LIS 601
Information Seeking, Retrieval and Services
Spring 2011

Instructor  Lisa G. O’Connor, Assistant Professor, Ph.D., M.L.I.S.
Office Hours  Tuesday 1:00 - 3:00
              Wednesday 1:00 – 3:00
              Or by Appointment
Office  335 Little Library Building
Telephone  859.257.5679
E-mail  loconnor@uky.edu

Required Texts:
http://lu.com/boppsmith/index.cfm


Optional Text:
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
Absences/Attendance
Attendance in an online environment is critical to the overall success of the course. Online attendance is measured by attendance at synchronous online meetings and logins to Blackboard and by participation in the discussion forums. An average of 2.5 hours per week should be spent engaged in this activity. Our week is officially defined as Sunday – Saturday. One absence is constituted by a lack of activity for a week. Unexcused absences for online attendance will affect your grade for class participation. Unexcused absences in excess of 15% of the course “meetings” will lower your maximum possible grade for the course to a C. 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.

The Challenges of the Online Environment
While learning in an online environment may be convenient, it presents a number of unique challenges. You will need to prepare yourself for them.

Technological challenges: You know the old adage: what can go wrong will go wrong. Expect it and plan for it. Never put off things until the last minute because technology may fail you. Give yourself plenty of time to work around technological bumps in the road. Technological failure is not an acceptable excuse for late work. You’ll also need patience and a sense of humor to work through the inevitable glitches.

Self-discipline: Because we will not be meeting each week, it can be surprisingly easy to forget about your online course. If you are like me, time whizzes by without my realizing how quickly it has gone. I highly recommend scheduling yourself for several regular times a week to “meet” with the class. Treat these meetings just as you would face-to-face meetings – only missing them in an emergency – and you will find it much easier to keep up with the course.

Reading: Because you are not attending regular lectures, you will be learning primarily through reading. Thus, the reading load is much heavier than it might be in a traditional setting. Your class “discussions,” “course content,” instructions for assignments, and supplemental readings are all text-based. For some of you, this will be challenging and will require patience and tenacity. I am always here to help you and happy to answer any questions you have. I only ask that you carefully read instructions, notes, texts, and assignments thoroughly before asking for clarification. I also recommend that you make some real-time connections with a few of your classmates who live near you. Try scheduling, for example, some live discussions and exam study sessions. You will find building a small community of co-learners will ease the isolation and strain of learning exclusively online.

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**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Book Review</td>
<td>10%</td>
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<tr>
<td>Final Examination</td>
<td>25%</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>10%</td>
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**Grading:**

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.

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 Schedule:

<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>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview / History</td>
<td></td>
<td>1</td>
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<td>2</td>
<td>Information Needs Interview</td>
<td>Directories &amp; Almanacs, Yearbooks and Handbooks</td>
<td>3</td>
<td>Fagan &amp; Desai</td>
<td>Exercise 1</td>
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<tr>
<td>3</td>
<td>Information &amp; Information Seeking</td>
<td>Case Ch – 4 - 7 Kuhlthau; [Bruce]</td>
<td>14 &amp; 15</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Information Retrieval Strategies</td>
<td>Indexes</td>
<td>Scan 4 &amp; 5 21</td>
<td>Chu Ch. 4 &amp; 5</td>
<td>Exercise 2</td>
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<tr>
<td>5</td>
<td>Information Retrieval Models</td>
<td>Biographical Sources</td>
<td>16</td>
<td>Chu Ch. 6 &amp; [7]</td>
<td></td>
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<tr>
<td>6</td>
<td>Information Retrieval Systems</td>
<td>Dictionaries</td>
<td>6 &amp; 17</td>
<td>Chu Ch. 8 Harris; Liblicense site</td>
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<td>7</td>
<td>Internet-based Retrieval</td>
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<td>8</td>
<td>Access-Related Information Services</td>
<td>Encyclopedias</td>
<td>7 &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>13 &amp; 20</td>
<td>RUSA Guidelines</td>
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<tr>
<td>10</td>
<td>Ethics</td>
<td></td>
<td>2</td>
<td>Ferguson &amp; Weckert, Blanke, &amp; Codes of Ethics</td>
<td>Exercise 4</td>
</tr>
<tr>
<td>11</td>
<td>Information Services for Diverse Populations</td>
<td>Geographical Sources</td>
<td>12 &amp; 19</td>
<td>Standerfer; Steffen; Shuman</td>
<td></td>
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<tr>
<td>12</td>
<td>Instruction</td>
<td>Government Documents</td>
<td>8 &amp; 22</td>
<td>Elmorg; Info. Lit standards</td>
<td>Reference Source Review</td>
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<tr>
<td>13</td>
<td>Information Service Improvement Evaluation of Reference Services</td>
<td></td>
<td>9 &amp; 10</td>
<td>Katz; Breznay &amp; Haas McKinzie; RUSA Guidelines</td>
<td>Exercise 5</td>
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<tr>
<td>14</td>
<td>Organizing, Delivering and Managing Information Services</td>
<td></td>
<td>11</td>
<td>Bunge; Huling; Ronan et al</td>
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<tr>
<td>15</td>
<td>Keeping Up/ The Future of Reference</td>
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<td></td>
<td>TBA</td>
<td>Information Guide (aka Pathfinder )</td>
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<tr>
<td>12/14</td>
<td>Final Exam</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Citations for Additional Readings


Kuhlthau, Carol C. INFORMATION SEARCH PROCESS: A SEARCH FOR MEANING RATHER THAN ANSWERS http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm (Important Note: There is a link to her power point presentation at the top of the page-- 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/~llicense/index.shtml


The TEACH Toolkit (particularly the Education, Implementation, and Best Practices Sections) http://www.provost.ncsu.edu/copyright/toolkit/


RUSA's Guidelines for Behavioral Performance http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesbehavioral.cfm

RUSA's Professional Competencies for Reference and User Services Librarians http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/professional.cfm

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/mgrps/divs/rusa/resources/guidelines/ElementsforReviews.pdf


Code of Ethics of the American Library Association http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm
Confidentiality and Coping with Law Enforcement Inquiries
http://www.ala.org/ala/aboutala/offices/oif/ifissues/confidentiality.cfm

AIIP Code of Ethical Business Practice
http://www.aiip.org/CodeOfEthics


ACRL's Objectives for Information Literacy Instruction: A Model Statement for Academic Librarians
http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

AASL's 21st Century Learner
http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf


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


**Rubric for Discussion Participation**

Discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’ understanding of the course content. The following rubric will be used to assess the overall quality of and assign a grade to your discussion contributions during the semester.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable E Level</th>
<th>Acceptable C level</th>
<th>Good B Level</th>
<th>Excellent A Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
<td>Consistently participates less than 2 times per week.</td>
<td>Participates 2 times and/or postings are on the same day.</td>
<td>Participates 3 – 4 times and/or postings are not distributed throughout week.</td>
<td>Participates 3 – 5 times throughout the week.</td>
</tr>
<tr>
<td><strong>Initial Topic Posting</strong></td>
<td>Posts lack thought and preparation.</td>
<td>Posts adequate topic discussion with basic thought and preparation; and/or doesn’t address the topic fully.</td>
<td>Posts well developed discussion that addresses the topic fully and demonstrates high levels of thought and preparation.</td>
<td>Posts unusually insightful and well developed discussion that demonstrates an engagement with the material beyond typical levels of thought and preparation.</td>
</tr>
<tr>
<td><strong>Follow-Up Postings</strong></td>
<td>Posts few or superficial follow-up responses to others (e.g., simply agrees or disagrees); does not enrich discussion.</td>
<td>Posts basic follow-up responses and makes a moderate contribution to discussion.</td>
<td>Elaborates on existing postings with further comment or observation, enriching the discussion.</td>
<td>Demonstrates analysis of others’ posts; extends meaningful discussion by building on previous posts.</td>
</tr>
<tr>
<td><strong>Content Contribution</strong></td>
<td>Posts information that is off-topic, incorrect, or irrelevant to discussion.</td>
<td>Repeats but does not add substantive information to the discussion.</td>
<td>Posts information that is factually correct; lacks full development of concept or thought.</td>
<td>Posts factually correct, reflective and substantive contribution; advances discussion.</td>
</tr>
<tr>
<td><strong>References &amp; Support</strong></td>
<td>Includes no references or supporting experience.</td>
<td>Uses personal experience, but no references to readings or research.</td>
<td>Incorporates some references from literature and personal experience.</td>
<td>Uses references to literature, readings, or personal experience to support comments.</td>
</tr>
<tr>
<td><strong>Etiquette, Clarity &amp; Mechanics</strong></td>
<td>Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.</td>
<td>Communicates in courteously but with occasional lack of clarity and/or some errors mechanics.</td>
<td>Communicates clearly and collegially with only minor mechanics errors.</td>
<td>Postings are collegial, clear, concise and free of mechanics errors.</td>
</tr>
</tbody>
</table>