LIS 601
Information Seeking, Retrieval and Services
Fall 2012

Instructor Information: Dr. Lisa O’Connor, Ph.D., M.I.L.S.

Office: 335 Little Library

Office Hours:  Wednesdays 1 – 3,
              Thursday 2 – 4
              By appointment

Contact: (859) 257-5679
         loconnor@uky.edu

Official Course Description
This course provides an introduction to the theory and practice of information services, which are defined broadly as the activities in which information professionals engage to connect people to the information they need, including information needs assessment, direct information provision, information literacy instruction, and intermediation for all stages of the information search process. Emphasis is placed on the roles played by information professionals to help diverse users define and negotiate their information needs, navigate user-system interfaces, formulate effective search strategies for information retrieval, and evaluate and select information. Attention is also given to the skills necessary to plan for, implement, and evaluate the delivery of information services in a wide variety of organizational contexts. The ethical foundations of information services are also considered.

Learning Outcomes
After completing this course students will be able to

• Employ a broad range of information systems, sources and services that libraries and other types of information-related organizations provide their clients.
• Describe and apply information retrieval theories to the search process.
• Apply knowledge of how people interact with information professionals and information systems to the provision of information services. Particular emphasis will be placed on diverse and underserved populations.
• Plan for and deliver basic instruction to users in both point-of-need and classroom environments.
• Manage the delivery of information services. Emphasis is placed on leadership and the strategic management of human, technological and physical resources.
• Evaluate the quality of information services using a variety of methods.
• Evaluate and apply existing research to the practice of information service provision.

Required Text

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.

A = 90-100   B = 80-89   C = 70-79   E = 69 or lower
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 not attending or 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>Reference Source 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</td>
<td>35%</td>
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<tr>
<td>(3 points for Exercise 1; 8 points each for 2 – 5)</td>
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<tr>
<td>Information Guide (Pathfinder)</td>
<td>25%</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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**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). 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.

**Integration of Syllabus with UK Educator Preparation Unit Themes**

This course will address the four themes of the conceptual framework for the UK professional education unit: **research, reflection, learning, and leading.** Students will be given the opportunity to review, analyze, discuss, and apply **research** from diverse perspectives in education and information seeking environments. **Reflection** will also be integrated into students' learning opportunities through the production of written work. This course emphasizes the commitment of the professional education unit to assure that its graduates move...
into their professional lives equipped for life-long learning as educators who will be active in leading colleagues in their schools and/or professional organizations. The ultimate goal in addressing these four themes is to produce leaders who work together to improve service and learning among diverse populations and improve education in Kentucky and beyond.

*Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology*
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course provides students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.
<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>
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<td>Saunders</td>
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<td>2</td>
<td>Information Seeking</td>
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<td>3</td>
<td>Information Needs Interview</td>
<td>Directories &amp; Almanacs, Yearbooks and Handbooks</td>
<td>3 14 &amp; 15</td>
<td>Wu &amp; Liu 2003, Wu &amp; Liu 2011</td>
<td>Exercise 1</td>
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<tr>
<td>4</td>
<td>Organization of Information and Search Strategies</td>
<td>Bibliographic Sources</td>
<td>4 20</td>
<td>Beall, Buck &amp; Nichols</td>
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<tr>
<td>5</td>
<td>Information Retrieval Strategies</td>
<td>Indexes</td>
<td>5 &amp; 21</td>
<td>Fugmann</td>
<td>Exercise 2</td>
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<tr>
<td>6</td>
<td>Internet-based Retrieval</td>
<td>Biographical Sources</td>
<td>6 16 &amp; 17</td>
<td>Smith</td>
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<td>7</td>
<td>Access-Related Information Services</td>
<td>Encyclopedias</td>
<td>7 &amp; 18</td>
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<td>Exercise 3</td>
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<td>8</td>
<td>Reference Collections: Selection &amp; Evaluation</td>
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<td>13</td>
<td>Francis Harris; Garczynski; RUSA Guidelines for Writing Reviews</td>
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<td>9</td>
<td>Ethics</td>
<td>Geographical Sources</td>
<td>2 &amp; 19</td>
<td>Buchanan, Confidentiality, AIIP Code</td>
<td>Exercise 4</td>
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<td>10</td>
<td>Organizing, Delivering and Managing Information Services</td>
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<td>11</td>
<td>Schulte, Galston et al., Tyckson, RUSA Professional Competencies</td>
<td>Reference Source Review</td>
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<td>11</td>
<td>E-Reference and Social Media</td>
<td>Government Documents</td>
<td>22</td>
<td>Chow &amp; Croxton, RUSA Guidelines for Virtual Services</td>
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<td>12</td>
<td>Instruction and staff development</td>
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<td>8 &amp; 9</td>
<td>Elmborg, ACRL Info. Lit standards</td>
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<td>13</td>
<td>Evaluation of Reference Services</td>
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<td>10</td>
<td>McLaughlin, Bergman &amp; Holden</td>
<td>Exercise 5</td>
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<td>14</td>
<td>Information Services for Diverse Populations</td>
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<td>12</td>
<td>Standerfer, Steffen, Shuman</td>
<td>Information Guide (aka Pathfinder )</td>
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<td>15</td>
<td>Keeping Up/ The Future of Reference</td>
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<td>Reference Service Review p 7 -8 and Select one from list in Bib.</td>
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<td>12/13</td>
<td>Final Exam 5:30 – 8:00</td>
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Citations for Readings


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](http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/ElementsforReviews.pdf)

Confidentiality and Coping with Law Enforcement Inquiries
http://www.ala.org/ala/aboutala/offices/oif/ifissues/confidentiality.cfm

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


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

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


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


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


Read p. 7 – 8 and select ONE other from this list:

On the desirableness of personal relations between librarians and readers: the past and future of reference service. David Tyckoson (pp. 12 - 16)

Technology, cluelessness, anthropology, and the memex: the future of academic reference service. James Rettig (pp. 17 - 21)

What is reference for?. Joseph Janes (pp. 22 - 25)

Reference futures: outsourcing, the Web, or knowledge counseling. Jo Bell Whitlatch (pp. 26 - 30)

The future of reference: point-of-need reference service: no longer an afterthought. Anne Grodzins Lipow (pp. 31 - 35)

Scenario planning for the future of reference: five white papers posit the future and raise the bar for us all. Sarah Barbara Watstein (pp. 36 - 38)

The future of reference: get real!. Cheryl LaGuardia (pp. 39 - 42)

The future of reference: the intersection of information resources, technology and users. John V. Richardson Jr (pp. 43 - 45)