Long Island University
Palmer School of Library and Information Science
LIS 511: Information Sources and Services
Fall 2013, Manhattan Campus

Instructor: Dr. Bea Baaden
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Office Hours: Before or after class. Please call for an appointment.

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

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 face to face. Elements of Blackboard will be used to enhance coursework. There will NOT be a face to face class on these 2 dates: Sept. 24 and Nov. 26. There will be independent and Blackboard work for those dates.

Palmer School Student Learning Objectives

SLO 3d: Students will be able to use a variety of technologies to deliver resources and services in accordance with legal, ethical and professional standards (Issues Case Studies)

SLO 3a: Students will be able to evaluate, select, create and use information sources, services and programs to meet the needs of diverse user groups, including underserved populations (Plan for Reference Services)

SLO 2c: Students will search, retrieve and synthesize information from a variety of systems and services (Searching Systems Assignment)

Required Textbook:


Additional readings will be given either in class or will be ready for you in Blackboard.
Contact Hours for the semester:
State Education Requirements: 150 hours (3 credits)
30 hours: Class meetings
60 hours: Required reading
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 that will make the Blackboard experience more productive:
- 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/
- 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/
- 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 or by contacting the Office of Information Technology at 516 299 3967. Hours: Monday – Thursday: 9 a.m. – 6 p. m.; Friday: 9 a.m. – 5 p.m.
Students may need access to LIU’s online library, which will require an updated student identification card. The library site can be accessed at http://www2.liu.edu/csis/cwp/library/libhome.htm

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

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.aspx. 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

9/17 Short paragraph; class in computer lab
9/24 NO face to face class tonight; Newspaper Industry blog entry due
10/1 Searching Systems Assignment due (10 points)
10/8 Case Studies due (10 points)
10/15 Annotations Group 1 (Directories; Bibliographies) due; class in computer lab
10/22 Annotations Group 2 (Indexes & Abstracts) due; class in computer lab
10/29 Annotations Group 3 (Ready Reference Sources: Almanacs, Handbooks, Yearbooks, etc) due
11/5 Annotations Group 4 (Geography, Countries & Travel Sources) due
11/12 Reference Observation Assignment due
12/3 Annotations for Group 5 (Dictionaries) and Group 6 (Encyclopedias) due
12/10 Annotations for Group 7 (Biographical Sources) due
12/17 Annotations for Group 8 (Medical Sources) due
    Plans for Reference Services due

Major Assignments:

1. Issues Case Studies: You will be given 3 different scenarios; scenarios will be given to you in class as well as ready for you in Blackboard. For each scenario, determine:
   1. A) What in your view is the main issue?
      B) Is it an ethical, legal, or professional issue? Why?
      C) What are other issues in the scenario (if any)?
2. What is the librarian’s ethical, legal, and/or professional obligation in the situation?

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).

10 points. Due Oct. 8 (graded by rubric)

2. Searching Systems Assignment: Students will choose a broad topic or research question and use the following systems for the assignment below:
   - A university or public library OPAC
   - A database (EBSCO)
   - A search engine (Google)

Part A: for the topic you chose, narrow down each search by designating specific search terms/ key words, develop search strategies depending on the search topic and tool, limit your search by date or by other parameters you design for the question posed and for the particular system you are using

Part B: you will identify the sources you retrieve by noting how many “hits” each search got; what the top 10 sources were; comparing and contrasting each of the top 10 sources; and writing a correct bibliographic citation for each source noted

Part C: write a cohesive paragraph of 10 – 12 sentences using information from the top 10 sources to synthesize information about the topic

10 points. Due Oct. 1 (graded by rubric)

3. Plan for Reference Services: Students will choose a type of library (public, academic, school, corporate or special library) and then create 2 different plans for that library. One plan will deal with “changing demographics” in that library and one plan will deal with “underserved populations” in that library.

   A. Choose a “changing demographic” (Hispanic, Asian, another immigrant population of your choice) and an “underserved population” (LGBT; visual or hearing disabilities; physical disabilities; learning disabilities)
   B. For each special population, discuss in 1 – 2 paragraphs the impact on the reference collection, services and programs of each population on that type of library
   C. Select and evaluate at least 15 sources for each specific population
   D. Create pathfinders for each specific population
   E. Develop a program for each specific population to introduce the pathfinder to that specific population.

15 points. Due Dec. 17 (last class) (graded by rubric)
4. Reference Observation:

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 notes above

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

15 points. Due Nov. 12.

5. Evaluating specific sources annotations: Students will use a model evaluation form which will include title of the source; URL or format of the source; the scope, authority, and arrangement of the source; general comments about each source. Students will also develop 2 questions and answers for each group of sources that is evaluated. Students will evaluate 5 different sources in each of the categories noted in the syllabus, one of which will be designated as a source that all must view and evaluate (a starred source). Annotations for starred sources must also include:
   • Pros and cons for various users
   • What you liked, disliked, or what surprised you about the source
   • Compare/ contrast any of your chosen sources to the starred source
   • Create 2 questions from any of your annotated sources; provide the answer and the source where we can find the answer (title, pg #, url, or other location information)

Due from Nov. 5 – end of the semester. (40 points)

6. In class discussions and exercises; Blackboard readings and assignments; class participation; attendance: 10 points

All students will complete the above assignments this semester. There will be other assignments and discussion items as the semester ensues. There will be additional readings for topics either in Blackboard or given to you in class 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 see Dr. Baaden in this eventuality.
Course Outline

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

1 (9/10)  Introduction/ Overview of the course
          History of reference services in libraries
          Functions of the reference librarian
          Skill sets for the reference librarian

In-class discussion: what is your earliest recollection of libraries? A librarian?

Logically, how would you approach answering this question: who was the president of the United States on the day you were born?

Readings:
Bopp. Chapter 1 (History and Functions of Reference Service); Chapter 4 (Organization of Information & Search Strategies); Chapter 5 (Electronic Resources for Reference); Chapter 6 (Understanding Electronic Information Systems)

Assignment: 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 answer?
   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: 9/17 (5 points)

2 (9/17)  Class in computer lab tonight
          Blackboard Basics
          Online reference services (in general)
          ALA website, tools, important documents
          RUSA
          Internet Archive (archive.org/index.php)
          Basic Search Techniques
          Online Newspapers

In class discussion: Long range assignment: Searching Systems Assignment: topics and rubric (due Oct. 1)

Readings:
Chapter 2 (Ethical Aspects of Reference Service); Chapter 7 (Access Related Reference Service)

**Assignment:** Newspaper Industry Blog Entry (in Blackboard). Due 9/24 (5 points)

3 (9/24)  **No face to face class tonight**
Ethical Issues notes in Blackboard (look in Content): Defining ethical, legal and professional obligations of reference librarians
- Basic copyright obligations
- Reference Services videos

Case studies in ethical, legal and professional situations

**Readings:**
Chapter 11 (Organizing and Delivering Reference and Information Services)
Chapter 12 (Reference Services for Specific Populations)
Chapter 3 (The Reference Interview)

**Assignments:**
1. Reminder: Searching Systems Assignment due next week (10/1)
2. Issues Case Studies assignment due 10/8

4 (10/1)  **Reference/ Information Services**
- Reference Interview
- Reference service according to age
- Diverse user groups

In class discussion: Bopp, p. 81: "Whom would You Help In What Order and Why?"

Discussion of 2 long range assignments:
- Plan for Reference Services (due 12/17)
- Reference Observation assignment (due 11/12)

**Readings:**
Bopp. Chapter 13 (Selection and Evaluation of Reference Sources)

**Assignment:**
Issues Case Studies assignment due next class (10/8)

5 (10/8)  **Selecting and Evaluating Information Sources**
- Evaluation criteria
- Developing clear and useful annotations

Annotation Group 1: Directories and Bibliographies
Readings: Bopp. Chapter 14 (Directories); Chapter 20 (Bibliographic Sources)

Assignments: Group 1 Annotations (Directories and Bibliographies) due next class (10/15). Suggested sources to evaluate:
* Books in Print
* Ulrichs
Gale Directory of Databases
Literary Market Place

“Answer this question” exercise: What publishers might be interested in publishing my book for cooking vegetarian/ gluten free meals?
1. Discuss the strategy you use to answer the question (can use a flow chart)
2. Note the sources you use and the one that provided the answer
3. The answer to the question
Due next class (10/15)

6 (10/15) Class in computer lab tonight
Annotations Group 2 (Indexes and Abstracts)

Looking at:
Reader’s Guide to Periodical Literature
*EBSCO
ProQuest
Wilson OmniFile

Newspaper Indexes and Databases
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)

NovelNY (New York Online Virtual Electronic Library)

In class: “index analysis” exercise: choose a type of index, analyze it, report out to the class

Readings: Bopp: Chapter 21 (Indexes and Abstracts)
Assignment: Annotations due 10/22.

7 (10/22) Annotation group 3: Ready Reference Sources (Almanacs, Handbooks, Yearbooks, etc.)

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

In class assignment: Trivia search

“Answer this question” exercise: In the U.S., what is the difference in earnings between men and women with professional degrees? Note the strategy, sources consulted, and answer.

Readings: Bopp: Chapter 15 (Almanacs, Yearbooks, and Handbooks)

Assignment: Annotations due 10/29.

8 (10/29) Annotation group 4: Geography, Countries, and Travel Sources

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

Discussion topic: Reader’s Advisory

Readings: Bopp: Chapter 19 (Geographical Sources)

Assignment: Annotations due 11/5

9 (11/5) Managing Reference Services
Basic training and orientations
Library instruction
Maintenance and arrangement of the collection

Revisiting the Reference Observation Assignment due 11/12.

Readings:  Bopp: Chapter 9 (Training and Continual Learning for Reference Staff)

Assignment:  Reference Observation due 11/12, next class.

10 (11/12)  Annotation Group 5 (Dictionaries)
General dictionaries
Visual dictionaries
Slang and colloquialisms
AAD
Rhyming dictionaries
Children’s dictionaries
Subject dictionaries
Thesauri
Quotations
Concordances
Style and usage manuals

In class exercise:  “Answer this question” exercise:  Is there a better word for “nice”?  

Readings:  Bopp: Chapter 17 (Dictionaries)

Assignment:  Annotations group 5 due 12/3.

11 (11/19)  Annotations group 6 (Encyclopedias)
General encyclopedias
Special subject encyclopedias (important publishers)
Encyclopedias for children and Young Adults

   Evaluating encyclopedias

In class exercises:  “Answer this question” exercise:  is Agricola a drink?  

In class discussion: Making Decisions scenarios (will be given to you in class)

Readings:  Bopp: Chapter 18 (Encyclopedias)

Assignment:  Annotations group 6 due 12/3.
12 (11/26) **Independent Assignment:** Work on the “Plan for Reference” assignment

**Happy Thanksgiving!**

13 (12/3) **Annotations group 7 (Biographical Sources)**
- Indexes
- Contemporary people
- Retrospective biography
- Obituaries
- Authors
- Ethnic/ Cultural heritage biographies
- Artists, etc.

In class discussion: Evaluating reference services:
- Role of standards
- Interviews
- Observations
- Surveys and questionnaires

**Readings:** Bopp: Chapter 10 (Evaluation of Reference Services); Chapter 16 (Biographical Sources)

**Assignment:** Annotations group 7 due 12/12.

14 (12/10) **Annotations group 8 (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

In class exercise: “Answer this question” exercise: 1. I am suing my contractor for bad faith. He claims it is a case of negligence. What is the difference and does it mean he can get away with shoddy construction?

2. Are there any contraindications to the drug Coumadin?

**Readings:** Bopp: Chapter 22 (Government Information and Statistics Sources)

**Assignment:** Annotations group 8 due 12/17.
- Plans for Reference Service due 12/17. Prepare for class discussion.
15 (12/17) Class discussion: Plans for Reference Service

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.