

# Users, Services & Resources (Info 506)

College of Computing & Informatics, Drexel University  
**Course Syllabus, Spring 2019**

Cross-listed sections 001 and 900  
Online and face-to-face

3675 Market, Room 1056, Tuesdays 3:30–6:20 p.m.

**Professor**  
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## Course Overview

This course introduces the principles and practices of providing effective information services for a variety of user communities. It develops practical skills in meeting users' information needs. It focuses on current methods of providing information services and instruction in different contexts and techniques for evaluating reference sources and services.

## Purpose within the program

This course is an introduction to the creation, selection, management and use of information sources and services to users. The course is required for MS LIS students in the College of Computing & Informatics. Students are expected to complete this course early in their program.

## Expected learning outcomes

Upon successful completion of this course, you will be able to:

- Assess and answer information users' questions with widely used information resources
- Apply basic design principles for usability, focused on the content and organization of information
- Evaluate information sources for quality, authority and usefulness
- Develop user instruction, such as teaching sessions and library guides
- Evaluate the provision of services that address the needs of a diverse and changing society

This course will also help you develop competence in the following areas:

- Core intellectual and practical skills
  - *Communication*: Employ an understanding of audience, purpose and context to communicate effectively in a range of situations using appropriate media.
  - *Creative and critical thinking*: Use divergent (e.g., novel ideas, thinking outside the box, brainstorming) and convergent thinking (e.g., critique, evaluation, quantitative and qualitative analysis, scientific reasoning) to generate strategies, approaches, or products.
  - *Information literacy*: Cultivate the skills and knowledge to access, evaluate and use information effectively, competently, and creatively.
  - *Self-directed learning*: Establish goals and monitor progress toward them by developing an awareness of the relevant personal, environmental and task-specific factors.
  - *Technology use*: Make appropriate use of technologies to communicate, collaborate, solve problems, and conduct research, as well as foster creativity and life-long learning.

- Experiential and applied learning
  - *Leadership*: Develop a vision, translate that vision into shared goals, and effectively work with others to achieve these goals.
  - *Professional practice*: Apply knowledge and skills gained from a program of study to the achievement of goals in a work, clinical, or other professional setting.
  - *Research, scholarship and creative expression*: Make meaningful contributions in their chosen field through inspired applications

## Course mechanics

### Course structure

This course has two sections under one roof: one online and asynchronous; and another that meets in person on Tuesdays. The course is organized into weeks, each running Monday to Sunday. Assignments are always due on Sunday by 9:00 p.m. Eastern.

The course makes use of Drexel Learn (a.k.a. Blackboard or BbL, [learn.dcollege.net](http://learn.dcollege.net)). There you will find the course materials (additional readings, lecture recordings, etc.). This is also where assignments will be submitted and where, for online students, discussion will take place.

### Contacting me

Student–instructor interaction is an important part of any course, and I am available to you. I want to help you succeed in this course, in your program at Drexel—and in life. Feel free to contact me with any questions, problems, discoveries, ideas or anything else. My **office hours are Wednesdays from 3 to 5 p.m. in my office, #1118 in 3675 Market**. I am also generally available before class. If you would like to meet another time, email me to set up an appointment.

Feel free to email me at any time. Note, however, that I do not often check email on nights or weekends. In our always-on society, it is important to set boundaries—firstly because healthy lives require off-time, but also because academic activities require uninterrupted periods of time for reading, writing and thinking. I hope you will join me in living with more balance.

**If your question is general and may be of interest to others in the class** (e.g., syllabus, readings, schedule, etc.), please post it on the *Raise Your Hand* Discussion Board so that others can benefit. With **personal or urgent questions**, you should email me directly ([tjg68@drexel.edu](mailto:tjg68@drexel.edu)). It would be helpful if you put “Info506” in the subject line. If you have a **technical question**, you will be better off contacting the IT Group. See <http://www.drexel.edu/irt/help/learn> or call (215) 895–1224.

### Time commitment

Students take this course early in the program and come from a range of backgrounds. Some are sophisticated computer users and some haven’t used a computer for anything beyond word processing. Some students have worked in a library, and some have not. Some are career changers, and some have recently earned their undergraduate degree. You would not have been admitted to the program if you didn’t meet the admission criteria, so I know everyone can do well. Almost everyone has the experience of reading, discussing and writing papers in their undergrad program. This course has some of that, but is a bit different; you also learn specific skills and technical language, which some students master more easily than others.

This is a graduate course in a professional school. It is estimated that the total workload (lectures, readings, assignments, notes, exercises) will take *12 to 15 hours per week*. Be prepared for a serious commitment of attention and effort. It will pay off.

# Policies

## Academic honesty, plagiarism and cheating

You are expected to conduct yourself in a respectful manner as befitting the university environment. This includes academic honesty. In this course, as with any Drexel course, cheating will not be tolerated. This includes plagiarism (using others' intellectual work without reference).

All work you submit must be your own work, with sources properly cited. Any plagiarism or other academic dishonesty will result in a sanction that may range from an F on the assignment to an F for the course, depending on the severity of the plagiarism. I am obligated to report incidents of cheating (including plagiarism) to Drexel administration. A student who is found in violation twice (even if in two different courses) will be expelled from the university. For more information, please refer to the Provost academic dishonesty policy at [http://www.drexel.edu/provost/policies/academic\\_dishonesty.asp](http://www.drexel.edu/provost/policies/academic_dishonesty.asp) or to resources regarding Student Conduct and Community Standards at [http://www.drexel.edu/studentlife/community\\_standards/overview/](http://www.drexel.edu/studentlife/community_standards/overview/).

If you are keen on avoiding unintentional plagiarism, the Drexel University Libraries offer several tutorials for avoiding plagiarism, which can be found at <http://www.library.drexel.edu/resources/tutorials/plagiarism/plagiarism.html>.

## Changes to the syllabus

I reserve the right to make changes to this course or its syllabus during the quarter if circumstances warrant such a change. Topics, readings and dates are subject to change, but only if necessary. Additional topics may be discussed as issues and ideas arise in the news and on the Discussion Board. All changes will be provided to students in writing as far in advance as possible.

## Dropping the course

If you are considering whether to continue your enrollment in the course, please refer to the Course Add/Drop Policy, the Course Withdrawal Policy, or other relevant policy made available by the Office of the Provost at [http://www.drexel.edu/provost/policies/course\\_drop.asp](http://www.drexel.edu/provost/policies/course_drop.asp) or <http://www.drexel.edu/provost/policies/overview/>.

## Student conduct

Drexel University adopted a student conduct policy requiring that all students have the responsibility to be aware of, and abide by, the University's policies, rules, regulations, and standards of conduct. The Student Conduct and Community Standards policy information is available in the Official Student Handbook at [http://drexel.edu/studentlife/community\\_standards/studentHandbook/](http://drexel.edu/studentlife/community_standards/studentHandbook/).

# Support and Recommendations

## Understanding your information landscape

To complete the assignments in this course, you will need to have access to the electronic resources available through the Drexel Libraries' website. As a future information professional, though, you'll want to go the extra mile to become acquainted with the wider information landscape. As soon as the term begins, you should:

1. Make sure you can use your Drexel ID to access the Drexel Libraries databases. Spend as much time as you can exploring the Drexel resources at <http://www.library.drexel.edu>. Make a point of trying to use some of the databases right away to ensure your Drexel ID works properly.
2. Make sure that you can receive messages from your Drexel email account or forward your Drexel mail to your preferred account.
3. Explore both the print and electronic reference resources in your local area. Do you have access to a large academic library? Large public library? Do you have local access to a print collection of library and information science journals? Look for *the Journal of the Association for Information Science and Technology*, *Library Quarterly*, *Library Trends*, *Library and Information Science Research*, *Journal of Academic Librarianship*, etc. (Note that, in any case, you have online access to these as e-journals through Drexel Libraries.) Talk to your local librarians about their challenges and how their work has changed in the last ten years.
4. Include bookstores and other information centers in your local explorations. You never know when an informal contact will lead to a potential job contact.

## **Research assistance**

Individualized advising on research and APA citing practice for your papers is available from your CCI librarian Tim Siftar at [siftar@drexel.edu](mailto:siftar@drexel.edu).

## **Technical support**

Get 24/7 technical support for Blackboard Learn at <http://www.drexel.edu/irt/help/learn> or by calling (215) 895-1224. For other technical support, Instructional Resources and Technology is the university hub for information and support for online accounts, including email, hardware and software. Please contact the IRT Help Desk through email at [consult@drexel.edu](mailto:consult@drexel.edu), phone at (215) 895-2020, or the online Problem Report Form at <http://www.drexel.edu/irt/help/report-problem/>.

## **Campus activities and community**

Find the Student Handbook, conduct and community standards, and the Counseling Center at <http://drexel.edu/studentlife/>. Consult this site for information on campus activities and student programs.

## **Coaching, mentorship and tutoring**

The Center for Learning and Academic Success Services (CLASS) serves as the organizing department for a variety of programs and services that promote coaching, peer mentoring and tutoring at Drexel. The Center is located on campus at the Creese Student Center (3210 Chestnut Street), Suite 050. Learn more at [http://drexel.edu/studentlife/student\\_family\\_resources/class/](http://drexel.edu/studentlife/student_family_resources/class/).

## **English help**

The English Language Center offers English language instruction and support services to students, especially international students. They are located at 229 N. 33rd Street. The telephone number is (215) 895-2022. Learn more at <http://drexel.edu/elc/>.

## **Support for equality and diversity**

Drexel University strives to promote an environment of equality of opportunity and compliance with University policies and federal, state and local laws prohibiting discrimination based upon race, color, religion, gender, marital status, pregnancy, national origin, age, disability and veteran status. Students, faculty, and staff with questions about or complaints concerning discrimination,

harassment, and/or retaliation should contact the Office of Equality and Diversity at (215) 895-1405 or <http://www.drexel.edu/oed/>.

### **If you have a disability or are facing other challenges**

Students requesting accommodations due to a disability at Drexel University need to request a current Accommodations Verification Letter (AVL) in the ClockWork database before accommodations can be made. These requests are received by Disability Resources (DR), who then issues the AVL to the appropriate contacts. For additional information, visit them at [drexel.edu/oed/disabilityResources](http://drexel.edu/oed/disabilityResources), or contact DR for more information by phone at (215) 895-1401, or by email at [disability@drexel.edu](mailto:disability@drexel.edu).

### **Free health services**

The Student Health Center is located at the University City Science Center (3401 Market Street), Suite 105B. The telephone number is (215) 220-4700. Learn more at [http://drexel.edu/studentaffairs/support\\_health\\_services/student\\_health\\_center/](http://drexel.edu/studentaffairs/support_health_services/student_health_center/).

### **If you are experiencing anxiety, depression or other issues**

The Drexel Counseling Center offers free and confidential counseling services provided by mental health professionals to graduate students. The Counseling Center is located at Suite 201 in the Creese Student Center at 3210 Chestnut St. The telephone number is (215) 895-1415. **For emergencies, or to reach an on-call counselor after regular business hours, please call (215) 416-3337.** Learn more at [http://drexel.edu/studentaffairs/support\\_health\\_services/cc\\_ucmc/](http://drexel.edu/studentaffairs/support_health_services/cc_ucmc/).

### **Career counseling**

CCI Career Services offers help with job placement, job postings, and credential services: <http://drexel.edu/cci/resources/current-students/career-services/>. More generally, the Steinbright Career Development Center (SDLC) offers individualized career counseling, career fairs, career programs and resume workshops. The office is located at 3201 Arch Street, Suite 250, Philadelphia, PA 19104. The telephone number is (215) 895-2185. Learn more at <http://www.drexel.edu/scdc/index.html>.

### **Participating in course evaluations**

Student evaluations are a required element of every course. Evaluation forms are completely anonymous. They are confidentially used to make improvements in the curriculum and teaching. They are also used by administration in evaluating faculty performance, and in decisions about promotion, tenure and retention. Please take part in course evaluations.

You will also be invited to take part in a separate, mid-term evaluation of the course. This is especially valuable as it will give me (anonymous!) feedback for improving the course while you are still in it, or for reinforcing the aspects of the course that you find helpful.

# Assignments and Grading

Your course grade is based on a total of 100 possible points. The contribution of each assignment to the final grade is:

Assignment	Percent of Grade
Reference services in four formats	30%
LibGuide project	40%
Weekly discussion	30%

## Assignments

There are two graded assignments. Assignment descriptions are posted in the Assignments area of the course site. There are also practice (ungraded) exercises that you will find useful. Assignments will be strictly graded and will require following directions. All assignments must be uploaded using the appropriate link on Blackboard. Please submit assignments as Microsoft Word or PDF documents.

You can find grading rubrics with the assignment descriptions. More generally, you will be graded according to the Universal Intellectual Standards published by the Critical Thinking Community. As such, your grade will depend on how well you responded to the requirements of the assignment (relevance), the quality of your argument (clarity, logic and fairness), your grasp of the subject matter (accuracy and precision), the depth of your analysis, and the effective use of the literature to support your arguments and observations (breadth). Moreover, I expect your work to be well-written (as befitting a graduate-level course); your grade will consider grammar, readability and spelling in addition to content. If you are interested in improving your writing, I recommend the book *The Sense of Style*, by Steven Pinker (2014).

## Discussion

Besides the assignments, the major substance of this course will be class participation. The area of information services is rich with topics for discussion. As a student, you will be expected to present, be prepared and participate each week. As a student in this course, you will be expected to show professionalism, open-mindedness, reflection, intellectual humility, careful preparation, punctuality, clear communication and, most especially, a willingness to learn. If you will miss a week, please let me know ahead of time. If you are ill or have another compelling reason to be absent for more than a brief period, please notify me as soon as you can.

Two general, ungraded forums on Blackboard will remain open throughout the term. The *Life Line* forum is a place to ask questions that would concern the entire class. Please only post questions that impact everyone in the class—for example, if there's something unclear about an assignment or you have a question about the schedule. Contact me directly by email if you have a question that pertains only to your personal concerns (such as you are going out of town for a week and will have limited computer access). The other general ungraded forum, *News & Notes*, is a bulletin board for upcoming events, interesting articles or news you find.

### Face-to-face students (section 001)

At each meeting, we will discuss that week's readings. This means you should have done (i.e., read, taken notes on and spent time thinking about) the required texts. **For each assigned reading, bring a discussion question to the class about that reading.** It may be a clarification question ("I didn't understand *x*! What does it mean?"), but generally I'd like you to bring a question to promote

discussion (“What did you all think about y? Do you agree with z?”). Your attendance and contribution to the discussion each week will suffice for your class participation grade. You do not have to contribute to the online discussion boards, but you are welcome to do so if you want. If you will be absent any week, you can participate in the online discussion instead.

### Online students (section 900)

Each week, you will take part in class discussions through the discussion boards on Blackboard, in which you will have the opportunity to discuss the weekly readings and to share related questions or observations with others. Each week, I will post prompts for discussion to get things started. **You should post at least three posts each week—one of these as an original topic question, and two as responses to others’ questions.** When you create your original topic, please give it a relevant title (e.g., in the form of a question), rather than something generic like “Smith Week 3 Discussion Topic.” You may contribute to each week’s discussion at any time during the week; but please do not wait till Sunday night to make your first contribution for the week, as doing so would be inimical to meaningful dialogue. Posts are expected to be substantive. They should reference class readings, including those from previous weeks, and they should incorporate your own analysis and perspective. I also expect each of you to take responsibility for relating what we discuss in class to your future (and/or present) career in the information professions.

Sometimes students wonder how many words a “substantive” comment should be. This is very difficult to answer because some students have a more concise writing style and sometimes will have more to contribute on a topic; however, the Grading Rubric below provides some guidance.

#### Rubric for Discussion Board Posts

Criteria	Excellent posts	Average posts	Poor posts
Synthesis of Ideas	Refers to readings and lectures, including those from previous weeks, demonstrating understanding by expanding upon them. Relevant examples from personal experience.	Refers only to readings assigned for the week in question or to personal experience. Offers minimal expansion on the topic.	No reference to assigned readings, no expansion on the topic. Posts show evidence of having not read (or not understood) readings and lectures.
Critical thinking	Sees principles within the readings and questions; connects ideas; finds ways to support or challenge the theories presented. Responds to and involves other students.	Summarizes, describes, or applies general information gathered from the readings to specific questions.	Provides basic, brief responses to questions asked, only based on facts found in readings or own experience. Fails to read posts by other students or instructor.
Quantity	More than three substantive posts per week.	Three posts.	Fewer than three posts.
Timing	Posts on at least two days during the week.	Meets deadlines, but generally waits to until late in the week.	Posts responses on Sundays, thus not truly entering the discussion. Misses deadlines.
Collegiality	Is respectful of other students and the instructor, even when there are disagreements.	Mixed.	Fails to consider how posts might be read by others. Takes offense where none is intended.

## Late work

Meeting deadlines is an important professional responsibility; grades for work submitted late without prior authorization will be lowered one full letter grade per week late. Work submitted more than three weeks late will not be accepted. Extensions may be granted on a case-by-case basis, so please talk with me about this if something comes up.

## Grades

You can expect to receive grades and feedback within a week of the assignment's due date. Grades for participation will be tallied at least every few weeks. Please let me know if you have any questions or concerns. Your final grade for the course is assigned as follows:

A+	98-100%	A – Excellent. Goes above and beyond. Original thinking. Creatively synthesizes class readings and discussions with additional readings, reflections and observations. Strongly supports arguments with evidence and citations.
A	94-98%	
A-	90-94%	
B+	87-90%	B – Good. Demonstrates understanding of the facts and concepts presented in class. Few misapprehensions. Most arguments are well-supported.
B	83-87%	
B-	80-83%	
C+	77-80%	C – Acceptable. Meets most expectations, but some material is misapprehended or ignored.
C	73-77%	
C-	70-73%	
D+	67-70%	D – Poor. Demonstrates faulty understanding of significant portions of course material.
D	60-67%	
F	0-60%	F – Failing. Deep misunderstandings, poor attention.

## Course Schedule

In this course, the weeks run Monday to Sunday. Assignments are due on Sunday at the end of the given week by 9:00 p.m. Eastern. Note that the face-to-face section meets Tuesday afternoons and all reading should be done prior to class.

Week	Dates (M–Su)	Meeting	Topic	Assignments
1	Apr 1–7	Apr 2	Intro. and Major Concepts	
2	Apr 8–14	Apr 9	User Groups and Info. Behavior	
3	Apr 15–21	Apr 18	Reference Interviewing	
4	Apr 22–28	Apr 23	Info. Literacy and Instruction	Reference service
5	Apr 29–May 5	Apr 30	UX and Creation Culture	LibGuide topic
6	May 6–12	–	Evaluation of Info. Services	
7	May 13–19	May 14	Structure of Info. Sources	
8	May 20–26	May 21	Info. Search Strategies	
9	May 27–Jun 2	May 28	Selection/Evaluation of Sources	
10	Jun 3–9	Jun 4	Future of Info. Services	LibGuide

## Readings

The required textbook for this course is: **Smith, L. C., & Wong, A. M. (Eds.). (2016). *Reference and information services: An introduction* (5th ed.). Santa Barbara, CA: Libraries Unlimited.** The book is available through the Drexel University Bookstore and online vendors such as Amazon. Be sure to get the *fifth* edition, as previous editions are very different and outdated.

Several other readings come from *Information Services Today* (Hirsh, 2015, 2018). Note that there are two editions of this book, and there are some major differences. Drexel has electronic access to the first edition. Another class, Info 505, requires the second edition. If you already have the book for Info 505, use the updated edition (pay attention to the footnotes in the reading list below!). Otherwise, feel free to use the first edition.

The rest of the course readings are journal and magazine articles, and are available digitally on the web (in which case URLs are given) or through the library. Rather than finding these on Blackboard, you'll use the library to retrieve these texts. This is good practice! As you retrieve these articles, think about your experience. What works well? What could be better? Go to <http://library.drexel.edu> and use the search function to begin.

## Week 1 (Apr 1–7)

### Introduction and Major Concepts

*Topics: Information, reference, history of information services in libraries.*

#### Readings

- Knox, E. J. M. (2016). Ethics. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 27–62). Santa Barbara, CA: Libraries Unlimited. (Chapter 2)
- Tyckoson, D. (2016). History and functions of reference service. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 3–26). Santa Barbara, CA: Libraries Unlimited. (Chapter 1)

## Week 2 (Apr 8–14)

### User Groups and Information Behavior

*Topics: Information seeking, needs, use and experience; information preferences of user groups*

*Assignment: Begin LibGuide tutorials this week!*

#### Readings

- Bates, M. (2010). Information behavior. In M.J. Bates & M.N. Maack (Eds.), *Encyclopedia of library and information sciences* (3<sup>rd</sup> ed.) (pp. 2381–2391). New York: Taylor and Francis.
- Brandt, M. (2016). Reference services for children and young adults. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 305–337). Santa Barbara, CA: Libraries Unlimited. (Ch. 11)
- Cooke, N. (2016). Reference services for diverse populations. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 338–366). Santa Barbara, CA: Libraries Unlimited. (Chapter 12)
- O'Brien, H., & Greyson, D. (2015). Information needs: Understanding and responding to today's information user. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 119–129). Lanham, MD: Rowman & Littlefield.<sup>1</sup>

## Week 3 (Apr 15–21)

### Interviewing for Information Retrieval

*Topic: Reference interview*

#### Readings

- American Library Association. (2012, November 15). Virtual Reference Companion. Available at <http://www.ala.org/rusa/vrc>
- American Library Association. (2013, May 28). Guidelines for behavioral performance of reference and information service providers. Available at <http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral>
- Green, S. S. (1993). Personal relations between librarians and readers. *Library Journal*, 118(11), 84–85.
- Kern, M. K., & Woodward, B. (2011). The reference interview. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 63–97). Santa Barbara, CA: Libraries Unlimited. (Chapter 3)
- Luo, L. (2016). Models of reference services. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 155–178). Santa Barbara, CA: Libraries Unlimited. (Chapter 6)

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<sup>1</sup> In the 2018 edition, this is chapter 4, “Diverse Information Needs.”

## Week 4 (Apr 22–28)

### Information Literacy and Information Instruction

*Topic: Information literacy, information instruction*

*Assignment: Reference service in four formats assignment due by Sunday night!*

#### Reading

Holliday, W. (2016). Instruction. In L.C. Smith & A.M. Wong, (Eds.), *Reference and information services* (5th ed.) (pp. 98-137). Santa Barbara, CA: Libraries Unlimited. (Chapter 4)

## Week 5 (Apr 29–May 5)

### User Experience and Creation Culture

*Topic: Designing and managing information services*

*Assignment: LibGuide topic due by Sunday night!*

#### Readings

Fontichiaro, K. (2015). Creation culture and makerspaces. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 192-198). Lanham, MD: Rowman & Littlefield.<sup>2</sup>

Quintel, D. (2016). LibGuides and usability: What our users want. *Computers in Libraries*, 36(1), 4-8.

Schmidt, A. (2015). User experience. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 175-183). Lanham, MD: Rowman & Littlefield.<sup>3</sup>

Stephens, M. (2015). Hyperlinked libraries. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 184–191). Lanham, MD: Rowman & Littlefield.<sup>4</sup>

## Week 6 (May 6–12)

### Assessment and Evaluation of Information Services

*Topic: Evaluating information services*

*Note: No face-to-face meeting this week*

#### Readings

American Library Association. (2007, December 11). Measuring and Assessing Reference Services and Resources: A Guide. Available at <http://www.ala.org/rusa/sections/rss/rsssection/rsscomm/evaluationofref/measrefguide>

Saunders, L. (2016). Evaluation and assessment of information services. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 212–243). Santa Barbara, CA: Libraries Unlimited. (Chapter 8)

Turner, D., & Gorichanaz, T. (2018). Collaborative connections: Designing library services for the urban poor. *The Library Quarterly*, 88(3), 237–255.

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<sup>2</sup> In the 2018 edition, this is chapter 18.

<sup>3</sup> In the 2018 edition, this has been replaced by chapter 14, of the same name but by Courtney McDonald. The chapters are different, to be sure, but reading either one will be fine.

<sup>4</sup> In the 2018 edition, this is chapter 14.

## Week 7 (May 13–19)

### Structure of Information Sources

*Topics: Classification schemes, controlled vocabulary & user tags, search engines, etc.*

#### Readings

Hall-Ellis, S. (2015). Organizing information: Technical services. In S. Hirsh (Ed.), *Information services today: An introduction* (pp. 139–148). Lanham, MD: Rowman & Littlefield.<sup>5</sup>

Introduction to the Dewey Decimal Classification (Click on “Resources for teachers and students” – “DDC23 introduction”: <http://www.oclc.org/en-US/dewey/resources.html>. Note: You may be asked for an ID and password. Click “cancel” and the page should open.

Library of Congress Classification: <http://www.loc.gov/catdir/cpsol/lcco/>

Rolla, Peter J. (2009). User tags versus subject headings: Can user-supplied data improve subject access to library collections? *Library Resources & Technical Services* 53 (3, July), 174–184.

## Week 8 (May 20–26)

### Search Strategies for Information Retrieval

*Topics: Search strategies for applied information retrieval*

#### Reading

Wong, M.A. (2016). Search strategies for online resources. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (413–436). Santa Barbara, CA: Libraries Unlimited. (Chapter 15)

## Week 9 (May 27–Jun 2)

### Selection and Evaluation of Information Sources

*Topics: Publication process, selecting and evaluating reference sources.*

#### Readings

Burke, R. (2016). Licensing electronic sources. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 396–412). Santa Barbara, CA: Libraries Unlimited. (Chapter 14)

Singer, C.A. (2016). Selection and evaluation of reference sources. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 367–395). Santa Barbara, CA: Libraries Unlimited. (Ch. 13)

## Week 10 (Jun 3–9)

### The Future of Information Services

*Topic: Trends in reference and information service*

*Assignment: LibGuide due by Sunday night!*

#### Readings

American Library Association. (2008). Professional Competencies for Reference and User Services Librarians. Available at <http://www.ala.org/rusa/resources/guidelines/professional>

VanScoy, A. (2016). Creating the future of reference service. In Smith & Wong (Eds.), *Reference and information services* (5th ed.) (pp. 837–852). Santa Barbara, CA: Libraries Unlimited. (Ch. 29)

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<sup>5</sup> In the 2018 edition, this was replaced by chapter 12, “Metadata, Cataloging, Linked Data, and the Evolving ILS,” by Mary K. Bolin. The chapters are quite different, but reading either will be fine for this course.