S501 Information Sources and Services ("Reference")  Fall 2014

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Please contact me by email using the Messages tool in this course tab. I will try to respond within 24 hours. In an emergency, please call the SOIC office.

Where and When
This web-based course is delivered asynchronously via Oncourse. 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 (click on the icon in the Oncourse tools at the left of your screen). Written assignments are uploaded to and graded within the Assignments tool. Discussions (class participation) are held in the Forums tool. Grades and feedback are available in the Gradebook tool.

I will correspond with you through the Oncourse Messages tool and in the Forums. If you don’t already have your Oncourse messages forwarded to your personal email account, I recommend doing that, at least for the duration of this course. You may find valuable information in those messages that 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 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
  o  Required resource: The Purdue Online Writing Lab, a free web-based resource that covers all three major citation styles—APA, Chicago, and MLA. Choose one and use it consistently.

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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 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
- 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 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 complete this course will be able to meet objectives related to the following M.L.S. Competences established by the American Library Association:
- 1. 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).
- 2. Information Resources
  - 2A. Concepts and issues related to the lifecycle of recorded knowledge and information, from creation through various stages of use to disposition.
3. Organization of Recorded Knowledge and Information
   - 3A. The principles involved in the organization and representation of recorded knowledge and information.
   - 3C. The systems of cataloging, metadata, indexing, and classification standards and methods used to organize recorded knowledge and information.

4. 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.

5. 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.

7. 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 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 = Attendance
Because this class is held entirely online, participation is crucial to your success. You will want to check the course tab for S501 as well as your IU email often. I recommend that you check once a day for messages and announcements 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. Failure to participate every week is the same as not being in attendance in the classroom. You may lose points when you don’t participate in your group, don’t post in response to group summaries, or don’t turn in an assignment on time.

**Be sure to allow time to work in Oncourse.** 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. If it helps to keep paper copies of anything in the Modules, just click on the little printer icons there to print out any part of the instructions.

**Schedule and Due Dates**

**What you should do each week:** Go to the Modules tool and read through the sections 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 Forum if there is one. There are graded Forum posts due in 10 of the 15 weeks. During those weeks,

- collaborate with your group no later than Friday, using email or whatever your group chooses;
- then, group leaders should post a summary of their group’s work no later than Sunday.
- During the following week, every student should review the 8 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 September 22. Turn these in to me by uploading them in the Assignments tool. Look at the Modules table of contents to see what is required each week, or go into the Assignments tool to see the full list of assignments 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 Time on Wednesday, December 10, 2014.**

- 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 Sunday at 11:55 p.m. Eastern Time. Collaborate in your group as early in the week as possible. After all group leaders have
posted their summaries on Sunday, every student should respond to at least one of the 8 posts from a group other than their own, no later than 5 p.m. the following Friday.

**The 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 to Oncourse 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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<tr>
<td>Week 1: Aug. 25–31</td>
<td>Intro to reference services now and in the future</td>
<td>Textbook chapters 1 and 21; other resources in Module</td>
<td>Forum: About Us (self introduction) due Aug. 29 (not graded)</td>
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<td>Week 2: Sept. 1–7</td>
<td>The reference interview; question strategies</td>
<td>Textbook chapter 2; other resources in Module</td>
<td>Forum 1: The nature of reference, due Sept. 5 Topic choice for Annotated Bibliography due by Sept. 8</td>
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<td>Week 3: Sept. 8–14</td>
<td>Basic search techniques</td>
<td>Textbook chapter 3; other resources in Module</td>
<td>Forum 2: Answering reference questions, due Sept. 12</td>
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<td>Week 4: Sept. 15–21</td>
<td>Using the Internet as a reference tool</td>
<td>Textbook chapter 13; other resources in Module</td>
<td>Work on your reference observation exercise.</td>
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<td>Week 5: Sept. 22–28</td>
<td>Bibliographic resources</td>
<td>Textbook chapter 4; other resources in Module</td>
<td>Reference observation exercise due Monday, Sept. 22 Forum 3: Internet answers, due Sept. 26</td>
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<td>Week 6: Sept. 29–Oct. 5</td>
<td>Ready reference, encyclopedias, dictionaries</td>
<td>Textbook chapters 5, 6, 7; other resources in Module</td>
<td>Forum 4: Bibliographies, due Oct. 3</td>
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<td>Week 7: Oct. 6–12</td>
<td>Indexes and full-text databases</td>
<td>Textbook chapter 8; other resources in Module</td>
<td>Forum 5: Ready reference, due Oct. 10</td>
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<td>Week 8: Oct. 13–19</td>
<td>Health, Law, Business resources</td>
<td>Textbook chapter 9; other resources in Module</td>
<td>Work on your online reference exercise.</td>
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<td>Week 9: Oct. 20–26</td>
<td>Geography; government documents</td>
<td>Textbook chapters 10 and 12; other resources in Module</td>
<td>Online reference exercise due Monday, Oct. 20 Forum 6: Special resources, due Oct. 24</td>
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<td>Week 10: Oct. 27–Nov. 2</td>
<td>Biographical resources</td>
<td>Textbook chapter 11; other resources in Module</td>
<td>Forum 7: Government documents, due Oct. 31</td>
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<td>Week 11: Nov. 3–9</td>
<td>Reader’s Advisory (RA)</td>
<td>Textbook chapter 14; other resources in Module</td>
<td>Forum 8: People and places, due Nov. 7</td>
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<td>Week 12: Nov. 10–16</td>
<td>Children and Young Adult (YA) reference</td>
<td>Textbook chapter 15; other resources in Module</td>
<td>Work on the partners reference exercise.</td>
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<td>Week 13: Nov. 17–23</td>
<td>Genealogy OR Citation searching</td>
<td>Choose one topic; all resources are listed in the Module</td>
<td>Partners reference exercise due Monday, Nov. 17 Forum 9: RA, Children &amp; YA, due Nov. 21</td>
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<td>Week 14: Nov. 24–30</td>
<td>Thanksgiving Break</td>
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<td>Work on your final paper.</td>
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<td>Week 15: Dec. 1–7</td>
<td>Information Literacy</td>
<td>Textbook chapter 16; other resources in Module</td>
<td>Course reflection/evaluation Forum 10: Genealogy; Citation search, due Dec. 5</td>
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<tr>
<td>Wednesday, Dec. 10</td>
<td>~~~</td>
<td>~~~</td>
<td>Annotated Bibliography due Wednesday, Dec. 10</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. Please notify the instructor during the first week of class of accommodations needed for the course. Students requiring accommodations because of a disability must register with Adaptive Educational Services (AES), aes@iupui.edu, 317-274-3241.

**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 clicking the Campus Course Policies link in the toolbar at the left of this page.

**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 Gradebook. The total possible points you can earn = 200.

- 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)

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. The style for presenting citations is up to you (such as Chicago, MLA, or APA), but please use one style consistently throughout your assignments.

Note that your Forums 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.
The assessment rubric for Forums:
9–10 Participation integrates assigned resources and individual study. Responses as group leader summarize group collaboration on exercises and reflect highlights and concerns raised. Individual comments on group posts build on classmates’ ideas and assigned readings in order to further discussion.
7–8 Participation may not always integrate assigned readings or individual study. Responses as group leader summarize group collaboration on exercises and reflect highlights and concerns raised. Individual comments on group posts build on classmates’ ideas in order to further discussion.
5–6 Participation may not reflect assigned readings or individual study. Responses as group leader summarize group collaboration on exercises but may not highlight all concerns raised. Individual comments on group posts offer opinions only without reflecting assigned readings and/or classmates’ ideas.
3–4 Participation may not always integrate assigned readings or individual study. Responses as group leader summarize group collaboration on exercises without highlighting all concerns raised. Individual comments on group posts are simple acknowledgements or comments (such as "Great post!" or “That's an awesome idea!”) that do not demonstrate understanding of the topics and do not further discussion.
0–2 Partial or missing posts or group participation.

The assessment rubric for exercises:
20 Presents accurate answers when required and demonstrates an understanding of efficient and effective techniques to negotiate questions and search for answers. Shows empathy for the user’s needs and point of view. Demonstrates careful analysis of appropriate resources. Uses appropriate citations when required.
15–19 Presents accurate answers when required and demonstrates an understanding of efficient and effective techniques to search for answers. May need to focus more on the user’s needs and point of view. May need additional attention on questions or on choosing resources. Most citations are appropriately constructed.
10–14 Presents inaccurate answers, and/or does not use the most effective search techniques. May need to focus more on the user’s needs and point of view. May need additional attention to questions or resources. Most citations are incorrect.
5–9 Does not follow assignment instructions, or fails to use appropriate citations, or fails to demonstrate mastery of the course objectives.
0–4 No exercise submitted, or exercise turned in late without prior permission.

The assessment rubric for the Final Paper:
40 Presents a complete, easy-to-understand description of the topic, intended user, and type of library where the bibliography may be used. Thoroughly but concisely explains the search techniques used to find relevant resources, highlighting the rationale for those choices and any access problems. Provides a balance of resource types and formats suitable to the topic. Follows all of the assignment instructions and provides accurate citations.
30–39 Presents an easy-to-understand description of the topic, intended user, and type of library where the bibliography may be used. Thoroughly explains the search techniques used to find relevant resources, but may not be concise, may not have a clear rationale for those choices, or may be missing some key resources. Provides a balance of resource types and formats suitable to the topic. Follows all of the assignment instructions and provides accurate citations.

20–29 Presents a topic that may be too broad or narrow, or has not targeted the appropriate user, or does not accurately identify where the bibliography could be used. Resources offered may not be well balanced or may not be relevant to the topic. There may be too much emphasis on too few sources of information, or more resources than necessary for the scope of the topic. Some citations may be inaccurate.

10–19 Does not follow assignment instructions, or fails to use appropriate citations, or fails to demonstrate mastery of the course objectives.

0–9 No paper submitted, or paper turned in late without prior permission.

The course grading scale is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>190–200 points</td>
</tr>
<tr>
<td>A-</td>
<td>180–189 points</td>
</tr>
<tr>
<td>B+</td>
<td>170–179 points</td>
</tr>
<tr>
<td>B</td>
<td>160–169 points</td>
</tr>
<tr>
<td>B-</td>
<td>150–159 points</td>
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</tbody>
</table>

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+ Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials.

C or below Unacceptable work.
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://www.indiana.edu/~code/.