LIS 511: Information Sources & Services

Palmer School of Library & Information Science
Long Island University @ NYU

SP15 | Manhattan Campus | Thursdays 6:30pm - 8:20pm

Vincent M. Livoti, PhD
EMAIL: vincent.livoti@liu.edu

OFFICE HOURS: THU 5:30-6:30 pm, By Appointment
ALSO virtually, informally OR other times by appointment

*Please anticipate a normal response time (two business days)

COURSE TEXT:

Additional articles, resources and inquiry-based retrievals to be distributed in-class

COURSE FORMAT: In-Person, with virtual elements

COURSE 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 behaviors

COURSE LEARNING OBJECTIVES:
SLO 2c: Students will search, retrieve and synthesize information form a variety of systems and services (searching systems assignment)

SLO 1b: Students will be able to analyze policies and trends affecting libraries and information organizations and the profession (issues case study and e-portfolio project).

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 and e-portfolio project).

CONTACT HOURS: 150 [dispersed class meetings, course readings and learning products]

STATEMENT OF ATTENDANCE: Pursuant to having an effective learning community, students are expected to make class meetings. Advanced notice of any unavoidable absences is expected - the advent of extenuating circumstances notwithstanding. In the interest of classroom equity, alternative coursework may be assigned for all rare, approved absences.
ENGAGING WITH YOUR LEARNING COMMUNITY: This is a supportive learning environment for accomplished adult learners where active inquiry, honest questions and full respect for the diversity of opinions and perspectives of our community are honored.

Respectful discourse is rooted collective engagement, and is therefore a central skill for the collaborative human-service work of librarianship. While healthy debate is always encouraged, our classroom is never a place for incendiary or derisive attitudes.

ABOUT TIME MANAGEMENT: This is a rigorous, graduate-level course bearing three credits toward professional aptitude in our field. Therefore, about ten “out-of-class hours” should be anticipated weekly. Learners should plan to attend weekly class meetings, as well as actively explicate regular readings, engage with multimedia resources, explore current field-based research, and prepare assignments of various scale and complexity [See below].

TECHNOLOGY REQUIREMENTS & TECHNOLOGICAL SUPPORT: Students need Internet access and a computing device with word processing capacity. Firefox is the best browser for interacting with blackboard, which can be accessed from anywhere. Learners must authenticate to the blackboard environment vis-à-vis LIU email addresses only. Written assignments submitted virtually must be saved in one of these formats: .doc, .docx, .pdf, or .rft.

Student technical support is available at the Center for Student Information (CSI), at http://csi.liu.edu or the Office of Information Technology at 516-299-3967.

ACADEMIC CONDUCT POLICY: Academic misconduct such as plagiarism, cheating, fabrication, sabotage or assisting someone in committing of any of these acts is a violation of school 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.” You can review LIU’s conduct policy in its entirety at: http://www.liu.edu/post/academicconduct.

DISABILITY STATEMENT & REASONABLE ACCOMMODATION: Please reach-out to me with any disability concern. The Office of Disability Support Services at LIU works with students to support the needs of all learning styles. They can be contacted at 516-299-3057. Accommodation forms need to be obtained and submitted each semester. More information can be accessed at http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS.

COURSE ASSESSMENT: Each assignment will be assessed using the following criteria…”

<table>
<thead>
<tr>
<th>A. Content</th>
<th>B. Presentation</th>
</tr>
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<tbody>
<tr>
<td>1. Facts and/or opinions grounded in readings and/or reality of personal observation</td>
<td>1. Followed assignment directions – Including Timeliness</td>
</tr>
<tr>
<td>2. Accuracy of facts or reasonableness of opinions</td>
<td>2. Evidence of the creative thinking and/or thoughtfulness of the submitted learning product</td>
</tr>
<tr>
<td>3. Demonstrated utility and/or innovation</td>
<td>3. Mechanics of grammar and spelling</td>
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</tbody>
</table>
COURSE ASSESSMENT SCALES: Please note that in a graduate-level class, a score below 70 points is invalid, and will require revision and resubmission.
- Students may revise all returned submissions below 2.334

NUMERIC SCALE:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA Ranges</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0 to 3.668</td>
</tr>
<tr>
<td>A-</td>
<td>3.667 to 3.333</td>
</tr>
<tr>
<td>B+</td>
<td>3.332 to 3.0</td>
</tr>
<tr>
<td>B</td>
<td>2.999 to 2.668</td>
</tr>
<tr>
<td>B-</td>
<td>2.667 to 2.334</td>
</tr>
<tr>
<td>C+</td>
<td>2.333 to 2.001</td>
</tr>
<tr>
<td>C</td>
<td>2.0 (Revision Required)</td>
</tr>
<tr>
<td>F</td>
<td>1.999 to 0.000 (Revision Required)</td>
</tr>
</tbody>
</table>

LETTER SCALE:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Narrative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptionally fine comprehension of the subject</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent comprehension of the subject beyond the competencies set for the course</td>
</tr>
<tr>
<td>B+</td>
<td>Competencies have been achieved with above average comprehension</td>
</tr>
<tr>
<td>B</td>
<td>Competencies set for the courses have been achieved</td>
</tr>
<tr>
<td>B-</td>
<td>Most course competencies have been met</td>
</tr>
<tr>
<td>C+</td>
<td>Better than passable but all competencies have not been met</td>
</tr>
<tr>
<td>C</td>
<td>Minimal achievement of all competencies</td>
</tr>
<tr>
<td>F</td>
<td>Failure to achieve minimal competencies</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal from course without penalty</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete (please see policy below)</td>
</tr>
</tbody>
</table>

INCOMPLETE POLICY: Any incomplete will be granted at the discretion of Dr. Livoti, and you must be in good academic standing at the time of your request for an incomplete. There is a process with paperwork needed to take an incomplete grade for our course.

KEY DUE DATES for MAJOR ASSIGNMENTS:

| Assignment One: 2/12 [In-Class] | Assignment Four: 4/2 [In-Class] |
| Assignment Two: 2/26 [In-Class] | Assignment Five: 4/16 [On-Line DB] |
| Assignment Three: 3/19 [In-Class] | FINAL: 4/30 [Via Email] |

COURSE ROADMAP

*Please note that this is a tentative schedule that can be revised at the discretion of Dr. Livoti...*

**Meeting One [January 22]: Introductions and Overviews**
- History of Reference Services in Libraries
- Functions of the Reference Librarian in Library and Information Centers
- Skill Sets for the Reference Librarian

For Next Time: Readings on Participant-Observation

**Meeting Two [January 29]: Reference Tools and Strategies; Participant Observation**
- Online Reference Tools
- ALA Resources
RUSA
Internet Archive [archive.org/index.php]
Audio & Visual Collections

For Next Time: Read Chapters 1, 4 & 5 in Bopp | “Fair Use” Media and Response Paragraph

Meeting Three [February 5]: Ethical and Professional Obligations for Reference Librarians
- Ethical Issues in Reference Work
- Defining Legal and Professional Obligations
- Copyright and Fair Use Basics
- Using Case Studies for LIS research

For Next Time: Chapters 2, 7 & 11 in Bopp
Major Assignment One Due Next Class: Reference Observations [details below]

Meeting Four [February 12]: Reference and Information Approaches and Constituents
- ASSIGNMENT ONE DUE IN-CLASS!
- The Reference Interview
- Customizing Reference Services [Inter-generational Example]
- Diversity and Customizing Service Approaches

For Next Time: Chapters 3, 12 & 13 in Bopp

Meeting Five [February 19]: Selecting and Evaluating Information Resources
- Evaluation Criteria
- Developing Clear and Useful Annotations
- Exploring the Interfaces of Major Databases

For Next Time: Chapters 14, 20 & 21 in Bopp
Major Assignment Two Due Next Class: Information Systems [details below]

Meeting Six [February 26]: Reader’s Guide to Bibliographies, Directories, Indexes & Abstracts
- ASSIGNMENT TWO DUE IN-CLASS!
- Periodical Literature
- Newspaper Indexes
- Concordances
- Subject-Based Indexes [i.e. -Humanities Full Text]
- LIS Indexes [i.e. – Information Science Full Text]
- Specialized Indexes [i.e. – Book Review Digest]
- Indexes for Children and Young Adults [i.e. -A to Zoo]
- Bibliographies and Directories [i.e. – Ulrichs]

For Next Time: Chapter 15; as well as pages 14-15, 84-85, and 368-369 in Bopp

Meeting Seven [March 5]: Almanacs, Handbooks and Yearbooks
- Discussing the outcomes of Assignment Two
- Co-Creating Resource Evaluation Template

For Next Time: Chapters 17 & 18 in Bopp
Major Assignment Three Due Next Class: Case Study Analysis

NO CLASS MARCH 12 – SPRING BREAK!!!!
Meeting Eight [March 19]: *Dictionaries and Encyclopedias*
- ASSIGNMENT THREE DUE IN-CLASS!
- Considering the Role of Format in Reference Services and Delivery
- Considering Lesser-Known Dictionaries and Encyclopedias
  - # Holidays
  - # Technology
  - # Folklore and Religion

For Next Time: Chapters 16 and 19 in Bopp

Meeting Nine [March 26]: *People, Places and the Underserved*
- Biographical Resources
- Geography
- Geopolitics
- Travel

For Next Time: Chapter 22 in Bopp

Major Assignment Four Due Next Class: Plan for Reference Services

Meeting Ten [April 2]: *Exploring Industry-Specific Resources*
- ASSIGNMENT FOUR DUE IN-CLASS!
- For Medicine
- For Law
- For Business
- Details for Final Released/Discussed

For Next Time: Chapter 9 in Bopp

Meeting Eleven [April 9]: *Managing Reference Services*
- Training and Orienting
- Maintaining and Arranging the Reference Collection
- Evaluating Reference Services and Effectiveness
  - # Professional Standards
  - # Patron and Staff Interviews
  - # Observation
  - # Types Virtual and Paper Surveys and Questionnaires

Major Assignment Five Due, Posted to Blackboard: Evaluating and Annotating Resources

Meeting Twelve [April 16]: *The Role of Library Instruction for User Groups*
- ASSINGMENT FIVE DUE ON-BLACKBOARD [11:59pm]

Meeting Thirteen [April 23]: *Closing the Circle, Hatching that Tag*
- Directions Forward
- Summations
- Evaluations

FINAL REFLECTION DUE via email on April 30
## SCORE BREAKDOWN

<table>
<thead>
<tr>
<th>Assessment Allocation</th>
<th>Potential Value on a 100-Point Scale</th>
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<tbody>
<tr>
<td>Engagement and Contribution</td>
<td>10pt</td>
</tr>
<tr>
<td>Assignment #1</td>
<td>10pt</td>
</tr>
<tr>
<td>Assignment #2</td>
<td>15pt</td>
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<tr>
<td>Assignment #3</td>
<td>15pt</td>
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<td>Assignment #4</td>
<td>20pt</td>
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<tr>
<td>Assignment #5</td>
<td>15pt</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>15pt</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

## MAJOR ASSIGNMENT DESCRIPTIONS:

### Assignment One: Observation of Reference Services in a Library and Information Center

A. Please use the criteria in the course textbook (beginning on Page 58) – as well as the materials about *participant observation* - to inform your observation of a reference librarian from a library of your choosing.

B. Ask an in-person reference question. The question should be tailored to the library you have selected and its collections. Carefully observe and document the steps that the reference librarian took in response to your inquiry.
   - Consider the demeanor, attitude and professionalism of the librarian
   - Consider her/his approach to conducting a reference interview

C. You will then engage in a virtual reference inquiry (through chat/text, asklib service, or via email). Using the template established in Part B, carefully observe and document the steps this professional takes with the same behavior considerations in mind.

D. In a roughly three-page response paper, compare and contrast the two reference interactions, and make informed judgments about the advantages or disadvantages of each approach.
   - Your response should include *at least* three direct quotations from the contextualizing resources (textbook and supplemental resources)
   - Your response should also contain a conclusion that synthesizes your experiential process by establishing three “best practices” for reference services in a library and information center.

DUE: 2/12 | Successful completion is worth up to 10 points

### Assignment Two: Searching Information Systems for Library and Information Centers

A. Design a research question concerning a topic that is not too broad (i.e. – the oceans), or too specific (i.e. – The Salton Sea). You will be given time to consider your research question in-class in advance of the assignment.

B. Establish five primary key words for your inquiry

C. Learners will then apply this question and use the following systems to gather information for use in this learning product:
   - A university or public library OPAC (Online Public Access Catalog)
   - A scholarly database (EBSCO, JSTOR, GALE)
   - A search engine (Google, Bing, Yahoo!, Dogpile)

D. Note the top five “hits” for each system, and collect all available citation information
E. Based on your findings, refine the search terms as your progress through each information retrieval system.

F. Develop variable search strategies that are specific to each information retrieval systems (limiting the date range, or format in your searches, for example)

G. Your learning product will address the following prompts in a multi-part response:
   - PART ONE: Define your topic; Share your question, Articulate why it is an important question for you.
   - PART TWO: Critique the information retrieval systems you selected; Note the key words/search you used and refined for each system; Demonstrate how your findings led to the progressive refinement of your keywords/search terms; Compare and contrast the resources from each system-type, and articulate an informed judgment about the “depth” of each system-type; You must also specifically discuss how each interaction helped refine both your strategies and terms.
   - PART THREE: Write a robust paragraph (10-12) that synthesizes the information you gathered regarding your inquiry.

DUE 2/26 | Successful completion is worth up to 15 points

**Assignment Three:** Case Studies in Library and Information Centers *e-portfolio*

A. Each learner will be given three different library-related case study scenarios.

B. For each scenario, learners will identify the following:
   - What the primary issue is, in your opinion
   - What the nature of the issue is [ethical, legal, and/or professional obligation]
   - After identifying the core issues, learners will then consider what is the ethical, legal and/or professional obligations, from the pint-of-view of librarian regarding each scenario

C. In a response paper of five-to-seven pages, students will demonstrate new learning by
   - Summarizing the identified issues, and the respective nature of these issues
   - Describing the librarian’s obligations
   - Identifying the specific policy [code, law or principle] that led you to these rationales [i.e. – ALA Code of Ethics, Library Bill of Rights, etc.]
   - Support your findings with direct citations from both the course textbook and the provided resources

DUE 3/19 | Successful completion is worth up to 15 points

**Assignment Four:** Plan for Reference Services in a Library and Information Center *e-portfolio*

A. Learners will choose a library type [public, academic, school, corporate, medical or special library]

B. Learners will then select a “growing demographic” or “underserved” patron population
   - “growing demographic” can refer to an ethic population, a generational population, or cultural population
   - “underserved” can refer to a variety of differently-abled, culturally displaced or marginalized population

C. With both the selected library-type and patron population in mind, learners will then construct a reference service plan, and program with supporting resources to address this unique profile’s specific information needs
   - Discuss the library-type you chose and why
Discuss the population you chose and why
Establish any context and background for the population you selected
Explicate the following considerations points for the library you selected
   # Any impact of the population on reference services
   # Service enhancements that would help engage the population
   # Programming that may enhance the population’s user-experience
Select and evaluate 10-15 multimedia resources that would address the information needs of the user-population
Create a pathfinder for the population (an annotated bibliography with usage details)
Develop a program for the selected population that will introduce, orient and ingratiate them into the information community.
   # Your program should include some budgetary allocation
   # Your budget for this program is $500

Assignment Five: Evaluating and Annotating Reference Resources
A. Learners will co-create an evaluation template for annotating reference resources
B. Learners will be assigned three resources to evaluate from a list
C. Learners will also select a fourth resource to evaluate
D. Learners will develop a Q&A proxy for evaluating the group of four reference resources
E. Learners will then annotate the resources. Annotations must include:
   ➢ Format
   ➢ Scope
   ➢ Authority
   ➢ Arrangement
   ➢ Attributes and Drawbacks
   ➢ Outstanding Aspect of the Resource
   ➢ Suggestions for Improving the Resource
   ➢ Surprising and/or Unique Aspects of the Resource
   ➢ The Related Q&A Proxy
F. Each learner will post the completely annotated resources on blackboard in the appropriate thread, and each thread will have specific directions:
   ➢ Resource Group 1: Bibliographies, Directories, Indexes and Abstracts
   ➢ Resource Group 2: Ready Reference, Almanacs and Handbooks
   ➢ Resource Group 3: Dictionaries and Encyclopedias
   ➢ Resource Group 4: Geographical, Geopolitical and Biographies
   ➢ Resource Group 5: Medical, Business and Legal Resources
G. Learners will carefully explore all the peer-postings, and comment thoughtfully on a least one resource from a group they DID NOT contribute annotations to

Final Exam: Reflective Analysis. More details will be covered in our April 2nd class meeting.

DUE 4/2 | Successful completion is worth up to 20 points
DUE 4/16 | Successful completion is worth up to 15 points
DUE 4/30 | Successful completion is worth up to 15 points.