LIS 601
Information Seeking, Retrieval and Services
Fall 2009

Instructor  Lisa G. O’Connor, Assistant Professor, Ph.D., M.L.I.S.
Office Hours  Wednesday 1:00 - 3:00
Or by Appointment

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Telephone  859.257.5679
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Required Text
ISBN: 1563086247
http://lu.com/boppsmith/index.cfm

Optional Texts:
ISBN: 13:978-0-12-369430-0

Course Description
The SLIS Bulletin describes this course as “An introduction to the theory and practice of information seeking and retrieval. Emphasis is placed on the roles played by information professionals to assist navigation of the user-system interface including question negotiation, the formulation of effective search strategies for information retrieval, and the evaluation of information sources and services. Ethics of information evaluation and services is also considered.”

This course supports the four themes of the conceptual framework for the UK professional education unit: research, reflection, learning, and leading. The ultimate goal is to produce leaders who work together to improve service and learning among diverse populations in Kentucky and beyond.

Course Objectives

- To understand important aspects of information seeking behavior
- To understand and apply information retrieval theories.
- To understand how people interact with information professionals and information systems when seeking information
- To become familiar with a broad range of information systems, sources and services that libraries and other types of information-related organizations provide their clients

Grading and Attendance Policy:
All grading is comparative, that is projects are assigned grades in comparison with each other, based on quality of thought, content and of writing style, thoroughness of research and of originality.
Only exceptional work will receive an "A" grade. Projects that are received after the due date will be assigned a lower grade than would otherwise be earned.

It is assumed that each student will come to class prepared (having thoughtfully read course material) and participate actively in discussions -- the equivalent of a "B" grade for "participation." Failing to participate will lower the grade; exceptionally informed and engaged participation will raise the grade.

Acceptable reasons for non participation include illness or bereavement; it is the school’s policy NOT to grant incompletes (I) for reasons other than these. Unexcused Absences in excess of 20% of the class meetings will automatically result in a maximum C grade.

**Academic Honesty**

The highest standards of academic honesty and integrity are expected; cheating and plagiarism are simply unacceptable. Any student found guilty of cheating or plagiarism on any class assignment or test will be given a grade of E for the course. Definitions and details of the university policy on academic honesty can be found in the Student Rights and Responsibilities Handbook (http://www.uky.edu/StudentAffairs/Code/) in part II, sections 6.3.0, 6.3.1 and 6.3.2 or in section 6.3 of the University Senate Rules (http://www.uky.edu/USC/Section_VI.pdf). All work completed for this course must be completed specifically and only for this for this course; i.e. you may not use work completed for previous courses even if it fulfills the assignment requirements.

**Students with Disabilities**

Students with any documented disabilities should make contact me to discuss any special accommodations in the course assignments and/or delivery that must be made to enable you to participate fully in the course. For help with documentation or other assistance, please contact the Disability Resource Center, Room 2, Alumni Gym, (859) 257-2754.

**Student Evaluation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Book Review</td>
<td>10%</td>
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<tr>
<td>Final Examination</td>
<td>20%</td>
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<tr>
<td>Practical Exercises 1 - 5</td>
<td>35% total</td>
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<tr>
<td>Pathfinder</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>15%</td>
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**Grading:**

A = 90-100   B = 80-89   C = 70-79   E = 69 or lower

**Practical Exercises**

With the exception of the first exercise, which will ask you to experience the reference process as a patron, each set of practical exercises will consist of hypothetical reference questions that you will answer through the use of proprietary information resources (not free web sites, that is) These information resources are available at most mid-sized or large libraries. Many information resources are also available via the web and thus are available to you from home and/or work. In completing the practical exercises, you should answer the question posed and indicate the information source or sources that provided the answer. In noting the source used, simply indicate brief title, date, volume, page(s) or URL on which the information is found. **You should not ask library staff to answer questions from your assignment.** You may discuss the practical exercises with your colleagues, however, the work you turn in must represent your independent effort – the completion of the practical exercises is not a group project.
## Course Outline:

<table>
<thead>
<tr>
<th>Week</th>
<th>Part I: Services</th>
<th>Part II: Sources</th>
<th>Bopp &amp; Smith</th>
<th>Additional Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>History</td>
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<td>3</td>
<td>Information Needs Interview History</td>
<td>Directory &amp; Almanacs, Yearbooks and Handbooks</td>
<td>3</td>
<td>Case Ch – 4 - 7 Kuhlthau; Bruce Fagan &amp; Desai</td>
<td>Exercise 1</td>
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<tr>
<td>4</td>
<td>Information &amp; Information Seeking</td>
<td>Encyclopedias</td>
<td>7, 9 &amp; 18</td>
<td>Anderson; TEACH; DMCA RUSA Guidelines</td>
<td>Exercise 3</td>
</tr>
<tr>
<td>5</td>
<td>Bibliographic Control</td>
<td>Indexes</td>
<td>4 &amp; 21</td>
<td>Chu Ch. 8 Harris; Liblicense site</td>
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<tr>
<td>6</td>
<td>Information Retrieval Systems</td>
<td>Biographical Sources</td>
<td>5 &amp; 16</td>
<td>Chu Ch. 8 Harris; Liblicense site</td>
<td>Exercise 2</td>
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<tr>
<td>7</td>
<td>Information Retrieval</td>
<td>Dictionaries</td>
<td>6 &amp; 17</td>
<td>Chu Ch. 4 - 6</td>
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<td>8</td>
<td>Access-Related Information Services Information Service Improvement</td>
<td>Encyclopedias</td>
<td>7, 9 &amp; 18</td>
<td>Anderson; TEACH; DMCA RUSA Guidelines</td>
<td>Exercise 3</td>
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<tr>
<td>9</td>
<td>Selection &amp; Evaluation</td>
<td>Bibliographic Sources</td>
<td>2, 13 &amp; 20</td>
<td>RUSA Guidelines</td>
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<td>10</td>
<td>Ethics</td>
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<td>Ferguson, Blanke, &amp; Codes of Ethics</td>
<td>Exercise 4</td>
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<td>11</td>
<td>Information Services for Diverse Populations</td>
<td>Geographical Sources</td>
<td>12 &amp; 19</td>
<td>Standerfer; Steffen; Shuman</td>
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<td>12</td>
<td>Instruction</td>
<td>Government Documents</td>
<td>8 &amp; 22</td>
<td>Elmorb; Info. Lit standards</td>
<td>Reference Source Review</td>
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<td>13</td>
<td>Organizing, Delivering and Managing Information Services</td>
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<td>11</td>
<td>Katz; Breznay &amp; Haas McKinzie; Lichtenstein</td>
<td>Exercise 5</td>
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<td>14</td>
<td>Evaluating Information Services</td>
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<td>10</td>
<td>Bunge; Huling; Ronan et al</td>
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<td>15</td>
<td>Keeping Up/ The Future of Reference</td>
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<td>TBA</td>
<td>Information Guide (aka Pathfinder)</td>
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<td>12/15</td>
<td>Final Exam 6:00 – 8:30</td>
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## Citations for Additional Readings


Code of Ethics of the American Library Association
http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm

British Library Association Code of Ethics
http://www.la-hq.org.uk/directory/about/conduct.html

Confidentiality and Coping with Law Enforcement Inquiries
For comparison, please skim the following ethical codes for counselors and teachers:

ACA Code of Ethics (Pages 1 - 9 only: particularly note section B, page 7)
http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx (First link on the page!)

NEA Code of Ethics
http://www.nea.org/aboutnea/code.html

Alfino, Mark & Linda Pierce. (2001). The Social Nature of Information. Library Trends, 49(3), p471-485. Available online in Ebsco. (Keep this article handy because we will refer back to it during our discussions of ethics and the reference interview!)

(Important Note: The very last item on this page is a link to her power point presentation -- you should look at that, as well as reading the article.)


Liblicense (particularly the vocabulary and the terms and descriptions sections) http://www.library.yale.edu/~lllicense/index.shtml


The TEACH Toolkit (particularly the Education, Implementation, and Best Practices Sections) http://www.lib.ncsu.edu/scc/legislative/teachkit/


RUSA's Guidelines for Behavioral Performance http://www.ala.org/ala/rusa/rusaprotools/referenceguide/guidelinesbehavioral.htm

RUSA's Professional Competencies for Reference and User Services Librarians http://www.ala.org/ala/rusa/rusaprotools/referenceguide/professional.htm
RUSA's Elements for Basic Reviews: A Guide for Writers and Readers of Reviews of Works in All Mediums and Genres: *Only sections 1, 2, 3.4, 6 and Appendix II.* There is also an excellent bibliography of articles at the end if you need more help with writing your review or are interested in reading further. 
http://www.ala.org/ala/rusa/rusaprotools/referenceguide/ElementsforReviews


ACRL's Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians
http://www.ala.org/ala/acrl/acrlstandards/objectivesinformation.htm

AASL's Information Power
http://www.ala.org/ala/aasl/aaslproftools/informationpower/InformationLiteracyStandards


RUSA's Guidelines for Implementing and Maintaining Virtual Reference Services
http://www.ala.org/ala/rusa/rusaprotools/referenceguide/virtrefguidelines.htm


