S501 Information Sources and Services  
(“Reference”)  
Spring 2016  

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As an adjunct, I do not have an office or office phone at IUPUI. Therefore, please contact me by email from inside this course tab. I will try to respond within 24 hours. In an emergency, please call the SoIC office, 317-278-4636.

Where and When  
This web-based course is delivered asynchronously via Canvas. There are no scheduled class meeting times but there are assignments and/or online posts due each week. Some assignments will require visiting a library near you in person. All course materials are grouped by week in the Modules tool. There are four written Assignments: 3 reference exercises and 1 annotated bibliography (the final paper). There are 10 graded Discussions (class participation) and a few other short, ungraded ones. Graded discussions involve small group Collaborations. Grades and feedback are available in the Grades tool.

I will correspond with you via the Messages (Inbox/Conversations) and Discussions tools. If you don’t already have your IU email forwarded to your personal email account, I recommend setting that up now, at least for the duration of this course. Information in S501 messages will help you succeed in this course.

I will also post Announcements at least once a week. You will receive those as messages, and can also see them when you go into the course tab. They will include any updates and instructions you need to know for participation and assignments. Please contact me right away if you have questions or concerns about any aspect of this class.

About This Course


• **Required resource:** The Purdue Online Writing Lab, a free web-based resource that shows you how to write citations. If you already own a recent edition of a style guide, use that instead of Purdue OWL. Choose APA, MLA, or Chicago style and use it consistently throughout the semester. You may also use citation software. IU offers several such tools for free download.
SOIC CATALOG DESCRIPTION: This course introduces students to the basic information sources and services among different types of libraries and information centers, including academic, public, special, and school media.

Learning Outcomes
*Students who successfully complete this course will be able to*
- articulate and model the key functions of the reference process using interpersonal techniques and questioning strategies
- conduct simple search strategies to provide reference assistance using a variety of formats, with emphasis on electronic resources
- identify and successfully use relevant reference sources to find answers to questions
- identify criteria used to compare and evaluate information sources
- apply principles involved in choosing sources for particular users in specific settings
- demonstrate professional understanding of the evolution of reference services and concepts due to technology and other influences

IU M.L.S. Outcomes
*Students who successfully complete this course will be able to*
- Understand the social, political, ethical, and legal aspects of information creation, access, ownership, service, and communication
- Anticipate emerging trends and respond proactively
- Analyze and identify the information needs of diverse communities of users
- Educate users and potential users to locate, use, and evaluate information resources and tools
- Communicate effectively to a variety of audiences

Professional Outcomes
*Students who successfully complete this course will be able to meet objectives related to the following M.L.S. Competences established by the American Library Association:*

**Foundations of the Profession**
1A. The ethics, values, and foundational principles of the library and information profession.
1I. The techniques used to analyze complex problems and create appropriate solutions.
1J. Effective communication techniques (oral and written).

**Information Resources**
2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
Organization of Recorded Knowledge and Information
3A. The principles involved in the organization and representation of recorded knowledge and information.

Technological Knowledge and Skills
4B. The application of information, communication, assistive, and related technology and tools consistent with professional ethics and prevailing service norms and applications.

Reference and User Services
5A. The concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
5B. Techniques used to retrieve, evaluate, and synthesize information from diverse sources for use by individuals of all ages and groups.
5C. The methods used to interact successfully with individuals of all ages and groups to provide consultation, mediation, and guidance in their use of recorded knowledge and information.
5D. Information literacy/information competence techniques and methods, numerical literacy, and statistical literacy.
5F. The principles of assessment and response to diversity in user needs, user communities, and user preferences.

Continuing Education and Lifelong Learning
7D. The principles related to the teaching and learning of concepts, processes and skills used in seeking, evaluating, and using recorded knowledge and information.

IU Principles of Graduate and Professional Learning
Students who successfully complete this course will be able to
• demonstrate mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
• think critically, applying good judgment in professional and personal situations
• communicate effectively to others in the field and to the general public
• behave in an ethical way both professionally and personally

Participation = Points
Because this class is held entirely online, participation is the key to your success. Check the course tab for S501 as well as your IU email often. Pay attention to correspondence from me that may affect your participation and assignments. Always be well prepared to participate in discussions and activities based on readings and assignments, as that is the way you will demonstrate mastery of the course objectives. You may lose points when you don’t participate in your group, don’t post in response to group summaries,
or don’t post or turn in an assignment on time. If you know you will be absent briefly, or if you have a short-term illness, please contact me as soon as possible about deadline extensions. If you need long-term accommodation of a medical condition or disability, contact Adaptive Educational Services (AES), aes@iupui.edu, 317-274-3241.

Be sure to allow time to work online. Because there is no face-to-face interaction, an online course requires a greater commitment to demonstrating your mastery of the course objectives in written posts and papers. It takes much more time to type than to talk! If you will be without web access for more than 72 consecutive hours, you may want to enroll in S501 in another semester. In order to do well in this course, it is absolutely necessary to stay on top of readings, discussions, and assignments.

Schedule and Due Dates

What you should do each week: Go to the Modules tool and read through the material for that week. Read the assigned chapter(s) from the textbook, and then look at the additional assigned resources, which are in a variety of formats. After you complete the required reading/viewing, read the instructions and work on the Discussion, if there is one. There are graded Discussion posts due in 10 of the 16 weeks. During those weeks,

1. Send your individual work to your group no later than Friday, using email or whatever communication tool your group chooses.
2. Group leaders should compile their group’s efforts (including the leader’s own individual contribution) and summarize it, highlighting areas of agreement or disagreement.
3. Then, with approval from their groups, group leaders should post the summary of their group’s work no later than Monday.
4. During the following week, every student should review the group summary posts and respond to at least one of them from a group other than your own by 5 p.m. Friday. The earlier in the week you post, the more interesting the discussions will be.

During the week, work on your assignments. A reference exercise is due approximately once a month beginning Monday, Feb. 8. Turn these in to me by uploading them in the Assignments tool. Look in the Modules to see what is required for each assignment, or go into the Assignments tool to see all instructions with due dates.

- All three exercises are due on Mondays before 11:55 p.m. Eastern Time. Your final paper, an Annotated Bibliography, is due by 11:55 p.m. Eastern Daylight Saving Time on Monday, May 2, 2016.

- Forum group work should be completed no later than Friday at 11:55 p.m. Eastern Time, with group leader posts due no later than Monday at 11:55 p.m. Eastern Time. Provide your work to your group leader as early in the week as possible. After all group leaders have posted their summaries on Monday, every student should respond to at least one of the posts from a group other than their own, no later than 5 p.m. the following Friday.
A key to success in this or any course is to plan ahead. Don’t procrastinate! Look ahead in the Modules and Assignments to anticipate upcoming exercises and fit course work into your personal schedule. Login often to keep up with posts and see any schedule changes. Work ahead as you are able.

Please always feel free to ask questions about any aspect of this course. After all, this course is all about asking questions and finding answers!

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<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READING/VIEWING</th>
<th>ASSIGNMENT DUE</th>
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<tbody>
<tr>
<td>Week 1: Jan. 11–17</td>
<td>Intro to reference services; reference ethics</td>
<td>Textbook chapters 1 and 18; other resources in Module</td>
<td>Forum: About Us (self-introduction) due Jan. 15 (required but not graded)</td>
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<td>Week 2: Jan. 18–24</td>
<td>The reference interview; new service models</td>
<td>Textbook chapters 2 and 22; other resources in Module</td>
<td>Forum 1: The nature of reference, due Jan. 22</td>
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<td>Week 3: Jan. 25–31</td>
<td>Basic search techniques</td>
<td>Textbook chapter 3; other resources in Module</td>
<td>Forum 2: Answering reference questions, due Jan. 29. Topic choice for Annotated Bibliography due Feb. 1</td>
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<td>Week 4: Feb. 1–7</td>
<td>Using the Web as a reference tool</td>
<td>Textbook chapter 13; other resources in Module</td>
<td>No Forum; work on your observation exercise.</td>
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<td>Week 6: Feb. 15–21</td>
<td>Bibliographic resources</td>
<td>Textbook chapter 4; other resources in Module</td>
<td>Forum 4: Bibliographic resources, due Feb. 19</td>
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<td>Week 7: Feb. 22–28</td>
<td>Indexes and full-text databases</td>
<td>Textbook chapter 8; other resources in Module</td>
<td>Forum 5: Indexes and databases, due Feb. 26</td>
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<td>Week 8: Feb. 29–March 6</td>
<td>Health, Law, Business resources</td>
<td>Textbook chapter 9; other resources in Module</td>
<td>No Forum; work on your online reference exercise.</td>
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<td>Week 9: March 7–13</td>
<td>Geography; government documents</td>
<td>Textbook chapters 10 and 12; other resources in Module</td>
<td>Online reference exercise due Monday, March 7. Forum 6: Special resources/gov docs, due March 11 (responses by 3/21)</td>
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<td>Week 10: March 14–20</td>
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<td>(Responses to Forum 6 due by March 21)</td>
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<td>SPRING BREAK</td>
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<td>Week 11: March 21–27</td>
<td>Biographical resources</td>
<td>Textbook chapter 11; other resources in Module</td>
<td>Forum 7: Geography and biography, due March 25</td>
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<td>Week 12: March 28–April 3</td>
<td>Reader’s Advisory (RA)</td>
<td>Textbook chapter 14; other resources in Module</td>
<td>Forum 8: RA, due April 1</td>
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Accommodations
In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Any student requiring accommodations because of any mental or physical condition that affects ability to learn and complete assignments should register with Adaptive Educational Services (AES), aes@iupui.edu, 317-274-3241. You must provide a copy of instructions from AES about the accommodations that have been approved for you.

Campus Course Policies
There are a number of campus-wide policies governing the conduct of courses at IUPUI. These cover attendance, academic policy, and personal conduct, and can be found by in the Campus Course Policies.

Grading
There are no tests in this course. Your achievement of the course objectives will be measured on your online participation and written work. I provide general feedback to the class in the Forums and individual feedback and grades to each student in the Grades tool. The total possible points you can earn = 200. There are grading rubrics associated with each graded Discussion and Assignment. Be sure to see those!

- Participation (10 Forums x 10 points each = 50% of the course grade)
- Reference exercises (3 exercises x 20 points each = 30% of the course grade)
- Final paper (40 points = 20% of the course grade)
- Optional extra credit exercise (up to 10 points possible)

You are responsible for providing complete citations in all written assignments for materials you consult, quote, or otherwise borrow ideas from (short citations are acceptable for assigned materials) as well as for those you offer as resources in answer to questions. For information about what constitutes plagiarism and cheating, and what the penalties may be, see the IU Code of Conduct.
Note that your Discussion score is based on three things: the quality of your participation in your group, as represented in your group's summary posts; your work as group leader; and the quality of your individual responses to the group summaries. Points may be lost for late or missing posts.

The course grading scale is:
- A 190–200 points
- A- 180–189 points
- B+ 170–179 points
- B 160–169 points
- B- 150–159 points

Note that to satisfy this core (required) course, your final grade must be B- or above.

IU Grading Scale

A Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.

A- Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.

B- Marginal work. Student performance demonstrates incomplete understanding of course materials.

C+ or below Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. Course may be used as an elective but not to meet a core requirement.

Incomplete: The instructor may assign an Incomplete (I) grade only if at least 75% of the required coursework has been completed at passing quality and holding you to previously established time limits would result in unjust hardship to you. All unfinished work must be completed by the date set by the instructor. Left unchanged, an Incomplete automatically becomes an F after one year.

Administrative Withdrawal: A basic requirement of this course is that students participate in all class discussions and conscientiously complete all required course activities and/or assignments. If a student is unable to attend, participate in, or
complete an assignment on time, it is the student’s responsibility to inform the instructor. If a student misses more than half of the required activities within the first 25% of the course without contacting the instructor, the student may be administratively withdrawn from this course. Administrative withdrawal may have academic, financial, and financial aid implications. Administrative withdrawal will take place after the full refund period, and a student who has been administratively withdrawn from a course is ineligible for a tuition refund.

IU CODE OF CONDUCT
All students are responsible for reading, understanding, and applying the Code of Student Rights, Responsibilities and Conduct and in particular the section on academic misconduct. Refer to The Code > Responsibilities > Academic Misconduct at http://studentcode.iu.edu/.