

(Updated 9/8/2016)



Palmer School of Library & Information Science

LIS 511 Information Sources and Services

Fall 2016

Instructor: Prof. J. Fernando Peña

### Time and Place

This course will meet over 14 weeks from Tuesday, September 13 to Tuesday, December 13, 2016 at Palmer's Manhattan Campus at Bobst Library/NYU, with a final asynchronous virtual class session scheduled for December 20. There will be no class on Tuesday, November 8 because of Election Day. Note that decisions about closings made for C.W. Post will not necessarily affect Palmer classes at NYU. In general, if the subways are running, this class will meet even if the weather is poor.

### Contact Information and Office Hours

Bobst Library, NYU, Suite 937, 70 Washington Square South, New York, N.Y. 10012; tel. (212) 998-2681, email [fernando.pena@liu.edu](mailto:fernando.pena@liu.edu). Email communication is always preferable to telephone.

Office Hours: Tuesdays 3-5 p.m. and Wednesdays 3-5 p.m. and preferably by appointment, in my office in the Palmer suite at NYU's Bobst Library; available at the C.W. Post campus on Thursday afternoons, when I teach. Also available on other days and times, and by appointment.

### Course Description

This course will tackle the philosophy, process and techniques of information services, primarily in library settings. It will provide an overview of information access and delivery, the types of resources and formats used in information services, the management and evaluation of sources and services, and information-seeking processes and behaviors.

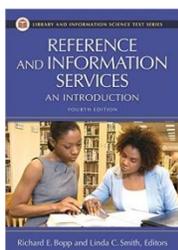
### Course Learning Objectives and Palmer School Learning Goals

This course, which focuses on reference sources and services in library and information center settings, addresses several Palmer School learning goals and subsidiary student learning objectives (SLOs):

- SLO 1b: "Students will be able to analyze policies and trends affecting libraries and information organizations and the profession" (through Assignment 3 on case studies).
- SLO 2c: "Students will search, retrieve and synthesize information from a variety of systems and services" (through Assignment 1 on searching systems and Assignment 5 pathfinder/libguide).
- SLO 3a: "Students will be able to evaluate and use information sources and services to meet the needs of diverse user populations" (through Assignment 4 plan for reference services).

### Required Textbook and Other Course Readings

Richard E. Bopp & Linda C. Smith, editors. *Reference and Information Services: An Introduction*. 4<sup>th</sup> ed. Westport, Conn.: Libraries Unlimited, 2011.



Other readings and materials will be made available on Blackboard.

## Assessments and Final Grade

Students will be required to complete five written assignments, contribute to online discussion boards, create pathfinders/libguides on basic reference sources working in student groups, and comment on each other's group-generated pathfinders/libguides (see summary table below and end of syllabus for detailed assignment descriptions, due dates, and weight towards final grade). For full credit, all written assignments must be submitted online in a timely manner and in a professionally appropriate form.

Assignment Description	Points Allotted
<b>Class Participation</b> <i>Throughout 14 weeks of course</i>	<b>15 points</b>
<b>Five Treasure Hunt Exercises on Standard Reference Sources</b> <i>Various due dates throughout semester (Oct. 11, Oct. 18, Nov. 1, Nov. 15, and Nov. 29)</i>	<b>10 points</b>
<b>Five Written Assignments</b> <i>Various due dates (full written assignment descriptions in Appendix A at end; all should be turned in via Blackboard links or in the manner described)</i>	<b>(65 points)</b>
<b>Assignment 1 : Searching Information Retrieval Systems</b> <i>Due by Sept. 27 (class 3)</i>	<b>10 points</b>
<b>Assignment 2: Observation of Reference Services in a Library or Information Center</b> <i>Due by Oct. 11 (class 5)</i>	<b>10 points</b>
<b>Assignment 3: Case Studies in Libraries and Information Centers</b> <i>Due by Nov. 1 (class 8)</i>	<b>10 points</b>
<b>Assignment 4: Plan for Reference Services in a Library or Information Center</b> <i>Due by Nov. 22 (class 10) (topic proposal due by Oct. 18 (class 6))</i>	<b>15 points</b>
<b>Assignment 5: Pathfinder/LibGuide</b> <i>Due by Dec. 13 (class 13) (topic proposal due by Oct. 25 (class 7))</i>	<b>20 points</b>
<b>Participation in Group Presentation on Standard Reference Sources</b> <i>Various due dates throughout semester (Oct. 11, Oct. 18, Nov. 1, Nov. 15, and Nov. 29) (full group assignment description in Appendix A)</i>	<b>5 points</b>
<b>Final Reflection Blog Post</b> <i>Due by Dec. 20 (partial description in Appendix A)</i>	<b>5 points</b>
<b>TOTAL</b>	<b>100 points (= 100%)</b>

### Class Participation

Because so much of the work for the class will take place during meeting times and because collaboration is the usual mode of work in libraries, attendance and participation in this course is very important and constitutes 15% of the final grade. There will be extensive use of group work during class and in some assignments.

Students who miss more than two class meetings cannot expect to receive full credit. Those who plan to miss any session should let the instructor know well ahead of time in order to schedule a make-up session or to complete extra work as necessary. Students may also occasionally be asked to turn in exercises completed during class, and these will count toward the participation portion of the final grade.

## Planning Your Time

The State of New York mandates that a three-credit, for-credit course require a minimum of about 150 hours. This is a rigorous, professional, graduate course. Students should prepare to spend more than 150 hours to get full benefit from the course. For assignments that are intermittent, students should divide their time weekly so that they are not overwhelmed by the occasional fast paced schedule and due dates of graded assignments. For planning purposes, students may find the estimations of average time commitments below helpful.

Class meetings (14 sessions x 2 hours/week)	28 hours
Weekly readings (14 weeks x 5 hours/week)	70 hours
Five written assignments (5 x 8 hours each)	40 hours
Five treasure hunt exercises (5 x 2 hours each)	10 hours
Final reflection blog post	5 hours
Group presentation on reference sources	<u>5 hours</u>
Total	<u>158 hours</u>
	(average approx. 11.3 hours/week)

## Grading

Assignments and exercises in this class will be graded according to the following guidelines:

Letter Grade	GPA	Percentage Score	Definition
A	4.0	93-100%	<i>Outstanding achievement.</i> Student performance demonstrates full command of course materials and shows a high level of originality and/or creativity that far surpasses course expectations; grammatical errors, misspellings, and typos are minimal or non-existent.
A-	3.7	90-92%	<i>Very good work.</i> Performance demonstrates thorough knowledge of course materials and exceeds course expectations by completing all requirements in a superior manner; grammatical errors, misspellings, and typos are minimal (average one-two per page) or non-existent.
B+	3.3	87-89%	<i>Good work.</i> Performance demonstrates above-average comprehension of course materials and exceeds course expectations on all tasks as defined in the course syllabus; grammatical errors, misspellings, and typos are present (average two-three per page).
B	3.0	83-86%	<i>Adequate work.</i> Performance meets designated course expectations, demonstrates understanding of the course materials, and is at an acceptable level; grammatical errors, misspellings, and typos are present (average four-five per page).
B-	2.7	80-82%	<i>Marginal work.</i> Performance demonstrates incomplete understanding of course materials; grammatical errors, misspellings, and typos are frequent (average six-ten per page).
C+	2.3	77-79%	<i>Unsatisfactory work.</i> Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are very frequent (average 11-14 per page) and adversely affect the structure and flow of the narrative.
C	2.0	70-76%	<i>Unacceptable work.</i> Performance demonstrates incomplete and inadequate understanding of course materials; grammatical errors, misspellings, and typos are ubiquitous (average 15 or more per page) and adversely affect the structure and flow of the narrative.
F	0.0	0-69%	<i>Failing.</i> Student failed to turn in assignment(s) or plagiarized.

### **Palmer School Incomplete Grade Policy**

In rare circumstances, LIU Post grade policy allows for incomplete grades “when, due to extenuating circumstances, a student needs additional time to complete a course.” To request an incomplete, students are required to submit a written form and include a description of the extenuating circumstances along with appropriate documentation (e.g., a doctor’s note). Requests must be approved both by their professor and by the dean of the College of Education, Information & Technology (CEIT) before the incomplete grade is assigned according to LIU Post policies.

### **Citation Formats**

Use current Modern Language Association (MLA) formats consistently for all assignments. Note that the new formats discourage extensive footnotes and generally call for citations within a text that refer to a list of sources at the end of the paper. Examples of the MLA format can be found online, most conveniently at <http://owl.english.purdue.edu/owl/section/2/>. Examples of MLA formatting can also be found at <http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm>.

Regarding plagiarism, see <http://owl.english.purdue.edu/owl/resource/589/02/>. If you have questions about plagiarism, ask the instructor for help before turning in questionable material. LIU’s policies on plagiarism can be found at <http://www2.liu.edu/cwis/cwp/library/exhibits/plagstudent.htm>.

### **Style Manual**

If you have questions about grammar or want to ensure that your style is clear, effective, and readable, see William Strunk, Jr.’s *The Elements of Style*, online through <http://www.bartleby.com/141/>. This succinct work is available cheaply in used copies at many used book stores or online.

### **Students with Disabilities or Special Needs**

Please do not hesitate to contact the instructor via email or in person early in the semester to discuss any modifications that may be necessary to accommodate special needs.

## WEEKLY SCHEDULE OF CLASSES AND ASSIGNMENTS

### **Class 1: Sept. 13 Introduction and Overview**

- History of reference services
- Functions of reference services in libraries and information centers
- Skill sets of reference and user services librarians

#### Readings:

- Bopp & Smith, chapter 1
- Samuel S. Green, "Personal relations between librarians and readers." Originally published in *Library Journal* 1, nos. 2-3 (1876): p. 74-81.  
<http://polaris.gseis.ucla.edu/jrichardson/DIS245/personal.htm>
- Pew Research Center, "Library services in the digital age" [report] (2013).  
<http://libraries.pewinternet.org/2013/01/22/library-services/>
- Reference & User Services Association (RUSA), "Definitions of reference."  
<http://www.ala.org/rusa/resources/guidelines/definitionsreference>
- RUSA, "Professional competencies for reference and user services librarians" (2003).  
<http://www.ala.org/rusa/resources/guidelines/professional>

### **Class 2: Sept. 20 Reference Tools and Strategies**

- ALA and RUSA resources
- Major online reference tools
- Basic search strategies

#### Readings:

- Bopp & Smith, chapters 4 and 5 (*optional*: Bopp & Smith, chapter 6)
- Margaret Landesman, "Getting it right—the evolution of reference collections." *The Reference Librarian* no. 91/92 (2005): 5-22. [Blackboard]
- Thomas Mann, "Boolean combinations and search limitations." In *The Oxford Guide to Library Research* (3<sup>rd</sup> ed.; Oxford & New York: Oxford University Press, 2005): p. 153-175. [Blackboard]
- John Tedesco, "How to solve impossible problems: Daniel Russell's awesome Google search techniques" (Accessed 9/2/2015).  
<http://www.johntedesco.net/blog/2012/06/21/how-to-solve-impossible-problems-daniel-russells-awesome-google-search-techniques/>

#### Supplemental Materials (skim/browse):

- Booklist Online [free online reviews of books, including reference books]  
<http://www.booklistonline.com/Default.aspx>
- Guide to Reference [ALA's reviews of reference books since 1902, now online; will be completely free after Jan. 31, 2016] <http://www.guidetoreference.org/HomePage.aspx>
- Internet Archive ["a non-profit library of millions of free books, movies, software, music, and more"] <https://archive.org/index.php>
- No Shelf Required [Wright State University Libraries blog about eBooks and electronic library resources, including reference books] <http://www.libraries.wright.edu/noshelfrequired/>

<b>Class 3: Sept. 27</b>	<b>The Reference Interview</b>
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- The reference interview and best practices
- E-reference, virtual reference, etc.
- Organizing and delivering reference services

Due today:

- *Assignment 1 (searching information retrieval systems) (upload via Blackboard link)*

Readings:

- Bopp & Smith, chapter 3 and 11
- Power Library (Pennsylvania's Electronic Library) and Washington Statewide VRS Training Committee, "Core competencies for virtual reference" [Blackboard]
- RUSA, "Guidelines for behavioral performance of reference and information service providers" (1996-2013). <http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral>
- RUSA, "Guidelines for implementing and maintaining virtual reference services" (2004-2010). <http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/virtual-reference-se.pdf>
- Sharon Q. Yang and Heather A. Dalal, "Virtual reference: where do academic libraries stand?" *Computers in Libraries* 35/4 (2015): p. 4-10. [Blackboard]

Supplemental Materials (skim/browse):

- Tammy Bobrowsky et al., "The chat reference interview: practicalities and advice." *The Reference Librarian* no. 89/90 (2005): p. 179-191. [Blackboard]
- Joel Cummings et al., "User preferences in reference services: virtual reference and academic libraries." *Libraries and the Academy* vol. 7, no. 1 (2007): p. 81-96. [Blackboard]
- Taryn Resnick et al., "E-resources helpdesk into virtual reference: indentifying core competencies." *Reference Services Review* vol. 39, no. 3 (2010): p. 347-359. [Blackboard]
- Linda Ward-Callaghan, "Children's questions: reference interviews with the young." *Reference Librarian* 2, no. 7/8 (1983): p. 55-65. [Blackboard]

<b>Class 4: Oct. 4</b>	<b>Ethical Issues in Reference Work; Selecting and Evaluating Resources</b>
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- Ethical issues in reference work
- General evaluation criteria for information sources

Readings:

- Bopp & Smith, chapters 2 and 13
- Robert C. Dowd, "I want to find out how to freebase cocaine, or yet another unobtrusive test of reference performance." *The Reference Librarian* 11 (1990): p. 483-493. [Blackboard]
- Robert Hauptman, "Professionalism or culpability?" *Wilson Library Bulletin* vol. 50 (April 1976): p. 626-627. [Blackboard]
- Kay Mathiesen, "What is information ethics?" *Computers and Society* vol. 32/8 (2004). [Blackboard]
- RUSA, "Guidelines for the introduction of electronic information resources to users" (1997-2006). <http://www.ala.org/rusa/resources/guidelines/guidelinesintroduction>
- RUSA, "Guidelines for the preparation of a bibliography" (1992-2010). <http://www.ala.org/rusa/resources/guidelines/guidelinespreparation>

## **Class 5: Oct. 11      Reference Sources: Bibliographies, Indexes and Abstracts**

- Universal and national bibliographies
- Indexes to periodical literature and newspapers and discipline-specific electronic indexes
- Web indexes and reviews of websites

### Today in class:

- *Group 1 presentation on reference sources for the week*

### Due today:

- *Assignment 2 (observation of reference services) (upload via Blackboard link)*
- *Treasure hunt exercise 1 (upload via Blackboard link)*

### Readings:

- Bopp & Smith, chapters 20 and 21

### Supplemental Materials (skim/browse):

- Best Free Reference Web Sites [index of outstanding reference websites compiled annually by RUSA] <http://www.ala.org/rusa/sections/mars/marspubs/marsbestindex>
- Internet Public Library [free reviews of educational resources on the internet, still available but no longer updated since June 2015] <http://www.ipl.org/>
- Scout Report [weekly subscription report with reviews of educational resources on the Internet] <https://scout.wisc.edu/report>

## **Class 6: Oct. 18      Reference Sources: Directories, Almanacs, Yearbooks, etc.**

- Telephone directories, library directories, business directories, etc.
- Almanacs and contemporary usage
- Yearbooks
- Handbooks and manuals

### Today in class:

- *Group 2 presentation on reference sources for the week and treasure hunt questions*

### Due today:

- *Treasure hunt exercise 2 (upload via Blackboard link)*

### Readings:

- Bopp & Smith, chapters 14 and 15
- David A. Tyckoson, "From Print to E-Reference." In Diane Zabel, ed., *Reference Reborn: Breathing New Life into Public Services Librarianship*. Santa Barbara, Calif.: Libraries Unlimited, 2011: p. [217]-235. [Blackboard]

### Supplemental Materials (skim/browse):

- New York State Library. Selected Ready Reference Resources [last undated May 21, 2015] <http://www.nysl.nysed.gov/reference/readyref.htm>

<b>Class 7: Oct. 25</b>	<b>Reference Services to Specific Populations</b>
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- Tailoring reference and public services to specific populations
- Creating services for youth, the elderly, and underrepresented groups

Due today:

- *Topic proposal for assignment 4 (plan for reference services); actual assignment due on Nov. 22 (class 10)*

Readings:

- Bopp & Smith, chapter 12
- RUSA, "Guidelines for the development and promotion of multilingual collections and services" (2007). <http://www.ala.org/rusa/resources/guidelines/guidemultilingual>
- RUSA, "Guidelines for library and information services to older adults" (1987-2008). <http://www.ala.org/rusa/resources/guidelines/libraryservices>
- RUSA, "Guidelines for library services to Spanish-speaking library users" (1988-2007). <http://www.ala.org/rusa/resources/guidelines/guidespanish>
- RUSA, "Guidelines for library services to teens" (2008). <http://www.ala.org/rusa/resources/guidelines/guidelinesteens>

<b>Class 8: Nov. 1</b>	<b>Reference Sources: Biographical and Geographical Resources</b>
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- *Who's Who* directories and biographical dictionaries
- Genealogical resources
- Atlases, maps, and other geographical resources

Today in class:

- *Group 3 presentation on reference sources for the week*

Due today:

- *Assignment 3 (ethical case studies) (upload via Blackboard link)*
- *Treasure hunt exercise 3 (upload via Blackboard link)*
- *Topic proposal for assignment 5 (pathfinder/libguide); actual assignment due on Dec. 13 (class 13)*

Readings:

- Bopp & Smith, chapters 16 and 19
- RUSA, "Guidelines for a unit or course of instruction in genealogical research at schools of library and information science" (1995-2007). <http://www.ala.org/rusa/resources/guidelines/guidelinesunit>
- RUSA, "Guidelines for developing a core genealogy collection" (1991-2007). <http://www.ala.org/rusa/resources/guidelines/guidelinesdeveloping>

**\*\*\*NO CLASS MEETING ON TUESDAY, NOV. 8 (ELECTION DAY)\*\*\***

<b>Class 9: Nov. 15</b>	<b>Reference Sources: Dictionaries and Encyclopedias</b>
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- Standard and special language dictionaries
- Thesauri, quotation handbooks, etc.
- Standard and electronic/digital encyclopedias
- Special encyclopedias, including resources for children and young adults

Today in class:

- Group 4 presentation on reference sources for the week

Due today:

- Treasure hunt exercise 4 (upload via Blackboard link)

Readings:

- Bopp & Smith, chapters 17 and 18
- John W. East, "The Rolls Royce of the library reference collection: the subject encyclopedia in the age of Wikipedia." *Reference & User Services Quarterly* vol. 50, no. 2 (2010): p. 162-169. [Blackboard]
- Christy Zlatos, "It's free, it's interactive, and it's available to all: embracing Wikipedia at the reference desk and beyond." In Marie L. Radford, ed., *Leading the Reference Renaissance: Today's Ideas for Tomorrow's Cutting-Edge Services*. New York: Neal-Schuman Publishers, 2012: p. 333-346. [Blackboard]

<b>Class 10: Nov. 22</b>	<b>Managing and Evaluating Reference Services</b>
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- Reference services policies
- Professional standards
- Assessing and evaluating reference services

Due today:

- Assignment 4 (plan for reference services) (upload via Blackboard link)

Readings:

- Bopp & Smith, chapters 7, 9, and 10
- Jonathan Miller, "Quick and easy reference evaluation: gathering users' and providers' perspectives." *Reference and User Services Quarterly* 47/3 (2008): p. 218-222. [Blackboard]
- Reference and Adult Services Division (RASD) of ALA, "Information services policy manual: an outline." *RQ* vol. 34, no. 2 (1994): p. 165-172. [Blackboard]
- RUSA, "Guidelines for cooperative reference services" (1998-2006).  
<http://www.ala.org/rusa/resources/guidelines/guidelinescooperative>
- RUSA, "Guidelines for interlibrary loan operations management" (2006-2011).  
<http://www.ala.org/rusa/sites/ala.org.rusa/files/content/stars-guidelines-for-ILL.pdf>
- RUSA, "Professional competencies for reference and user services librarians" (2003).  
<http://www.ala.org/rusa/resources/guidelines/professional>
- Gary E. Strong, "If we change it, will they come?" *Reference Services Review* vol. 34/3 (2006): p. 333-339. [Blackboard]

Supplemental Materials (skim/browse):

- David A. Tyckoson, "Wrong questions, wrong answers: behavioral vs. factual evaluation of reference services." *Reference Librarian* 17, no. 38 (1992): 151-173. [Blackboard]

<b>Class 11: Nov. 29</b>	<b>Reference Sources: Government Information; Health, Legal, and Business Resources</b>
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- Government-published resources (e.g., *Congressional Record*, U.S. Census Reports, etc.)
- Guides, catalogs, bibliographies and indexes of government resources
- Standard health, legal, and business resources
- Health, legal, and business resources and related ethics

Today in class:

- Group 5 presentation on reference sources for the week

Due today:

- Treasure hunt exercise 5 (upload via Blackboard link)

Readings:

- Bopp & Smith, chapter 22
- Kay Ann Cassell and Uma Hiremath, "Answering questions about health, law, and business—special guidelines and sources." In *Reference and Information in the 21<sup>st</sup> Century: An Introduction*. 2<sup>nd</sup> rev. ed. New York: Neal-Schuman Publishers, 2011: p. 179-212.
- RUSA, "Guidelines for business information responses" (1992-2013).  
<http://www.ala.org/rusa/resources/guidelines/business>
- RUSA, "Health and medical reference guidelines" (1992-2015).  
<http://www.ala.org/rusa/resources/guidelines/guidelinesmedical>

<b>Class 12: Dec. 6</b>	<b>The Role of Instruction in Library Public Services</b>
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- Information literacy
- Teaching and reference
- Using primary and secondary sources in instruction

Due today:

- Draft of pathfinder/libguide for public viewing and comment

Readings:

- Bopp & Smith, chapter 8
- Janet L. Balas, "Information literacy and technology—they work best when they work together." *Information Today* (May 2006): p. 26-29. [Blackboard]

Supplemental Materials (skim/browse):

- ACRL, "Information Literacy Competency Standards for Higher Education" (2000).  
<http://www.ala.org/acrl/standards/informationliteracycompetency>
- ACRL, Information Literacy Resources <http://www.ala.org/acrl/issues/infolit>
- Yvonne Mery et al., "Why one-shot information literacy sessions are not the future of instruction: a case for online credit courses." *College & Research Libraries* (July 2012): p. 366-377. [Blackboard]
- RUSA, "Information literacy guidelines and competencies for undergraduate history students" (2013).  
<http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/information-literacy-guidelines-history-undergrad.pdf>

<b>Class 13: Dec. 13</b>	<b>Student Pathfinders/LibGuides</b>
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- Student presentations on pathfinders/libguides
- Course evaluations

Due by Sunday, Dec. 18:

- *Final and updated Assignment 5 (based on comments from fellow students)*

Readings:

- Bopp & Smith, chapter 13 [also for Week 4]
- RUSA, "Guidelines for the preparation of a bibliography" (1992-2010) [also for Week 4]  
<http://www.ala.org/rusa/resources/guidelines/guidelinespreparation>

Supplemental Materials (skim/browse):

- Examples of LIU/C.W. Post libguides <http://liu.cwp.libguides.com/>
- Examples of NYU Libraries libguides <http://guides.nyu.edu/>
- Purdue University Libraries, "Creating and Editing LibGuides Best Practices: Getting Started"  
<http://guides.lib.purdue.edu/c.php?g=352818&p=2377944>

<b>Class 14: Dec. 20 (Virtual Meeting)</b>	<b>The Future of Reference Sources and Services</b>
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- Where do we go from here?
- What does the future hold?
- Prospects and possibilities

Due today:

- *Final reflection blog post (upload via Blackboard link using blog creation tool)*
- *At least one response to a fellow student's blog post due by Thursday, Dec. 22, 11:59 p.m.)*

Readings:

- Sally W. Kalin, "What skills are needed for the next generation of librarians?" In Diane Zabel, ed., *Reference Reborn: Breathing New Life into Public Services Librarianship*. Santa Barbara, Calif.: Libraries Unlimited, 2011: p. [281]-298. [Blackboard]
- Jack O'Gorman and Barry Trott, "What will become of reference in academic and public libraries?" *Journal of Library Administration* 49 (2009): p. 327-339. [Blackboard]
- Marie L. Radford, "Envisioning and creating reference futures." In Marie L. Radford, ed., *Leading the Reference Renaissance: Today's Ideas for Tomorrow's Cutting-Edge Services*. New York: Neal-Schuman Publishers, 2012: p. 11-16. [Blackboard]
- Judith A. Wolfe et al., "The role of the academic reference librarian in the learning commons." *Reference & User Services Quarterly* vol. 50, no. 2 (2010): p. 108-113. [Blackboard]

## APPENDIX A: MAJOR ASSIGNMENT DESCRIPTIONS

### **In-Class Group Presentations on Reference Sources**

Various dates: class 5 (Oct. 11), class 6 (Oct. 18), class 8 (Nov. 1), class 9 (Nov. 15), and class 11 (Nov. 29)

- a. Collaboratively create an annotated pathfinder/libguide to 20-30 important print, multimedia, and electronic reference sources for the week as selected by group members.
- b. Annotate each of these resources and include:
  - Format
  - Scope
  - Authority
  - Arrangement
  - Attributes and drawbacks
  - Outstanding, surprising or unique aspects
  - Suggestions for improvement
  - Other annotations relevant to the subject area or format and genre of the resource(s)
- c. Student groups may use Powerpoint or *LibGuide* software (available through LIU Post Libraries license) and any additional handouts or visual aids as appropriate (see <http://liu.cwp.libguides.com/palmerlibguides> help page created by LIU Post Libraries for *LibGuide* software as well as <https://www.youtube.com/watch?v=g9cTGXXUEo4>; more details on how to use this software to follow later). Final pathfinders/libguides will be uploaded to Blackboard for viewing and comment by the entire class.
- d. Each student group will also complete short “treasure hunt” exercises (approximately 10-12 questions each) on their reference source genre; correct answers and citations will be reviewed in class after group presentations as time permits.

### **Assignment 1: Searching Information Systems for Library and Information Centers (optionally upload to your digital portfolio for end-of-program assessment for SLO 2c)**

Due on class 3 (Sept. 27) (turn in via Blackboard link)

- 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 approximately 4-7 primary keywords for your query.
- c. Take this query and enter it in each of the three following types of information retrieval (IR) systems:
  - A university or public library online public access catalog (OPAC)
  - An academic or scholarly database (e.g., EBSCO, JSTOR, GALE, etc.)
  - An internet search engine (e.g., Google, Bing, Yahoo!, Dogpile, etc.)
- d. Note the top five “hits” for each system, and collect the retrieved citation information.

e. Based on your findings, refine the search terms as your progress through each IR system to improve the quality and relevance of results retrieved.

f. Develop variable search strategies that are particular to each IR system (e.g., limiting date range or language, format of resource, etc.).

g. In your final paper/essay (approximately 3-5 pages, double-spaced), address each of the following prompts in a multi-part response:

- *Part 1:* Summarize your research question and why it is important or interesting to you.
- *Part 2:* Critique each of the IR systems that you selected, note the original research query and key words that you entered; indicate how the search results in each IR system led to the progressive refinement of your search strategy and search terms; compare and contrast the information resources retrieved from each system; and based on search results, discuss the “depth” of each IR system and its ability to retrieve resources that you judge to be relevant to your research query.
- *Part 3:* Conclude with a robust paragraph (10-12 sentences) that synthesizes the information and resources that you gathered regarding your research question.

### **Assignment 2: Observation of Reference Services in a Library and Information Center**

*Due on class 5 (Oct. 11) (turn in via Blackboard link)*

a. Use the criteria outlined in Bopp & Smith (pp. 57-74, esp. Box 3.8, “Reference Interview Evaluation Sheet”) and in RUSA guidelines (“Guidelines for Behavioral Performance of Reference and Information Service Providers” and “Guidelines for Implementing and Maintaining Virtual Reference Services”) to inform your observation of a reference librarian from a library of your choosing.

b. Ask an in-person reference question. Your 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. You should consider—

- The demeanor, attitude and professionalism of the librarian.
- The librarian/information professional’s approach to conducting a reference interview.

c. Also engage in a virtual reference inquiry via email, chat/IM, asklib service, etc. Using the template established above for face-to-face reference interviews and special virtual reference guidelines discussed in class, carefully observe and document the steps followed by the information professional in this virtual interaction.

d. In your response paper (approximately 3-4 double-spaced pages), compare and contrast the two reference interactions, and make informed judgments about the advantages or disadvantages of each approach. Your paper should—

- Include at least three direct quotations from the contextualizing resources (textbook, RUSA guidelines, and supplemental resources); and
- Contain a conclusion that synthesizes your experiential process by establishing three “best practices” for reference services in a library and information center.

**Assignment 3: Case Studies in Library and Information Centers (upload to your digital portfolio for SLO 1b)**

*Due on class 8 (Nov. 1) (turn in via Blackboard link)*

a. Students will be given several library-related case study scenarios (to be distributed later in class later in the semester), from which they will select three scenarios to consider and examine.

b. For each case study selected, students will do the following in a response paper (approximately 5-6 double-spaced pages total for all three case studies):

- Identify and summarize the primary ethical, legal and/or professional issue(s);
- Consider the ethical, legal and/or professional obligations of the librarian or information professional;
- Reference the specific policy, code of ethics or professional guidelines that informed your analysis and suggested course of action (e.g., ALA Code of Ethics, Library Bill of Rights, RUSA Health and Medical Reference Guidelines, etc.); and
- Support conclusions with direct citations from both the course textbook and additional resources.

**Assignment 4: Plan for Reference Services in a Library and Information Center (upload to your digital portfolio for SLO 3a)**

*Due on class 10 (Nov. 22) (turn in via Blackboard link) (topic due on class 6 (Oct. 18))*

a. Choose a library type (public, academic, school, corporate, medical or special library).

b. Select a growing demographic or underserved patron population (“growing demographic” can refer to an ethnic 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, design a reference service plan, and program with supporting resources to address this unique profile’s specific information needs.

d. Your final plan (approximately 6-7 pages, double-spaced and including pathfinder/libguide) should—

- Discuss the library type you chose and why;
- Discuss the user population you chose and why;
- Establish a context and background for the user population you selected;
- Discuss the impact of this user population on reference services;
- Discuss service enhancements and programs that may help engage the user population;
- Select and evaluate 10-15 print, multimedia, and/or electronic resources that address the information needs of the user population, and create a pathfinder/libguide (attached as an appendix to your paper) with annotations and details appropriate to the population; and
- Develop a special program for the user population that will introduce, orient and welcome the group into the information community (your program should note the budget, which is limited to \$500).

### **Assignment 5: Pathfinder/LibGuide (upload to your digital portfolio for SLO 2c)**

*Due on Sunday, Dec. 18; draft due by class 12 (Dec. 6) for public review during following week (Dec. 6-13)*

*(create and post publicly using Springshare's LibGuides software) (topic due by class 7 (Oct. 25))*

a. Create an annotated pathfinder/libguide to reference resources in a subject area of your choosing (e.g., English Romantic poets, the labor movement in New York City in the 1920s-1930s, Shanghai in the 20<sup>th</sup> century, etc.).

b. Selected and annotate 20-30 print, multimedia, and publicly available electronic resources in your subject area.

c. Annotate each of these resources and include:

- Format
- Scope
- Authority
- Arrangement
- Attributes and drawbacks
- Outstanding, surprising or unique aspects
- Suggestions for improvement
- Other annotations relevant to the subject area or format and genre of the resource(s)

d. Students will use Springshare's *LibGuides* software (available through LIU Post Libraries license) and upload their finished pathfinders via Blackboard link for viewing and comment by entire class (see <http://liu.cwp.libguides.com/palmerlibguides> help page created by LIU Post Libraries as well as <https://www.youtube.com/watch?v=g9cTGXXUEo4>; more details on how to use this software to follow later in the semester).

e. Students will comment on each others' pathfinders/libguides in the discussion board forum during week 12 (Dec. 6-13) and will have an opportunity to update and finalize their work before submitting it for grading on Sunday, Dec. 18.

f. Refer to class readings on preparing and annotating bibliographies and selecting and evaluating information resources from Week 4; libguides prepared by librarians at LIU/C.W. Post (<http://liu.cwp.libguides.com/>) and NYU (<http://guides.nyu.edu/>); and the following online resource from Purdue University Libraries on creating libguides: <http://guides.lib.purdue.edu/c.php?g=352818&p=2377944>.

### **Final Reflection Blog Post**

*Due on Blackboard at end of Week 14 (Dec. 14-20, final week of class) (created and uploaded using Blackboard blog creation tool)*

*(In addition, students will be required to respond to at least one fellow student's blog post by the official end of the semester on Thursday, Dec. 22, 11:59 p.m.)*

More details on this final assignment will be discussed later in the semester.

## APPENDIX B:

### ADDITIONAL LIU GUIDELINES, POLICIES, PROCEDURES, AND TECHNICAL SUPPORT

#### CLASS PROTOCOLS AND NETIQUETTE

- Treat all course users with respect.
- It's fine to disagree, but do so with professional courtesy.
- When offering criticism in online portions of course, remember to also point out the positives and areas that are well done.
- Do not type online posts in ALL CAPS—it's the online equivalent of yelling.
- Stay on topic to avoid rambling.
- Look out for acronyms or jargon; spell things out the first time and then use the acronym.
- Use appropriate grammar, punctuation, and spelling.
- Text messaging shortcuts and emoticons should be used judiciously (*or you can tell the students not to use them—this is a matter of personal preference*).

#### ACADEMIC INTEGRITY

Academic dishonesty is unacceptable and will not be tolerated. Cheating, forgery, plagiarism and collusion in dishonest acts undermine the educational mission of Long Island University and the students' personal and intellectual growth. Please see:

<http://www.liu.edu/CWPost/StudentLife/Services/Counseling/AcadPolicies>

#### ANTI-HARASSMENT

Long Island University's anti-harassment/discrimination policy and complaint procedure can be accessed here: <http://www.liu.edu/About-LIU/University-Departments/Human-Resources-Old/HR-Policies/Anti-Harassment-Discrimination-Policy>

#### STUDENT SUPPORT SERVICES

Students with disabilities, who require accommodations, should contact the appropriate office during the first week of the semester. In Brooklyn, contact Student Support Services: 718-488-1044. At Post, contact Disability Support Services: 516-299-3057. For more information, see:

<http://www.liu.edu/CWPost/StudentLife/Services/LSC/DSS>

#### TECHNICAL SUPPORT

Blackboard is available at <http://blackboard.liu.edu>. For student help, go to:

[https://help.blackboard.com/en-us/Learn/9.1\\_2014\\_04/Student](https://help.blackboard.com/en-us/Learn/9.1_2014_04/Student) or access help directly from your course by selecting "Help" in the course menu. The help site provides a wide variety of tutorials and videos that will help you navigate the Blackboard environment.

IT staff is available to respond readily to student and faculty questions Monday to Friday 9 a.m. to 5 p.m. at [it@liu.edu](mailto:it@liu.edu) or 718-488-3300 or 516-299-3300 (or x3300 from the Brooklyn or Post campus). Students and faculty may email after hours and will receive a response as soon as a staff member is available. Often, staff members are able to answer questions in the evening or on the weekends, but an immediate response is not guaranteed.

**General Technology Guidelines:** Students will need Internet access and a PC or Mac computer with the latest version of a web browser (Firefox, Internet Explorer, Chrome, Safari). For Adobe Connect meetings, students should run an audio test prior to meetings; a headset may reduce echoing sound. You can access Blackboard anywhere you have Internet access, but there are some guidelines to follow that will make your experience more productive:

- The Firefox web browser works best with Blackboard.
- Be sure that your computer has the latest Flash player installed. Flash enables videos from YouTube and other sources to be played within Blackboard.
- Sometimes Wi-Fi connections can be slow; if you encounter problems, it is best to switch to a hardwired connection.