute because technology may fail you. Give yourself plenty of time to work around technological bumps in the road. Technological failure is not an acceptable excuse for late work. You'll also need patience and a sense of humor to work through the inevitable glitches.

Self-discipline: Because we will not be meeting each week, it can be surprisingly easy to forget about your online course. If you are like me, time whizzes by me without my realizing how quickly it has gone. I highly recommend scheduling yourself for one or two regular times a week to “meet” with the class. Treat these meetings just as you would face-to-face meetings – only missing them in an emergency – and you will find it much easier to keep up with the course. Pay special attention to the Pathfinder assignment. It will be available the second week of class, because you should work on it throughout the semester. If you wait until the last few weeks of class to do the bulk of the work, you WILL be overwhelmed. Start early and work steadily on it!

Reading: Because you are not attending lectures, you will be learning primarily through reading. Thus, the reading load is much heavier than it might be in a traditional

setting. Your class “discussions,” “course content,” instructions for assignments, and supplemental readings are all text-based. For some of you, this will be challenging and will require patience and tenacity. I am always here to help you and happy to answer any questions you have. I only ask that you carefully read instructions, notes, texts, and assignments thoroughly before asking for clarification. I also recommend that you make some real-time connections with a few of your classmates who live near you. Try scheduling, for example, some live discussions and exam study sessions. You will find building a small community of co-learners will ease the isolation and strain of learning exclusively online.

### **Academic Honesty**

The highest standards of academic honesty and integrity are expected; cheating and plagiarism are simply unacceptable. Any student found guilty of cheating or plagiarism on any class assignment or test will be given a grade of E for the course. Definitions and details of the university policy on academic honesty can be found in the Student Rights and Responsibilities Handbook (<http://www.uky.edu/StudentAffairs/Code/>) in part II, sections 6.3.0, 6.3.1 and 6.3.2 or in section 6.3 of the University Senate Rules ([http://www.uky.edu/USC/Section\\_VI.pdf](http://www.uky.edu/USC/Section_VI.pdf)). All work completed for this course must be completed specifically and only for this for this course; i.e. you may not use work completed for previous courses even if it fulfills the assignment requirements.

### **Students with Disabilities**

Students with any documented disabilities should make contact me to discuss any special accommodations in the course assignments and/or delivery that must be made to enable you to participate fully in the course. For help with documentation or other assistance, please contact the Disability Resource Center, Room 2, Alumni Gym, (859) 257-2754.

### **Attendance**

Attendance in an online environment is critical to the overall success of the course. Online attendance is measured by logins to Blackboard **and** by participation in the discussion forums. An average of 2.5 hours per week should be spent engaged in this activity. Our week is officially defined as Monday through Sunday. One absence is constituted by a lack of activity for a week. Face-to-face sessions are mandatory. Absences are considered excused only for documented medical reasons and for documented family emergencies. Unexcused absences will affect your grade for class participation. *Unexcused absences in excess of 15% of the course meetings will lower your maximum possible grade for the course to a C.*

In class meetings are as follows:

Monday, May 14, 5:30 - 8:30  
Tuesday, June 5, 5:30 - 8:30  
Tuesday, July 10, 5:30 - 8:30

### **Student Evaluation**

Book Review	10%
Final Examination	20%

Practical Exercises 1 - 5	35% total
Pathfinder	20%
Class Participation	15%

### **Grading:**

A = 90-100   B = 80-89   C = 70-79   E = 69 or lower

#### **Practical Exercises**

With the exception of the first exercise, which will ask you to experience the reference process as a patron, each set of practical exercises will consist of hypothetical reference questions that you will answer through the use of proprietary information resources (not free web sites, that is) These information resources are available at most mid-sized or large libraries. Many information resources are also available via the web and thus are available to you from home and/or work. In completing the practical exercises, you should answer the question posed and indicate the information source or sources that provided the answer. In noting the source used, simply indicate brief title, date, volume, page(s) or URL on which the information is found. ***You should not ask library staff to answer questions from your assignment.*** You may discuss the practical exercises with your colleagues, however, the work you turn in must represent your independent effort – the completion of the practical exercises is not a group project.

#### **Due Dates**

All work is due Sunday by midnight the end of the week it is listed as due. Your work should be turned in promptly. In most cases, late work will be accepted, but will be penalized a letter grade every week that it is late. The pathfinder will not be accepted after the due date since it falls near the end of the semester (unless extenuating circumstances such as serious illness or family emergency are documented, in which case you will be assigned an I for the course and permitted to turn it in after the semester is completed.

#### **Exam Date and Procedures**

The final exam will be available 7/23 – 7/29. Exams completed after July 29th will not be accepted unless documentation of a medical or family emergency is provided to the instructor. In that case, an I grade will be assigned for the course until a make-up exam is completed.

The exam is timed and must be completed in [one](#) sitting. You will have approximately 2.5 hours to complete the exam once you have begun it, thus you should have all your readings completed and your notes in good order prior to beginning the exam. There will be procedures in place for dealing with any technical difficulties that may arise. More information about exam procedures will be provided as the time nears.

Sharing or accepting any information about the exam with your classmates during the testing period is considered cheating and will be treated as such.

**Course Outline:**

	Part I: Services	Part II: Sources	Bopp & Smith Chpt	Additional Readings	Assignments Due
Week 1 5/8 – 5/13	History & Ethical Aspects		1 & 2	Ferguson, Blanke, & Codes of Ethics	
Week 2 5/14 – 5/20	Information & Information Seeking & The Reference Interview		3	Losee; Alfino & Pierce; Kuhlthau; Bruce; Fagan & Desai	Exercise 1 <b>May 14 - F2F Meeting</b>
Week 3 5/21 – 5/27	Bibliographic Control	Directories & Almanacs, Yearbooks and Handbooks	4, 14 & 15		
Week 4 5/28 – 6/3	Electronic Resources / Electronic Information Systems	Indexes	5, 6, & 21	Harris; Liblicense site	Exercise 2
Week 5 6/4 – 6/10	Access-Related Ref. Services	Biographical Sources & Dictionaries	7 16 & 17	Anderson; TEACH; DMCA	Exercise 3 <b>June 5<sup>th</sup> – F2F Meeting</b>
Week 6 6/11 – 6/17	Reference Service Improvement	Encyclopedias	9 & 18	RUSA Guidelines	Exercise 4
Week 7 6/18 – 6/24	Selection & Evaluation	Bibliographic Sources	13 & 20	RUSA Guidelines	
Week 8 6/25-7/1	Reference Services for Diverse Populations	Geographical Sources	12 & 19	Standerfer; Steffen; Shuman	Book Review
Week 9 7/2-7/8	Instruction	Government Documents	8 & 22	Elmborg; Info. Lit standards	Exercise 5
Week 10 7/9-7/15	Organizing, Delivering and Managing Reference Services		11	Katz; Breznay & Haas, McKinzie; Lichtenstein	Pathfinder <b>July 10<sup>th</sup> – F2F Meeting</b>
Week 11 7/16-7/22	Evaluating Reference Services		10	Bunge; Huling; Ronan et al	
Week 12 7/23 – 7/29	Final Exam				Exam

**Citations for Additional Readings** (Active Links are also listed in the Week-by-Week Schedule).

Ferguson, Stuart and John Weckert. (1998). "The Librarian's Duty of Care: Emerging Professionalism or a Can of Worms?" *Library Quarterly*. 68(4), 365-389.

Blanke. (1983). Is it ethical to help a student find a how-to-commit-suicide manual, and is that all you can do? (1983). *American Libraries*, 14(10), p643.

Code of Ethics of the American Library Association  
<http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

British Library Association Code of Ethics  
<http://www.la-hq.org.uk/directory/about/conduct.html>

Confidentiality and Coping with Law Enforcement Inquiries  
<http://www.ala.org/ala/oif/ifissues/confidentiality.htm>

AIP Code of Ethical Business Practice  
<http://www.aip.org/AboutAIP/aipethics.html>

For comparison, please **skim** the following ethical codes for counselors and teachers:

ACA Code of Ethics (Pages 1 - 9 only: particularly note section B, page 7)  
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx> (First link on the page!)

NEA Code of Ethics  
<http://www.nea.org/aboutnea/code.html>

Losee, Robert M. (1997). A Discipline Independent Definition of Information. *JASIS*. 48,3: 254-269.

Alfino, Mark & Linda Pierce. (2001). The Social Nature of Information. *Library Trends*, 49(3), p471-485. Available online in Ebsco. (Keep this article handy because we will refer back to it during our discussions of ethics and the reference interview!)

Kuhlthau, Carol C. INFORMATION SEARCH PROCESS: A SEARCH FOR MEANING RATHER THAN ANSWERS  
<http://www.scils.rutgers.edu/~kuhlthau/Search%20Process.htm>  
(Important Note: The very last item on this page is a link to her power point presentation -- you should look at that, as well as reading the article.)

Bruce, Christine. Seven Faces of Information Literacy in Higher education. <http://sky.fit.gut.edu.au/~bruce/inflit/faces/faces1.htm>

Fagan, J.C. & C.M. Desai. (2002/2003). Communication Strategies for Instant Messaging and Chat Reference Services. *Reference Librarian*, 38(79/80), 121 - 155.

Harris, L. (2000). Deal-maker, deal-breaker: when to walk away. *Library Journal*, 125(1) NetConnect, 12-14.

Liblicense (particularly the vocabulary and the terms and descriptions sections)  
<http://www.library.yale.edu/~llicense/index.shtml>

TEACH Act

[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107\\_cong\\_bills&docid=f:s487es.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_bills&docid=f:s487es.txt.pdf)

The TEACH Toolkit (particularly the Education, Implementation, and Best Practices Sections)

<http://www.lib.ncsu.edu/scc/legislative/teachkit/>

DMCA

<http://www.copyright.gov/legislation/dmca.pdf>

Anderson, B. (2006). A Primer on Copyright Law and the **DMCA**. *Reference Librarian*; 2006 Issue 93, p59-71.

RUSA's Guidelines for Behavioral Performance

<http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesbehavioral.htm>

RUSA's Professional Competencies for Reference and User Services Librarians

<http://www.ala.org/ala/rusa/rusaprotools/referenceguide/professional.htm>

RUSA's Elements for Basic Reviews: A Guide for Writers and Readers of Reviews of Works in All Mediums and Genres : \*Only sections 1, 2, 3.4, 6 and Appendix II.\* There is also an excellent bibliography of articles at the end if you need more help with writing your review or are interested in reading further.

<http://www.ala.org/ala/rusa/rusaprotools/referenceguide/ElementsforReviews>

Standerfer, A. E. (2006). Reference Services in Rural Libraries. *Reference Librarian*, 45(93), 137 - 149.

Shuman, B.A. (2002). Problem Patrons: Reviewing your Options. *Public Libraries*, 41(6), 338 - 342.

Steffen, N.O. (2000) Rising to the Occasion: Working with Angry People at the Reference Desk. *Colorado Libraries*, 26(2), 11 - 13.

Elmborg, J.K. (2002). Teaching at the Desk: Toward a Reference Pedagogy. *Portal: Libraries and the Academy*, 2(3), 455-464

ACRL's Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians  
<http://www.ala.org/ala/acrl/acrlstandards/objectivesinformation.htm>

AASL's Information Power  
<http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards>

Katz, B. (2002/2003). Digital Reference: An Overview. *Reference Librarian*, 38(79/80), 1-17.

Breznay, A.M. & L.M. Haas. (2002/2003). A Checklist for Starting and Operating a Digital Reference Desk. *Reference Librarian*, 38(79/80), 101 - 112.

RUSA's Guidelines for Implementing and Maintaining Virtual Reference Services  
<http://www.ala.org/ala/rusa/rusaprotools/referenceguide/virtrefguidelines.htm>

McKinzie, S. (2002). For Ethical Reference, Pare the Paraprofessionals. *American Libraries*, 33(9), 42.

Lichtenstein, A.A. (1999). Surviving the information explosion: training paraprofessionals for reference service. *Journal of Educational Media & Library Sciences*, 37(2), 125-34.

Bunge, C. A. (1999). Gathering and Using Patron and Librarian Perceptions of Question-Answering Success. *Reference Librarian*, 31(66), 115- 140.

Huling, N. (1999). Peer Reflection: Collegial Coaching and Reference Effectiveness. *Reference Librarian*, 31(66), 115- 140.

Ronan, Reakes, and Cornwell. Evaluating Online Real-Time Reference in an Academic Library: Obstacles and Recommendations *Reference Librarian*, 38(79/80) 225 - 240.