

# NEW COURSE FORM

## 1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: 4/6/11
- b. Department/Division: School of Library & Information Science
- c. Contact person name: Jeffrey T Huber Email: jeffrey.huber@uky.edu Phone: 859-257.2334
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: Spring 2012

## 2. Designation and Description of Proposed Course.

- a. Prefix and Number: LIS 622
- b. Full Title: Introduction to Information Services
- c. Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |             |          |                         |            |            |                         |            |          |              |           |
|-------------|----------|-------------------------|------------|------------|-------------------------|------------|----------|--------------|-----------|
| 3.0 Lecture | _____    | Laboratory <sup>1</sup> | _____      | Recitation | _____                   | Discussion | _____    | Indep. Study | _____     |
| _____       | Clinical | _____                   | Colloquium | _____      | Practicum               | _____      | Research | _____        | Residency |
| _____       | Seminar  | _____                   | Studio     | _____      | Other – Please explain: | _____      |          |              |           |
- f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES  NO
- If YES: Maximum number of credit hours: \_\_\_\_\_
- If YES: Will this course allow multiple registrations during the same semester? YES  NO

## i. Course Description for Bulletin:

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.

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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- j. Prerequisites, if any: LIS 601
- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both
3. Will this course be taught off campus? YES  NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply):  Fall  Spring  Summer
- b. Will the course be offered every year? YES  NO   
If NO, explain: \_\_\_\_\_
5. Are facilities and personnel necessary for the proposed new course available? YES  NO   
if NO, explain: \_\_\_\_\_
6. What enrollment (per section per semester) may reasonably be expected? 30
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES  NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO   
If YES, explain: \_\_\_\_\_
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found In Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES  NO   
If YES, name the proposed new program: \_\_\_\_\_
- b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: \_\_\_\_\_
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES  NO   
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

<sup>4</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

Course Prefix and Number: LIS 622

Proposal Contact Person Name: Jeffrey Huber Phone: 7-2334 Email: jeffrey.huber@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
SCIS Faculty	4/6/12	Jeff Huber 723341 jeff.huber@uky.edu	<i>JH</i>
DAN O'HAIR, DEAN	4/17/2012	DAN O'HAIR 1chair@uky.edu 218-0290	<i>Dan O'Ha</i>
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council	5/3/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

**Comments:**

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: LIS 622	Date: 3/22/2012
Instructor Name: O'Connor, Lisa G.	Instructor Email: loconnor@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>The course will make use of forums in BB for questions and discussion related to the course format and content. Optional synchronous meetings will also be offered. Online office hours will be offered once a week and by appointment, and students are encouraged to contact the instructor directly via email with additional questions. The syllabus states a 48 hour response time for email contact. The syllabus does conform to the Senate Syllabus guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Appropriate texts are utilized and course goals are stated explicitly. Assessment will be accomplished through similarly appropriate assignments such as papers, projects and course participation. Additionally, course will make use of online tools such as discussion boards, email, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

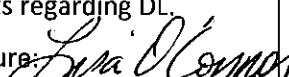
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	<p>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Since our program has long had remote students, we have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.</p>
<b><i>Library and Learning Resources</i></b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
<b><i>Student Services</i></b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations:             <ul style="list-style-type: none"> <li>o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)             <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> <li>o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>o Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>o DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Lisa O'Connor</p> <p style="text-align: right;">Instructor Signature: </p>

# LIS 622

## Introduction to Information Services

Instructor Information: Dr. Lisa O'Connor.  
Office Address: 335 Little Library  
Office Phone: (859) 257-5679 •  
Email: [loconnor@uky.edu](mailto:loconnor@uky.edu) (preferred method of contact)  
Office Hours (face-to-face and virtual via Adobe Connect): Tuesday 1-4

### *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.

Prerequisite: LIS 601

### *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 Materials and Course Technology*

Text: Bopp, Richard E. and Linda C. Smith. (2012). *Reference and Information Services: An Introduction*. 4th edition. Englewood, CO: Libraries Unlimited. ISBN: 1563086247.

For technological requirements for this course, see:  
<http://www.uky.edu/DistanceLearning/online/technical.php>

### *Student Evaluation*

Reference Source Review	10%
Practical Exercises	20%
Pathfinder	20%

Instruction Unit	20%
Final Examination	20%
Class Participation	10%

*Reference Source Review:* students will review a reference work using guidelines for writing reference source reviews published by the Reference and User Services Association. Reviews are typically 3 – 5 pages.

*Practical Exercises:* students will solve four sets of information problems using a variety of sources. 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 information problems 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.

*Pathfinder:* students will create a comprehensive information guide on a topic of interest to them (as negotiated with the instructor). This guide will provide an annotated list of reference sources, indexes, catalogs and other tools and instructional content on conducting research in the selected area.

*Instruction Unit:* students will plan for and record a short instructional unit on an appropriate topic (to be negotiated with the instructor) using one of the lecture capture technologies available to them. Units are expected to be approximately 10 minutes in length.

*Final Exam:* the final exam will combine practical information problems, short-answer questions on aspects of information services and 2 longer essay questions on issues in information services. The final exam will be administered online over the course of finals week.

### *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 virtually 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. For an online class, attendance is composed of attendance in online discussions. You are expected to participate several times throughout the week (see the participation grade rubric in the assignments section).

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, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.



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.

### *Other Course Policies*

**Submission of Assignments:** All assignments should be submitted electronically in Blackboard before midnight on the day they are due. Late submissions will be penalized 5% the first 48 hours and 10% for every week thereafter.

**Verification of Absences:** Students will 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.

### *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.

### *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.

### *Getting Help*

For assistance with course issues, including basic Blackboard help, please contact the instructor via email (preferred), by phone or in person.. She will respond within 24 – 48 hours.

For assistance with technological issues please contact information for Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>; 859-218-HELP).

For Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian
- (859) 257-0500, ext. 2171
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lib_id=16)

**Course Schedule:**

Week	Part I: Services	Part II: Sources	Bopp & Smith	Additional Readings	Assignments Due
1	Course Overview / History		1		
2	Information Needs Interview		3	Fagan & Desai RUSA Guidelines for Behavioral Performance	Exercise 1
3	Information Retrieval Strategies	Directories & Almanacs, Yearbooks and Handbooks	Scan 4 & 5 14 & 15	Chu Chapter 5	
4	Information Retrieval Strategies	Indexes	6 & 21	Chu Chapter 6	
5	Internet-based Retrieval	Biographical Sources	16		Exercise 2
6	Access-Related Information Services	Dictionaries	7 & 17		
7	Reference Collections: Selection & Evaluation		13	Harris; Liblicense; RUSA Guidelines for Writing Reviews	
8	Ethics	Encyclopedias	2 & 18	Ferguson & Weckert, Blanke, & Codes of Ethics	Exercise 3
9	Evaluation of Reference Services	Bibliographic Sources	10, & 20	Bunge; Huling; Ronan et al	Reference Source Review
10	Organizing, Delivering and Managing Information Services	Geographical Sources	11 & 19	Tyckoson; McKinzie; RUSA Professional Competencies	
11	E-Reference and Social Media	Government Documents	22	Katz; Breznay & Haas RUSA Guidelines for Virtual Services	Exercise 4
12	Planning for Instruction and staff development		8 & 9	Elmborg; ACRL Info. Lit standards	
13	Delivering Instruction and staff development		9 & 10		Information Guide (aka Pathfinder )
14	Information Services for Diverse Populations		12	Standerfer; Steffen; Shuman	
15	Keeping Up/ The Future of Reference				Instructional Unit
	Final Exam				

## Citations for Readings

Fagan, J.C. & C.M. Desai. (2002/2003). Communication Strategies for Instant Messaging and Chat Reference Services. *Reference Librarian*, 38(79/80), 121 - 155.

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

Harris, L. (2000). Deal-maker, deal-breaker: when to walk away. *Library Journal*, 125(1) NetConnect, 12-14.

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

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>

Ferguson, Stuart and John Weckert. (1998). "The Librarian's Duty of Care: Emerging Professionalism or a Can of Worms?" *Library Quarterly*. 68(4), 365-389.

Blanke. (1983). Is it ethical to help a student find a how-to-commit-suicide manual, and is that all you can do? (1983). *American Libraries*, 14(10), p643.

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>

Bunge, C. A. (1999). Gathering and Using Patron and Librarian Perceptions of Question-Answering Success. *Reference Librarian*, 31(66), 115- 140.

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## 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.

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