Instructor: Dr. Bea Baaden
Contact Information: Work: 516 299 3818       Home: 516 628 – 1119
Cell: 631 514 5230 **
Email: bbaaden@yahoo.com; bea.baaden@liu.edu
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 may take a little longer.

Face to face meeting dates: 1/22; 3/5; 4/9; 4/23

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 blended format. There will be Learning Modules for every week in Blackboard. 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)

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)

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/](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 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 updated student information. You will need to use your My.LIU account sign in. 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

1/29  Introduction Blog (with Newspaper Industry article comment) (5 points)
2/5   Reference Librarian Investigation (Discussions) (10 points)
      Searching Systems Query Blog
2/12  Searching Systems Assignment (Assignments) (15 points)
2/19  Who Would You Help Exercise (Discussions) (5 points)
2/26  Issues Case Studies due (Assignments) (15 points)
3/5 F Annotations Group 1 (Ready Reference) (AG 1 Blog) (5 points)
      Index Analysis Oral Report (5 points)
3/12  Spring Break
3/19  Reference Observation Assignment (Assignments) (5 points)
3/26  Annotations Group 2 (Dictionaries and Encyclopedias) (AG 2 Blog) (5 points)
4/2   Annotations Group 3 (People and Places) (AG 3 Blog) (5 points)
4/9 F Annotations Group 4 (Bibliographies, Directories, etc) (AG 4 Blog) (5 points)
4/16  Annotations Group 5 (Business, Medical, Legal Sources) (AG 5 Blog) (5 points)
4/23 F Plans for Reference Services (Assignments) (10 points) and short oral report
      Final Exam (10 points)
4/30  PMI (Course evaluation)
**Major Assignments:**

**I. Searching Systems Assignment:** Students will choose a topic or research question and use 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 is not overly broad or non–specific as that will lead to overly broad or non–specific results. 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, limit your search by date or by other parameters you design for the question posed and for the particular system you are using.

Part A: In this part of the written assignment, you will define the topic, describing why it is an important question for you. Students will place this information into a blog in Blackboard, as well as include it in the finished “paper.”

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; also note the number of the results found in each search and how that led you to change or refine the strategies. In addition, discuss what the top 5 sources were for each of the 3 searches; compare and contrast the top 5 sources found in the 3 systems and write a correct bibliographic citation for each source noted. You need to make clear how the results from each of the 3 systems used (in terms of the number of ‘hits’ and the kinds of resources found in each system and the specific information retrieved within the resources) helped you change or refine the search.

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

15 points. Due 2/12 in Assignments

**II. 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? Why?
   C) What are other issues in the scenario (if any)?
   D) What is the technology (technologies) used in the scenario? How does the technology impact the librarian/information professional’s actions?

2. What is the librarian’s ethical, legal, and/or professional obligation in the situation? Note the specific 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.)

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 2/26 in Assignments.

III. 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 (eg. 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.

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

10 points. Due 3/19 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). Discuss background and/or cultural information for the population you choose
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 and the programs that will enhance services for that population for the type of library you choose
C. Select and evaluate 10 – 15 sources for the special population that will help them in some way in their lives
D. Create a pathfinder 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 to that specific population.

10 points. Due 4/23 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. Each student will be assigned 2 sources to evaluate from a list that will be given to you in class. In addition, students will choose one additional source of their choice to evaluate for that category. Annotations for sources must include:

- Format
- Scope
- Authority
- Arrangement
- Pros and cons for various users
- What you liked, disliked, or what surprised you about the source
- Compare/contrast your chosen source to one of the required sources you evaluated
- 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 journal (Journals in Blackboard) 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.  
See pages 393 – 397 in Bopp for an explanation of the criteria to be used for the annotations. 
Annotation Groups are:
AG 1: Ready Reference Sources: Almanacs, Handbooks, etc.
AG 2: Dictionaries and Encyclopedias
AG 3: People and Places (Geographical, Country, and Biographical Sources)
AG 4: Bibliographies, Directories, Indexes and Abstracts
AG 5: Medical, Business, and Legal Sources

Due throughout the semester (25 points; 5 points each)

All students will complete the above assignments this semester. There may be other assignments and discussion items as the semester ensues. There may 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 (1/22)  
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

Assignment:

1. Introduction Blog: In 5 – 7 sentences, tell us (a) of your experience with any kind of reference service; (b) brief background information about you with 1 interesting face; and (c) a quick response to the “Newspaper Industry” article. Due in Blogs in Blackboard by 1/29. (5 points)

2. Reference Librarian Investigation [Discussion]: 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.
   d) Respond to at least 1 peer’s entry with your reaction to your peer’s experience.
   Due: 2/5 (5 points)

2 (1/29)  
Basic Reference Tools and Strategies
O
Online reference services
ALA website, tools, important documents
RUSA
Internet Archive (archive.org/index.php)
Basic Search Techniques
Review Sources

Introduction to Searching Systems Assignment: topic/query due in Searching Systems Query Blog by 2/5. Assignment due 2/12 in Assignments (15 points; graded by rubric)

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

3 (2/5) Ethical and Professional Obligations of Reference Librarians
O Ethical Issues Notes (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 2 (Ethical Aspects of Reference Service); Chapter 7 (Access Related Reference Service)

Assignments:
1. Reminder: Searching Systems Assignment due next week (2/12) in Assignments.
2. Issues Case Studies due 2/26 in Assignments.

4 (2/12) 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?” In your Discussion entry, please answer the initial question; then answer the follow up questions posed in Box 3.9. Due: 2/19 in Discussions (5 points)

5 (2/19) 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:
Index Analysis Exercise – Short Oral Report: Use NovelNY (New York Online Virtual Electronic Library) or EBSCO databases to access one index. Name the index you chose, analyze it according to the following criteria: scope (content, images; comprehensiveness; readability) and search features (including ease of use, use of cross references, abbreviations, symbols). Put this information on an index card to use for your oral report. Due 3/5 at our face to face class. (5 points)

Issues Case Studies due next class, 2/26, in Assignments (15 points)

6 (2/26) Annotation group 1: 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 3/5 in AG 1 Blog (5 points)

7 (3/5) Index analysis oral report

Class discussion: Reference Observations (review of Reference Interview)
Reviewing important “issues” from the case studies
Reader's Advisory

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

Assignment: Reference Observation Interviews Assignment due 3/19 (10 points)

Spring Break: 3/12!

8 3/19 Annotations Group 2 (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 2 due 3/26 in AG 2 Blog (5 points)

**9 (3/26) Annotation Group 3 (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 3 due 4/2 in AG 3 Blog (5 points)

**10 (4/2) Annotations Group 4 (Bibliographies, Directories, Indexes and Abstracts)**

**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 4 due in AG 4 Blog by 4/9 (5 points) [There will be 4 different blogs set up for those annotations; you will be assigned 2 sources to review and place in the appropriate categories. For the 1 source you choose independently, also place that in the appropriate blog.] (5 points)

11 (4/9) **Annotations Group 5 (Medical, legal, business sources)**

**F**
- 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 4/16.
Managing Reference Services

Basic training and orientations
Maintenance and arrangement of the collection

Evaluating reference services
  Role of standards
  Interviews
  Observations
  Surveys and questionnaires

Preparation for Final Exam


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

Library Instruction

Class discussion/ short oral reports: Plans for Reference Service

Final Exam (10 points)

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.