

LIS 621 Section 220 - Summer 2017- 8 Week
Information Resources and Services
School of Information Science (SIS)
University of Kentucky

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Virtual Office Hours: Meetings by appointment via google hangouts/skype

Preferred method of contact: Email. During the week, the instructor will respond to emails within 24 hours. On weekends and holidays, the instructor will respond by monday, or the following regular workday.

Class Information: Online class; no scheduled meetings

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.

Prerequisites: LIS 601

A Note on the 8- Week Schedule

Since we will be completing the regular course content in half the time (8 weeks), you will be required to complete two units per week instead of one. The readings and discussion for each pair of units will be due on wednesday night, giving you a week to complete two units. It behooves you to work daily on the readings and discussion, as you will certainly not have time to do all the readings in a single day. The assignments will be due intermittently throughout the 8-week period (see Class Assignments below). Since the turnaround on grading is especially onerous during this class, I will not accept any late work. If you have an especially extenuating circumstance, please notify me beforehand or as early as possible to make arrangements.

Student Learning Outcomes

After completing this course students will be able to meet Program Learning Outcomes 5 and 9. Specifically, students will be able to:

- Identify methods for assessing the needs of the constituencies served by an information organization (5.1);
- Describe the attributes of high quality, user-centered information services (5.2);
- Describe the professional behaviors that contribute to high quality information services (5.3);
- Apply instructional strategies in the provision of information services (5.4);

- Evaluate information services, particularly in light of the need to reach diverse and underserved populations (5.5);
- Communicate effectively in writing (9.1);
- Communicate effectively verbally (9.2);
- Apply critical thinking to solve professional problems (9.3).

Required Materials

Smith, L. C. and Wong, Melissa A. (Eds.). (2016). *Reference and information services: An introduction* (5th ed.). Denver, CO: ABC-CLIO, LLC. ISBN: 978-1-4408-3696-1.

Also available as an [eBook- 978-1-4408-3697-8](#)

Additional Readings: Additional required readings are listed at the end of the syllabus following the course schedule. These are available through University of Kentucky's Library databases.

Submission of Assignments

Course assignments will be posted to your professional website. Assignments are due by midnight of the due date noted on each assignment. Late work will only be accepted with prior permission of the instructor or in the case of an excused absence.

Course Grading

Grading Scale (No rounding)

- 92 - 100 = A (Exceptional Achievement)
- 82 - 91 = B (High Achievement)

- 70 - 81 = C (Average Achievement)
- 0 - 69 = E (Failing)

Participation: Class participation constitutes 5% of the student's grade. Students are expected to complete weekly exercises and readings and write short discussion responses. Instructions will be posted on Canvas.

Course Activities and Assignments

This course is taught as an online/distance education course via Canvas. It is expected that students will devote a considerable amount of time outside the formal class to study materials covered as well as become acquainted with the literature and reference tools.

Class Assignments: There are ten assignments in this course.

Assignment	Weight	Due Date
Website Creation	5%	6/14
Reference Source Evaluation I	10%	6/21
Reference Source Evaluation II	10%	6/24
Database Analysis	10%	6/28
Information Portal	10%	7/8
Reference Services Evaluation	10%	7/12
Reference Services Plan	10%	7/19
Short Essay/ Blog Post Summary	10%	7/22
Instructional Unit	10%	7/29
Practical Exercise (Final Exam)	10%	8/3
Class Participation	5%	Weekly

A description of each assignment will be posted on Canvas at least two weeks prior to its due date.

Course Expectations

- Complete all required readings.
- Participate in weekly discussions with substantive posts.
- Submit all assignments on time.

- Respond to occasional emails in a timely fashion.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, © University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

In the case of an excused absence, students have one week to make up missed assignments. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin.

Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted.

Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectful of others, and focus on producing above quality work.

Tentative Course Schedule

Week	Dates	Part I: Services	Part II: Sources	Smith & Wong (req'd)	Additional Readings (req'd)
1	6/8 - 6/14	Unit 1: Course Overview/ History Unit 2: Information Needs Overview		1 3	1, 2
2	6/15- 6/21	(Unit 3-4): Information Retrieval Strategies (Part I) & (Part II)	Directories, Almanacs, Yearbooks, Handbooks, and Encyclopedias Indexes and Abstracts	6, 14, 17, 18, 23	3,4,5,6
3	6/22- 6/28	Unit 5: Internet-based Retrieval Unit 6: Access-related Information Services	Biographical Sources Dictionaries	15, 21 5, 19	7, 8
4	6/29- 7/5	Unit 7: Reference Collections- Selection and Evaluation Unit 8: Evaluation of Information Service	Bibliographic Sources	13, 14 8	9, 10, 11, 12, 13 17, 18
5	7/6- 7/12	Unit 9: Ethics of Information Service Unit 10: Information Services for Diverse Populations		2 12	14, 15, 16 32, 33, 34 (These three are out of order/ check the list)

6	7/13-7/19	Unit 11: Organizing, Delivering, & Managing Information Services	Geographical Sources	7, 20	19,20,21
		Unit 12: eReference, Social Media, and Collaboration	Government Documents	5, 22	22,23,24,25,26
7	7/20-7/26	Unit 13: Instructional Services		4, 24	27,28,29
		Unit 14: Staff Development		9	30,31
8	7/27-8/2	Unit 15: The Future of Information Service		29	35,36,37

Optional Readings (Textbook) : If you are interested in working in special libraries, consider the following chapters in Smith & Wong:

- Chapter 25- Business Sources
- Chapter 26- Health and Medicine Sources
- Chapter 27- Primary and Archival Sources
- Chapter 28- Legal Sources

Additional Readings (Required)

1. Agosto, D. A., Rozaklis, L., MacDonald, C., & Abels, E. G. (2011). A model of the reference and information service process: An educator's perspective. *Reference & User Services Quarterly*, 50(3), 235-244. URL: <http://www.jstor.org/stable/41241169>
2. Guidelines for Behavioral Performance of Reference and Information Service Providers. Retrieved from <http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral>
3. Berners-Lee, T. et al. (2005, January). RFC 3986 - Uniform Resource Identifier (URI): Generic Syntax. Retrieved from <https://tools.ietf.org/html/rfc3986>
4. Hjørland, B. (2015). Classical databases and knowledge organization: A case for boolean retrieval and human decision-making during searches. *Journal of the Association for Information Science and Technology*, 66(8), 1559-1575. doi:<http://dx.doi.org/10.1002/asi.23250>
5. White, H. D. (2007). Combining bibliometrics, information retrieval, and relevance theory, Part 1: First examples of a synthesis. *Journal of the American Society for Information Science and Technology*, 58(4), 536-559. doi:<http://dx.doi.org/10.1002/asi.20543>
6. White, H. D. (2007). Combining bibliometrics, information retrieval, and relevance theory, Part 2: Some implications for information science. *Journal of the American Society for Information Science and Technology*, 58(4), 583-605. doi:<http://dx.doi.org/10.1002/asi.20542>

7. Bossaller, J. S. (2014). Evidence, not authority: Reconsidering presentation of science for difficult decisions. *Reference & User Services Quarterly*, 53(3), 232-241. URL: <https://journals.ala.org/rusq/article/view/3240/3419>
8. Hjørland, B. (2011). Evaluation of an information source illustrated by a case study: Effect of screening for breast cancer. *Journal of the American Society for Information Science and Technology*, 62(10), 1892-1898. doi:<http://dx.doi.org/10.1002/asi.21606>
9. Miller, R. (2007). Acts of vision: The practice of licensing. *Collection Management*, 32(1-2), 173-190. doi:http://dx.doi.org/10.1300/J105v32n01_12
10. Liblicense. Retrieved from <http://liblicense.crl.edu/>.
11. Liblicense: Licensing Terms & Descriptions. Retrieved from <http://liblicense.crl.edu/resources/licensing-terms-descriptions/>
12. Liblicense: Licensing Vocabulary. Retrieved from <http://liblicense.crl.edu/resources/licensing-vocabulary/>
13. 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 reviews or are interested in reading further. Retrieved from <http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/ElementsforReviews.pdf>
14. Ferguson, S., & Weckert, J. (1998). The librarian's duty of care: Emerging professionalism or can of worms. *Library Quarterly*, 68(4), 365-389. URL: <http://www.jstor.org/stable/4309244>
15. Fallis, D. (2015). What is disinformation? *Library Trends*, 63(3), 401-426. doi:<http://dx.doi.org/10.1353/lib.2015.0014>
16. Code of Ethics of the American Library Association. Retrieved from <http://www.ala.org/advocacy/proethics/codeofethics/codeethics>
17. Borman, C. B., & McKenzie, P. J. (2005). Trying to help without getting in their faces: Public library staff descriptions of providing consumer health information. *Reference & User Services Quarterly*, 45(2), 133-136, 140-146. URL: <http://www.jstor.org/stable/20864479>
18. Kuruppu, P. U. (2007). Evaluation of reference services – A review. *The Journal of Academic Librarianship*, 33(3), 368-381. doi:<http://dx.doi.org/10.1016/j.acalib.2007.01.013>
19. Tyckoson, D. A. (2011). Issues and trends in the management of reference services: A historical perspective. *Journal of Library Administration*, 51(3), 359-378. doi:<http://dx.doi.org/10.1080/01930826.2011.556936>
20. Budd, J. M. (2009). Academic library data from the United States: An examination of trends. *LIBRES: Library and Information Science Research Electronic Journal*, 19(2), 1-21. URL: <http://libres-ejournal.info/540/>
21. Professional competencies for reference and user services librarians. Retrieved from <http://www.ala.org/rusa/resources/guidelines/professional>

22. Luo, L. (2008). Toward sustaining professional development: Identifying essential competencies for chat reference service. *Library & Information Science Research*, 30(4), 298-311. doi:<http://dx.doi.org/10.1016/j.lisr.2008.02.009>
23. Shachaf, P. and Shaw, D. (2008). Bibliometric analysis to identify core reference sources of virtual reference transactions. *Library & Information Science Research*, 30(4):291-297. <http://dx.doi.org/10.1016/j.lisr.2008.04.002>
24. RUSA's Guidelines for Implementing and Maintaining Virtual Reference Service. Retrieved from <http://www.ala.org/rusa/resources/guidelines/virtrefguidelines>
25. Burroughs, J. M. (2009). What users want: Assessing government information preferences to drive information services. *Government Information Quarterly*, 26(1), 203-218. doi:<http://dx.doi.org/10.1016/j.giq.2008.06.003>
26. Nicholas, D., Watkinson, A., Rowlands, I., & Jubb, M. (2011). Social media, academic research and the role of university libraries. *The Journal of Academic Librarianship*, 37(5), 373-375. doi:<http://dx.doi.org.ezproxy.uky.edu/10.1016/j.acalib.2011.06.023>
27. Swoger, B. J. M., Hoffman, K. D. (2015). Taking notes at the reference desk: Assessing and Improving Student Learning. *Reference Services Review*, 43(2), 199-214. doi:<http://dx.doi.org/10.1108/RSR-11-2014-0054>
28. AASL's 21st Century Learner. Retrieved from <http://www.ala.org/aasl/standards-guidelines/learning-standards>
29. Julien, H., & Genuis, S. K. (2011). Librarians' experiences of the teaching role: A national survey of librarians. *Library & Information Science Research*, 33(2), 103-111. doi:<http://dx.doi.org/10.1016/j.lisr.2010.09.005>
30. Oakleaf, M. (2011). Are they learning? Are we? Learning outcomes and the academic library. *The Library Quarterly: Information, Community, Policy*, 81(1), 61-82. [:http://www.jstor.org/stable/10.1086/657444](http://www.jstor.org/stable/10.1086/657444)
31. Auster, E., & Chan, D. C. (2004). Reference librarians and keeping up-to-date: A question of priorities. *Reference & User Services Quarterly*, 44(1), 57-66. : <http://www.jstor.org/stable/20864288>
32. Vårheim, A. (2011). Gracious space: Library programming strategies towards immigrants as tools in the creation of social capital. *Library & Information Science Research*, 33(1), 12-18. doi:<http://dx.doi.org/10.1016/j.lisr.2010.04.005>
33. Hill, H. (2013). Disability and accessibility in the library and information science literature: A content analysis. *Library & Information Science Research*, 35(2), 137-142. doi:<http://dx.doi.org/10.1016/j.lisr.2012.11.002>
34. Alabi, J. (2015). Racial microaggressions in academic libraries: Results of a survey of minority and non-minority librarians. *The Journal of Academic Librarianship*, 41(1), 47-53. doi:<http://dx.doi.org/10.1016/j.acalib.2014.10.008>
35. Wang, H., Tang, Y., & Knight, C. (2010). Contemporary Development of Academic Reference Librarianship in the United States: A 44-Year Content Analysis. *The Journal of Academic Librarianship*, 36(6), 489-494. doi:<http://dx.doi.org/10.1016/j.acalib.2010.08.004>

36. Knibbe-Haanstra, M. (2008). Reference desk-dilemmas: The impact of new demands on librarianship. *Reference & User Services Quarterly*, 48(1), 20, 22-25. : <http://www.jstor.org/stable/20864986>
37. Josey, J. L. (1999). Diversity: Political and social barriers. *Journal of Library Administration*, 27(1-2), 191-202. [doi:http://dx.doi.org/10.1300/J111v27n01_13](http://dx.doi.org/10.1300/J111v27n01_13)