

Louisiana State University

LIS 7002 Information Resources

SUMMER 2021- Session C

Instructor: Diane Gill, M.Ed., MIS

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Virtual Office Hours: Tuesdays from 1-2 pm (Central) via Zoom (starting 7/6). Link in Moodle site “Meet the Instructor”

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. For organizational purposes, weekly course content will be posted by Sunday evening; therefore, our weeks will run from Monday to Sunday. (Use the Q&A forums, in Moodle, for general course related questions) For other concerns you should contact me via email.

Your Responsibilities/Communication: You are responsible for knowing and understanding the information contained on this course website and for information distributed through class e-mails and the News Forum. SLIS and LSU will communicate with you exclusively through your LSU/PAWS e-mail. If you prefer to continue to use your personal email, you should forward all LSU email to that account. You must also forward all Moodle mail.

Required Textbook: Cassell, K.A., & Hiremath, U. (2020). Reference and information services: An introduction (6th ed.). ISBN:9781440875045. The textbook is available online at the [LSU bookstore](#) and [Amazon.com](#). Additional articles and readings may be required for this course. They will be provided in the weekly modules

Course Description: LIS 7002 Information Resources (3) Preparation for reference services; including the reference interview; selection and use of general, scholarly, and specialized reference resources in various subject fields.

Course Outcomes: Upon satisfactory completion of this course, you will be able to:

1. Identify and assess the characteristics and functions of various types of reference sources.
2. Use basic reference tools and searching techniques to answer a wide range of questions.
3. Conduct effective reference interviews.
4. Describe the relationships between user needs, information resources, and relevant information technologies.
5. Describe current issues and trends in reference services, including the impact of technology on user needs and reference interactions.
6. Evaluate reference services that address the needs of a diverse and changing society.
7. Understand the relationship between reference service and information literacy instruction.
8. Organize and interpret information intellectually and responsibly. (Locate, gather and report)

Course Requirements: To achieve course outcomes and learning objectives, students are expected to:

1. Commit at least 9 hours per week to this course in some combination of class attendance, readings, homework, and other assignments as specified in the syllabus. For a face-to-face class, this includes attending all classes regularly and punctually, in accordance with SLIS policy.
2. Turn in all assignments by the deadlines listed in the syllabus
3. Read the assigned texts and selected items from the professional literature
4. Complete assignments as outlined in the syllabus

Schedule of Module Topics

This is a list of the topics in order. Check the course website for specific dates, assignment due dates, and holidays.

Introduction: History, Function, Future, and Ethics of Reference Services

Module 1: Reference Interview & Instructional Strategies for Interview

Module 2: Models, Management, and Evaluation of Reference Services

Module 3: Reference Service for Children, Young Adult, and Diverse Populations

Module 4: Selecting, Evaluating, Licensing, and Managing Reference Sources

Module 5: Search Strategies & Information Sources and Uses

GRADING/PERFORMANCE EVALUATION

All assignments are due on the dates indicated in the Course Schedule. A grade of B indicates that the student has achieved the objectives and met the requirements for the course. A grade of A indicates that the student has exceeded the requirements and demonstrated a superior understanding of the principles and concepts involved. A grade of C indicates that the student has partially met the requirements, but demonstrates an incomplete understanding of the principles and concepts involved. A grade of D indicates that the work does not meet the requirements and demonstrates a lack of understanding. A grade of F indicates that the student did not meet any of the course requirements or objectives.

Students' grades will be based on the following components:

Class Discussions - 30%

Supports CLO#5, CLO#6, CLO#8

Students will contribute to discussion forums that are meant to help you better understand what you have read, by asking you to think deeper about a few important points. I do expect you to put thought into your answers and demonstrate that you have read the assigned material. However, I do not expect you to be "right," and I certainly don't expect lengthy essays. Original posts should comprise 1-2 paragraphs; you should write one substantive peer response for each forum. Your original response is worth 0 - 8 points. If you post, EARLY, Monday-Friday 11:55 p.m. you will earn up to 8 points. Original posts appearing on Saturday - Sundays will receive a maximum of 6 points. Consider both Early and Scheduled posts as acceptable/passing. Peer response is worth a maximum of 2 points; posts which say nothing more than some variation of "I agree", earn zero points. A post must add something original to the discussion in order to earn 2 points. You are welcome to answer additional posts however, only the first response is graded.

Reference Interview and Essay - 40%

Supports CLO#3, CLO#4, CLO#5, CLO#6, CLO#8

You will visit a library and engage with a reference librarian then document your experience. You will write at least a 750 word essay as indicated in the instructions for the assignment. This is not just an

opinion piece. You will reference at least two sources, including the textbook. File names should be YourLastName_Reference Interview Essay.. Files may be submitted in .rtf, .wpd, .docx. Do not submit as PDF. Remember that you must cite the source of your information, regardless of whether you quote, paraphrase or summarize. All assignments must be double-spaced, in 12-point font, with 1-inch margins on all sides.

Pathfinder/LibGuide - 50%

Supports CLO#1, CLO#2, CLO#04, CLO#6, CLO #7, CLO#8

A pathfinder or LibGuide is a reference and information literacy tool that is compiled by librarians for the purpose of assisting students and library patrons with finding appropriate, high quality materials and resources for research. In school and academic libraries in particular, the pathfinder is often used as a research aide to help students embark upon a research question, topic, or problem. Teachers and faculty members often collaborate with librarians to create effective pathfinders for students. Your Libguide must be user-friendly, appealing to your chosen target audience. In this project, I want you to think in terms of the library users you are seeking to provide this pathfinder, be they students (undergraduate, freshman, geology majors, graduate), faculty etc. As you design your pathfinder, you should be able to answer in the affirmative: Would this person/group actually use this pathfinder? Why? Keep in mind that the content and focus of your pathfinder's topic must be appropriate for your chosen audience. This means that you must give careful consideration for every resource you list/provide for your pathfinder/Libguide. Additional resources will be provided.

LSU GRADING SCALE

The following grading scale applies:

97%–100% = A+
93%–96% = A
90%–92% = A-
87%–89% = B+
83%–86% = B
80%–82% = B-
77%–79% = C+
73%–76% = C
70%–72% = C-
67%–69% = D+
63%–66% = D
60%–62% = D-
0%–59% = F

The average grade in the course is a “B” which indicates that the student has met the expectations and requirements for the assignment and the course. A grade of “A” or better, indicates that the student has exceeded the requirements and demonstrated a superior understanding and execution of the principles and concepts involved. Note simply completing assignments and submitting them on time does not guarantee a grade of A- or better.

MLIS students and students in the School Librarianship Certificate must earn at least a 'B' in this course, if not students must retake the course. Note that a 'B-' is not a 'B'.

Late Assignments

Forum posts must be submitted on time and will not be graded after the due date. For all other assignments, let me know in advance (before the due date) if you run into issues and are unable to submit work on time. With advance notice late assignments will be accepted up to three days past the deadline.

Submission of Assignments: Assignments should be submitted via Moodle drop box on the respective due date by 11:55 p.m. There are no opportunities to earn extra credit in the course. Here is a helpful [Time Zone Converter](#) if needed.

Course Policies

The following policies apply throughout your enrollment in this course:

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligations involve specific points of engagement in course activities and interaction with other course members. Your active engagement in discussion forums and other weekly activities constitutes your participation in this course. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your LSU email and the Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor. Contact the instructor in advance if you are experiencing major life events that will impede your progress.

Writing Standards

You are expected to produce assignments that meet writing standards appropriate for graduate-level work. Papers must be clearly written, free of grammatical and punctuation errors, and follow a logical flow of ideas. The iSchool offers support for writing, including tutors who can help review your work.

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation methods for all coursework. In this class, you will use American Psychological Association (APA) citation style. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the LSU Student Advocacy & Accountability page.

[Avoiding Plagiarism](#)

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA

Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the LSU Disability Services page and register for accommodations before you begin your course work.

If you notice that your course contains material that is not accessible, please contact your instructor directly to discuss accommodations.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read *The Core Rules of Netiquette* by Virginia Shea (1994) to understand the human aspect of online communication.

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual differences in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.

Center for Academic Success

Academic Success: The primary ingredients of your academic success are attending class, managing your time efficiently, taking good notes, and developing good critical thinking and communication abilities. LSU has a number of excellent resources that will assist you in developing these skills. The place to begin is the [Center for Academic Success](#). The CAS offers guidance on what learning strategies are best suited to your talents, tutoring in the basic subjects, and workshops on a variety of topics, from note taking to time management.

[Communication Across the Curriculum](#) assists students in developing the communication skills necessary for academic and professional success. CxC also offers online writing support to LSU students. Finally, with respect to professional success, the [LSU Olinde Career Center](#) can assist you with all aspects of the job search, from building a resume, writing a cover letter, and interviewing well to writing an effective thank you note, to ensure success in securing employment when you graduate from LSU.

Library Resource Tips

[Highlights of the LSU Libraries Website](#) : LSU Libraries offers incredible resources. Some of the ones that you may find helpful in this class and other classes are highlighted here.

Syllabus Status

While the syllabus provides the framework for this course and lists assigned readings, it's possible that items will be added or deleted throughout the term.