Long Island University  
Palmer School of Library and Information Science  
LIS 511: Information Sources and Services  
Spring 2015, Post Campus (Online)

**Instructor:** Dr. Bea Baaden  
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Email: bbaaden@yahoo.com; bea.baaden@liu.edu  
Office Hours: Please contact me for a phone or face to face appointment.

You will generally receive a response to your email in 24 - 48 hours. The weekends may take a little longer.

Optional face to face meeting dates: 1/21, 4/8, and 4/29, 2015 (Attendance highly recommended)

**Bulletin Description:**  
Philosophy, process, and techniques of information services. Overview of information access and delivery, types of resources and formats used in information services, evaluation and measurement of sources and services, and information seeking processes and behavior

**Course Format:**  
This class is in online format, using LIU's Blackboard Management System. There will be Learning Modules for every week in Blackboard. Classes run from Wednesday to Wednesday; assignments are due on Wednesdays. Please use good time management skills to access each module, for readings, for researching and using resources, and to accomplish each assignment according to due dates.

**Palmer School Student Learning Objectives**

SLO 2c: Students will search, retrieve and synthesize information from a variety of systems and services *(Searching Systems Assignment)* **Required e-portfolio assignment**

SLO 1b: Students will be able to analyze policies and trends affecting libraries and information organizations and the profession *(Issues Case Studies)* **Best work e-portfolio assignment**

SLO 3a: Students will be able to evaluate and use information sources and services to meet the needs of diverse user populations *(Plan for Reference Services)* **Required e-portfolio assignment**
**Required Textbook:**


Additional readings will be given either in class, emailed to you or will be ready for you in Blackboard. In some cases, I might mail information so sending me your mailing address is important.

**Contact Hours for the semester:**

State Education Requirements: 150 hours (3 credits)

- 30 hours: Class meetings (2+ hours per week to access course materials, read "Bea’s Notes" – the lecture for the week, prepare blog entries, read and respond to entries)
- 60 hours: Required reading (textbook readings, article and other course readings)
- 60 hours: Written assignments

**Planning Your Time:**

New York State specifies that a 3 credit graduate course should require a minimum of 150 hours. This is a rigorous, professional, graduate course. For planning purposes, each week students should expect to be engaged in activities relating to the course requirements, including reading, preparing assignments, researching current issues, engaging with classmates and content in Blackboard, and communicating your learning for approximately **12 hours or more each week**. For long range assignments, students should divide their time weekly so they are not overwhelmed at the due dates.

**Technology Requirements:**

Students will need Internet access and a PC computer or a Macintosh with the latest version of a web browser (Firefox is the recommended browser for Blackboard.) Blackboard is used as our course management system. You can access Blackboard anywhere you have Internet access.

Here are some guidelines to follow for Blackboard:

- Use Firefox web browser if possible as it is the browser that works best with Blackboard
- Access Blackboard at [https://blackboard.liu.edu/webapps/login/](https://blackboard.liu.edu/webapps/login/)
- Be sure your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard. You can download it by going to: [http://get2.adobe.com/flashplayer/](http://get2.adobe.com/flashplayer/)
- You must use your LIU email to access Blackboard; your LIU email will be used for any announcements, grades, etc. (you can forward your LIU account to one that you might use on a regular basis OR make sure that you check the LIU email regularly)
• Sometimes wireless connections can be slow; if you encounter problems, it is best to switch to a hard wired connection
• Blackboard tutorials are included in the Blackboard site. If you are new to using Blackboard, these guides and videos may be helpful to you: Blackboard Student Orientation, Blackboard Guides, Blackboard Student Videos

**Technical Support:**
Support is available at the Center for Student Information (CSI) at [http://csi.liu.edu](http://csi.liu.edu) or by contacting the Office of Information Technology at 516 299 3967. Hours: Monday – Thursday: 10 a.m. – 6 p.m.; Friday: 10 a.m. – 5 p.m.

Students may need access to LIU’s online library. You will need to use your My.LIU account sign in. The library site can be accessed at LIU’s Home Page.

**Netiquette:**
Communication is very important in this course. All students are expected to:
1. Show respect for the instructors and for other students in the class
2. Express differences of opinion in a polite and rational way
3. Maintain an environment of constructive criticism when commenting on the work of other students
4. Stay on topic when involved in group discussions or other collaborative activities
5. Use good sentence case in messages. Use of all uppercase letters in a message is the equivalent of shouting and is considered offensive
6. Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, and then put the acronym in parentheses afterward. For example, Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message
7. Use good grammar and spelling; avoid using text messaging shortcuts

**LIU Post Academic Conduct Policy:**
“Students are expected to contribute through their words, actions, and commitments, to the development and sustenance of an academic community characterized by respect, honesty, originality, and fairness.” Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in the committing of any of these acts is a violation of this policy. Any student found engaging in academic misconduct is subject to disciplinary action. The Academic Conduct Policy Standards can be found on the LIU Post website at: [http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards](http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies/Conduct/Standards)

**Students with Disabilities:** The Office of Disability Support Services works with students with disabilities; phone number: 516 299 3057. LIU has a Policy for Students
with Disabilities: “Students with disabilities who desire accommodations must submit appropriate documentation of their disability to the office of Disability Support Services...Accommodations Forms must be obtained each semester, before the semester begins.” Policy can be found at: http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS. If you have a learning disability, please make sure that you discuss this with your professor.

**Assessment of Assignments:**
Each assignment will be assessed using the following criteria:

A. Content:
   1. Facts and/or opinions grounded in readings and/or reality of personal observation
   2. Accuracy of facts or reasonableness of opinions

B. Presentation:
   1. Followed assignment directions
   2. Evidence of the creative thinking and/or thoughtfulness of the product submitted
   3. Correct grammar and spelling.

**Assignments may be re-done if the grade is B+ or below.**

**Meaning of classwork/ assignment grades:**
A Superior work. Demonstrates initiative and original thinking; shows exceptionally fine comprehension of subject; demonstrates ability to integrate and synthesize course material
A- Excellent work. Displays critical thinking (evaluates and analyzes); shows very good comprehension and ability to articulate course material
B+ Above average work. Demonstrates good comprehension and ability to make application of principles; displays independent resourcefulness in completing assignments
B Average. Acceptable work but does not demonstrate in-depth ability to apply principles or articulate course content
R Re-do. Misunderstanding of assignment, basic points missing, incomplete

**Class Calendar:**

**Assignment Due Dates**

1/28 Introduction Blog (Blogs) (5 points)
2/4 Reference Librarian Investigation (Blogs) (5 points)
   Searching Systems Query (Blogs)
2/11 Searching Systems Assignment (Assignments) (15 points)
2/18 Whom Would You Help Exercise (Blogs) (5 points)
2/25 Issues Case Studies due (Assignments) (15 points)
3/4 Annotations Group 1: Bibliographies, Directories, Indexes (AG1 Blog) (5 points)
   3/9 - 3/15 Spring Break: use your time wisely
3/18 Annotations Group 2: Ready Reference (AG2 Blog) (5 points)
3/25 Reference Observations (Assignments) (5 points)
4/1 Annotations Group 3: Dictionaries and Encyclopedias (AG 3 Blog) (5 points)
4/15 Annotations Group 5: Business, Medical, Legal Sources (AG 5 Blog) (5 points)
4/22 Plans for Reference Services (Assignments) (10 points)
**I. Reference Observations Assignment:**

A. Use criteria on pages 58 + in the Bopp text as a guide to your observation of a reference librarian from a library of your choice.

B. Ask a reference question of this librarian using the face to face format. The nature of the question should relate to the kind of library you chose (e.g., an academic question in an academic library, etc.) Document the steps that the reference librarian took to answer your question, noting specifically the approachability of the librarian, the type of question negotiation the librarian used, the search strategies and presentation of the answers received.

C. Then ask a different question of a virtual reference librarian (either through Chat, Ask a Librarian, or a phone reference interview). Document each of the steps noted above.

D. Compare and contrast each of the reference encounters and make a judgment as to which you preferred and why.

Refer to Chapter 3 in Bopp as a guide to your discussion of your encounters.

10 points. Due 3/25 in Assignments.

**II. Searching Systems Assignment:** Students will choose a topic or research question of their choice and use each of the following systems for the assignment below:

- A university or public library OPAC
- A database (EBSCO or NOVELNY)
- A search engine (Google)

It is important that the question (query) is not overly broad or non-specific as that will lead to overly broad or non-specific results. The query or question you choose to use is due on 2/4 in the Searching Systems Query Blog. Note why this question/query is important for you. (approximately 3 – 5 sentences)

For the topic or question you chose, designate specific search terms/key words to begin your search in one of the above systems. Based on the results you find, refine the search terms/key words for each of the other systems.

Develop search strategies depending on the search topic and tool and/or limit your search by date or by other parameters you design for the question posed and for the particular system you are using. Each of the above systems has its own method of
effective and efficient searching. Use the systems’ unique searching strategies for effective retrieval of sources and information.

**Part A:** In this part of the written assignment, you will define the topic, describing why it is an important question for you (using the refined or revised query posted in the Searching Systems Query Blog). List the search terms you will use to begin your search. You may use any of the above systems to begin, but tell me why you chose to begin with that one.

**Part B:** In this part, you will note for each of the 3 searches, the search terms/ key words you used in each of the 3 systems, showing how each search led you to refine or change the terms or strategies.

- Note the number of the results found in each search and how that led you to change or refine the strategies.
- Also, specifically state how and why you modified the search terms.
- In addition, discuss what the top 5 sources were for each of the 3 searches
- Compare and contrast the top 5 sources found through the 3 systems
- Write a correct bibliographic citation for each source noted (you may use any style – APA, MLA, etc. – as long as it is consistent)

*You need to make clear how the results from each of the 3 systems used helped you change or refine the search (in terms of the number of ‘hits’ and the kinds of resources found in each system and the specific information retrieved within the resources)*

**Part C:** write a cohesive paragraph of 10 – 12 sentences using information from the top sources to **synthesize information** about the topic. In other words, answer your question!

15 points. Due 2/25 in Assignments

**III. Issues Case Studies:** You will be given 3 difference scenarios. For each scenario, determine:

1. A) What in your view is the main issue?  
   B) Is it an ethical, legal, or professional issue – and/or is it representative of a specific trend in the reference field? Why?

2. What is the librarian’s ethical, legal, and/or professional obligation in the situation? Note the specific policy (code, law, or principle) that leads you to your conclusion. (For example, the ALA Code of Ethics and section; U.S. laws, such as the First Amendment or copyright laws; the Library Bill of Rights; various library specialty’s codes of ethics/ ethical principles, etc.) Use Bopp as your guide.
3. Give a rationale for your answer based on information you’ve digested from the Bopp text (note page number) or other readings (give title and author).

15 points. Due 2/25 in Assignments.

IV. Plan for Reference Services: Students will choose a type of library (public, academic, school, corporate or special library) and then create a plan for reference services for a changing demographic or an underserved population for that library.

A. Choose a “changing demographic” (Hispanic, Asian, another immigrant population of your choice) or an “underserved population” (LGBT; visual or hearing disabilities; physical disabilities; learning disabilities; illiteracy, etc). Discuss background and/or cultural information for the population you choose in the first paragraph.

B. For the chosen special population, discuss in 1 – 2 paragraphs each of the following: the impact of that population on

- the reference collection
- the services of the reference department
- the programs that will enhance services for that population for the type of library you choose.

C. Select and evaluate 10 – 15 reference or information sources for the special population that will help them in some way in their lives (determine a specific topic, not a general overview of resources for that population). Note why each source will help the special population.

D. Create a pathfinder or LibGuide for the population (an annotated bibliography with usage details or process for using the source) for the resources you find.

E. Then, develop a program for the special population to introduce the pathfinder or LibGuide to that specific population.

10 points. Due 4/22 in Assignments.

V. Evaluating specific sources annotations: Students will use a model evaluation form to provide annotations for each assigned source. Students will also develop 1 question with answer for each group of sources that is evaluated (in the role of a patron of a library; pretend that a patron has come to ask the question); use one of the resources you review to answer the question.

In most cases, each student will be assigned 2 sources to evaluate from a list that will be found in the Learning Module. In addition, students will choose one additional source of their choice to evaluate for that category. For some of the annotation groups, there will be other directions noted in the Learning Module for that Annotation Group.

Annotations for sources must include:
Format
Scope
Authority
Arrangement
What you liked, disliked, or what surprised you about the source
Create 1 question from any of your annotated sources for that category; provide the answer and the source where we can find the answer (title, pg #, url, or other location information)

Annotations will be placed in an open Blog for each category, so that all students will be able to view annotations. It will be important for all students to read all annotations because this will help with content for the final examination. Specific directions for each Annotation Group will be noted in the modules in Blackboard.

See pages 393 – 397 in Bopp for an explanation of the criteria to be used for the annotations.

Annotation Groups are:
AG 1: Bibliographies, Directories, Indexes and Abstracts (3/4)
AG 2: Ready Reference Sources: Almanacs, Handbooks, etc. (3/18)
AG 3: Dictionaries and Encyclopedias (4/1)
AG 4: People and Places (Geographical, Country, and Biographical Sources) (4/8)
AG 5: Medical, Business, and Legal Sources (4/15)
(25 points; 5 points each)

VI. Final Exam: based on Readings in the Bopp text and Bea’s Notes (10 points) 4/29.

All students will complete the above assignments this semester. There are other assignments and discussion items within this syllabus. There may be additional readings for topics either in Blackboard or sent to you to further your understanding of various topics.

Policy for Incompletes: If you feel that there is a need to take an Incomplete grade in this class, there are forms that you will need to fill out and a process to follow. Please contact Dr. Baaden in this eventuality.
Course Outline

Session #, Date, Topic of Discussion, Assignments, Readings

1 (1/21) Introduction/ Overview of the course
F History of reference services in libraries
Functions of the reference librarian
Skill sets for the reference librarian

Blackboard Basics for this course

Readings:
Bopp. Chapter 1 (History and Functions of Reference Service); Chapter 11 (Organizing and Delivering Reference and Information Services)

Safford (optional): Introduction

Assignments:

a. Introduction Blog:

- Part I: In one paragraph (5 – 7 sentences), tell us (a) of your experience with any kind of reference service; (b) brief background information about yourself with 1 interesting fact
- Part II: Choose ONE of the following articles about reference and technology trends (choose according to the library specialty you are most interested in – academic, public, or school). In 1 paragraph (5 – 7 sentences), discuss which “trend” you think will transform reference service in your specialty and give reasons why. Please note the title of the resource you read:
  
  **Academic Libraries:** “Reference Service at an Inflection Point: Transformations in Academic Libraries” by Craig Gibson and Meris Mandernach.
  
  [www.alaaclr/sites/ala.org.acrl/files/content/conferences/confsa ndpreconfs/2013/papers/GibsonMandernach_Reference.pdf](http://www.alaaclr/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/GibsonMandernach_Reference.pdf) (or google the title)

  **Public Libraries:** “Public Libraries: Current Trends and Future Perspectives” by John Carlo Bertot:
  
  [terpconnect.umd.edu/~jbertot/Presentations/MAACL_MLABertot10May2012.pdf](http://terpconnect.umd.edu/~jbertot/Presentations/MAACL_MLABertot10May2012.pdf) (slides); update this by viewing the slide presentation:
  

AND view the infographic: 10 Online Learning Trends to Watch in 2015:

- You will have 2 paragraphs for this entry. Due in Blogs in Blackboard by 1/28. 5 points

  b. Reference Librarian Investigation: Go to any library. Introduce yourself to any librarian (adult reference; children’s librarian; corporate information specialist; school librarian; academic librarian, etc.) Ask this librarian:
    a) What are the typical kinds of questions you usually are asked?
    b) What are some interesting or unusual or challenging questions you’ve gotten?
    c) What is YOUR reaction to what you have heard?

Write the results of this brief investigation in a paragraph of 8 – 10 sentences. Due: 2/4 in Blogs. 5 points

2 (1/28) Basic Reference Tools and Strategies
- Online reference services
  - ALA website, tools, important documents
  - RUSA
  - Internet Archive (archive.org/index.php)
- Basic Search Techniques
- Review Sources

Reference Services videos

Readings:
Bopp: Chapter 4 (Organization of Information & Search Strategies); Chapter 5 (Electronic Resources for Reference); Chapter 6 (Understanding Electronic Information Systems)
Safford (optional): Part One, pgs. 1 – 24

Assignment due 2/11 in Assignments (15 points; graded by rubric)

3 (2/4) Ethical and Professional Obligations of Reference Librarians
- Ethical Issues Notes (look in Content): Defining ethical, legal and professional obligations of reference librarians
- Basic copyright obligations

Case studies in ethical, legal and professional situations
Readings:
Chapter 2 (Ethical Aspects of Reference Service); Chapter 7 (Access Related Reference Service)
Assignment: Issues Case Studies due 10/15 in Assignments (15 points)

Assignment Reminder:
Searching Systems Assignment due 2/11 in Assignments (Major Assignment II)

4 (2/11) Reference/ Information Services
O Reference Interview
Reference service according to age
Diverse user groups

Readings:
Chapter 3 (The Reference Interview)
Chapter 12 (Reference Services for Specific Populations)

Assignments:
Bopp, p. 81 Exercise: “Whom Would You Help In What Order and Why?” Please be able to answer the initial question; then answer the follow up questions posed in Box 3.9. Due: 2/18 in Blogs (5 points)

5 (2/18) Selecting and Evaluating Information Sources
O Evaluation criteria
Developing clear and useful annotations
Looking at Major General Databases: NOVELNY and EBSCO
ProQuest; Wilson OmniFile

Readings:
Bopp. Chapter 13 (Selection and Evaluation of Reference Sources)
Safford (optional): p. 32 – 34

Assignments:
Independent Browsing Assignment: Browse through the major Databases noted above. See the range of indices/databases included within each of them. View NOVELNY and EBSCO, Proquest or Wilson Omni File. Choose ONE index of interest to you and email Bea with its name and your comments. No specific grade attached to this activity; part of the 5 points Participation Grade.

Issues Case Studies due next class, 2/25, in Assignments (15 points)

6 (2/25) Annotations Group 1 (Bibliographies, Directories, Indexes and
Indexes and Abstracts
Reader’s Guide to Periodical Literature

Newspaper Indexes

Subject – based indexes: Education Index, Social Sciences Full Text, SIRS Researcher (ProQuest), Historical Abstracts, Humanities Full Text, Literature Resource Center (Gale Cengage), Literature Online (ProQuest), Music Index Online, Art Full Text

Library and Information Science Indexes: Library Literature and Information Science Full Text (Wilson); Library and Information Science Abstracts (ProQuest), Library, Information Science and Technology Abstracts (LISTA) (EBSCO)

Indexes to Special Types of Materials: Short Story Index, Essay and General Literature Index, The Play Index, LitFinder (Gale Cengage), Book Review Digest (Wilson), Book Review Index Online (Gale Cengage)

Indexes for Children and Young Adults: EBSCO databases; eLibrary Elementary (ProQuest)

Bibliographies and Directories
Books in Print
Ulrichs
Gale’s Directory of Databases
Literary Market Place

Readings: Bopp: Chapter 21 (Indexes and Abstracts)
Bopp. Chapter 14 (Directories); Chapter 20 (Bibliographic Sources)

Safford (optional): Subject specific databases, such as Geography Databases, p. 51 – 52; Humanities General Databases, p. 105; Literature Databases, p. 147 – 148; Music Databases, p. 157; Science and Technology Databases, p. 170 – 171.

Assignment: AG 1 due in AG 1 Blog by 3/4. Review criteria for these annotations will be used from Bopp, pgs. 393 – 397 (not necessary to find the cost). You can choose any sources from the above list or a source you find in Bopp’s chapters. You should have 1 bibliography, 1 directory, and 1 index. (5 points)

7 (3/4) Annotation group 2: Ready Reference Sources (Almanacs, Handbooks, Yearbooks, etc.)

Sample Titles:
Consumer Reports
Occupational Outlook Handbook
Statesman’s Yearbook
Statistical Abstract of the U.S.
World Almanac and Book of Facts
Time Almanac
Chases Calendar of Events
Ipl2
Bartleby
Infoplease

Readings: Bopp: Chapter 15 (Almanacs, Yearbooks, and Handbooks)
Safford (optional): pgs. 29 – 32;

Assignment: Annotations due 3/18 in AG 2 Blog (5 points)

Topic of Bea’s Notes: Reader’s Advisory

Readings:
Bopp: pgs. 14 – 15; 84 – 85; 368 – 369
Safford (optional): pgs. 24 – 25

Reminder: Reference Observation Assignment due 3/25.

Happy Spring Break: 3/9 – 3/15

8 (3/18) Annotations Group 3: Dictionaries and Encyclopedias
(Dictionaries)
General dictionaries
Visual dictionaries
Slang and colloquialisms
AAD
Rhyming dictionaries
Children’s dictionaries
Subject dictionaries
Thesauri
Quotations
Concordances
Style and usage manuals

Readings: Bopp: Chapter 17 (Dictionaries)
Safford (optional): pgs. 114 – 131; p. 165 – 167; p. 141(also see “Dictionaries and Handbooks” in various subject areas in the Table of Contents for a more well - rounded view of the types of dictionaries currently used; for example, “Dictionaries and Handbooks” in the Holidays section, p. 86, and the range of “Dictionaries and Handbooks” in Part Five Science and Technology)
Encyclopedias:
General encyclopedias
Special subject encyclopedias (important publishers)
Encyclopedias for children and young adults

Evaluating encyclopedias

Readings: Bopp: Chapter 18 (Encyclopedias)
Safford (optional): pgs. 34 – 38 (also see “Encyclopedias” in various subject areas in the Table of Contents for a well-rounded view of the types of encyclopedias currently used; for example, in the Folklore section, p. 112, or Mythology and Religion section, p. 162, and the encyclopedias noted in Part Five Science and Technology)

Assignment: AG 3 due 4/1 in AG 3 Blog (5 points)

9 (3/25) Annotation Group 4 (People and Places: Biographical and Geographical Sources)

Biographical Sources
Indexes
Contemporary people
Retrospective biography
Obituaries
Authors
Ethnic/ Cultural heritage biographies
Artists, etc.

Readings: Bopp, Chapter 16 (Biographical Sources)
Safford (optional): pgs. 40 – 43, 106, 110, 144, 156, 169, 201

Geography, Countries, and Travel Sources
Gazetteers and Geographical Dictionaries
Maps and Atlases
U.S. Government Sources
Travel Guides

Readings: Bopp: Chapter 19 (Geographical Sources)
Safford (optional): pgs. 51 – 57

Assignment: AG 4 due 4/8 in AG 4 Blog (5 points)

10 (4/1) Annotations Group 5 (Medical, legal, business sources)
Medical dictionaries, encyclopedias, handbooks and manuals, directories, databases and indexes, health information sites

Legal dictionaries, encyclopedias, directories, databases and indexes, online resources

Business dictionaries, directories, investment guides, entrepreneurship aids, databases and indexes

**Readings:** Bopp: Chapter 22 (Government Information and Statistics Sources)  
Safford (optional): Business and Economics, etc. pgs. 43 – 51; Law, pgs. 88 – 97, 101 – 104; Medical issues, pgs. 98 – 99; 190 – 191; ** 192 - 200

**Assignment:** Annotations group 5 due in AG 5 Blog by 4/15.

11 (4/8) Managing Reference Services  
F Basic training and orientations  
F Maintenance and arrangement of the collection  
Evaluating reference services  
F Role of standards  
F Interviews  
F Observations  
F Surveys and questionnaires

**Readings:** Bopp: Chapter 9 (Training and Continual Learning for Reference Staff)  
Chapter 10 (Evaluation of Reference Services)

**Assignments:** Work on the Plan for Reference Service assignment. Due 4/22.

AG #5 Due:4/15.

12 (4/15) Library Instruction  
O Plan for Reference Services due next class: 4/22


Finish reading Bopp and review Bea’s Notes to prepare for the final exam (10 points)

14 (4/29) Final Exam  
F
Evaluating LIS 511: PMI

This syllabus is the general plan for the progression of this course. Dr. Baaden reserves the right to modify content if needed.