Course Syllabus

LI802XR

Info-seeking Behavior and Reference Services

Summer Semester 2015

Faculty: Matt Kurz
E-mail: mkurz@emporia.edu
Primary Phone: (864) 653-0013 (cell)
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: 5/29-30; 7/17-18

Important Dates for Summer 2015

5/18 First Day of Class  5/25 Memorial Day (ESU Closed)  5/26 Last Day to Add/Drop
7/1 Last Day to Withdraw  7/3 Independence Day (ESU Closed)  8/7 Last Day of Classes
8/11 Final Grades Due

Program Goal

The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

This course is an introduction to user-centered reference services and the application of theories of information behavior. Students are introduced to models of information seeking, retrieval and sharing; student accommodations for the selection, evaluation, and use of appropriate resources; information literacy, learning styles, and best practices in providing user-centered reference services. (Required) Prerequisite: LI 801 or concurrent enrollment. (Approved 3/9/2015)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Identify major models of information-seeking behavior as applied to the design, implementation, and evaluation of information services.</td>
<td>1, 6</td>
<td>1</td>
<td>5A, 6B, 7C, 7D</td>
</tr>
<tr>
<td>2 Describe individual differences, including learning styles, and their effects on user-centered reference services.</td>
<td>1, 5</td>
<td>1</td>
<td>5B, 5F, 5G</td>
</tr>
<tr>
<td>3 Identify, describe and evaluate the basic types of electronic and print information sources available in libraries and other information organizations.</td>
<td>2, 4, 5</td>
<td></td>
<td>2B, 4A, 4B, 5C, 5G</td>
</tr>
<tr>
<td>4 Discuss the components of information literacy and the related instructional methods strategies.</td>
<td>4, 5, 7</td>
<td>1, 2</td>
<td>5D, 5E, 5F, 7C, 7D</td>
</tr>
<tr>
<td>5 Apply instructional strategies for user-centered reference services.</td>
<td>4, 5, 6, 7</td>
<td>1, 2</td>
<td>5D, 5F, 7C, 7D</td>
</tr>
<tr>
<td>6 Create and deliver an instructional module related to a course topic.</td>
<td>4, 5, 7</td>
<td>1, 2</td>
<td>5D, 5E, 5F, 7C, 7D</td>
</tr>
</tbody>
</table>

Approved 3/9/15

Instructor Contact Information

My email address and phone number are included at the top of the syllabus. The Canvas module for each week’s lesson will include the specific dates, times, and locations in which I will hold office hours that week.

Office hours are those hours that I set aside exclusively for communicating with you, however you are welcome to contact me at any time through any means. During office hours I will endeavor to reply to you immediately. During other times, I will make every effort to reply within 48 hours. While I may not reply immediately outside of office hours, my goal is to be as accessible and responsive to you as I possibly can. I reserve the right not to respond to communication during evening hours or on the weekend (outside of office hours). My weekend is Sunday and Monday.
If you email me outside of Canvas, please always include the course number (e.g. LI802XR) in the email subject line. All of the email that I receive with that in the subject line goes into a special folder in my Outlook mailbox and these are the ones I always answer first.

**Required Readings**

**Textbooks**


**Additional Readings**

Additional required readings will be assigned for each weekly module. Some, but not all, are identified below and in the Tentative Course Schedule. Full citations will be made available to you through Canvas. I will provide you with copies of readings that are not available to you through the WAW Library's electronic resources. Those that are available through the WAW library I will expect you to find for yourself. I expect you to be proficient in the use of all WAW Library resources or to become so by asking a librarian for assistance.


Learning Activities

Learning activities encompass assignments (the larger of which are described briefly below) as well as other activities in which students are expected to participate both online and in our face-to-face class meetings. Each week I will post a lesson (module) in Canvas that includes readings and other course content materials, instructions for learning activities, and my office hours for the week.

In order to make the most of our face-to-face meetings, when it is feasible, I employ the "flipped classroom" teaching model. "The value of a flipped class is in the repurposing of class time into a workshop where students can inquire about lecture content, test their skills in applying knowledge, and interact with one another in hands-on activities" (Educause, 2012, sec. 1).


Assignments

In addition to providing opportunities for you to demonstrate your achievement of the course learning outcomes, assignments in this course are directly related to your development of your research literacy skills outlined in the four SLIM MLS core courses that will be taught by the instructor in partnership with an academic librarian. Research literacy is defined as the knowledge and skills library and information science professionals need to actively practice and instruct others to search, select, analyze, and use published research to make evidence-based claims and recommendations for best information practice.

The overarching research literacy goal for this course is Customization of Resources.
Research Literacy Threshold Performance Skills: Student will:

14. Know how to use indexes and databases to answer specific questions (e.g., law, health, education, business, government, lives of people, etc.),

15. Know how to identify, access, evaluation, and use bibliographic resources,

16. Know how bibliographic resources can be used for specific ready reference questions and in-depth research (with examples),

17. Know strengths and weakness (with examples) of Internet resources,

18. Know best formats (electronic and paper) for communicating specialized resources on an identified topic (to answer a range of questions) to a target audience (reference guides),

19. Accurately use APA rules for creating an academic paper or presentation.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathfinder &amp; Instruction Session</td>
<td>5, 6</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Webinar</td>
<td>3, 5, 6</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>All</td>
<td>Throughout</td>
<td>20</td>
</tr>
<tr>
<td>Weekly Learning Activities</td>
<td>1 – 4</td>
<td>Throughout</td>
<td>40</td>
</tr>
<tr>
<td>TOTAL Points</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Pathfinder & Instruction. Students will create a pathfinder and instruction session customized for a particular patron group.

Webinar. Groups of students will research and present a recorded webinar on an assigned type of reference resource in a specific topic/discipline. One or two webinars per week between 7/19 and 8/9/2015.
Participation. Participation consists of engaging in discussions (both online and face to face), collaborations, and other activities with your classmates in a timely, professional manner.

Weekly learning activities. Each learning module will include both required readings and learning activities designed to reinforce concepts from the reading.

### Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3: 6/1-6/7</td>
<td>The Reference Interview</td>
<td>Bopp &amp; Smith (2011) chapter 3 (38 pages)</td>
<td>Learning Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video &quot;The Not So Good Reference Interview&quot;</td>
<td></td>
</tr>
<tr>
<td>Session</td>
<td>Topics</td>
<td>Readings</td>
<td>Activities and Due Dates</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
</tbody>
</table>
Mann (2005) Preface (8 pages)  
Skim: Bopp & Smith Chapter 15 (30 pages)  
Watch classmates' webinars | Second weekend meeting  
7/17 & 7/18  
Webinars on Almanacs, Yearbooks, and Handbooks due |
Skim: Bopp & Smith (2011) chapters 13, 16, & 19  
Watch classmates' webinars | Webinars on Biographical sources and Geographical sources due |
Skim: Bopp & Smith (2011) chapter 21  
Watch classmates' webinars | Webinars on Indexes and on Abstracts due  
Pathfinder & Instruction Session assignment due |
| Week 12: 8/9 | Access-Related Reference Services | Bopp & Smith (2011) chapter 7 (30 pages)  
Skim: Bopp & Smith (2011) chapters 20 & 22  
Watch classmates' webinars | Webinars on Bibliographical sources, Government Information, and Statistical sources due.  
Peer review of 2 classmates' Pathfinder & Instruction session assignments due |

**Grading Criteria**

I will use a rubric to grade each assignment. Each rubric is customized for a specific assignment. The instructions for each assignment (available in Canvas) contain a description of the criteria upon which my evaluation of your work (your grade) will be based. My specific expectations for each criterion are contained in the rubric for each assignment. I strongly recommend that you review the rubric for each assignment before you begin the assignment.

My goal is to post the grades you earn for each assignment in Canvas within two weeks of the date upon which the assignment is due. I will provide grades and feedback on each assignment in the rubric in Canvas. By using the Canvas grade center I can keep you up to date on your progress in the class.
Writing

A note about writing: I have high expectations for your writing. It is hugely important in our profession that you are able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J). I expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, follow APA style, be presented in the correct format (e.g. report, essay, discussion post, and so on), and use the appropriate level of formality in its language. I expect you to be familiar with and apply all sections of the APA Publications Manual.

Formatting for written assignments will depend to some extent on the type of writing you are asked to do. All assignment files should include your last name and the name of the assignment, for example, Kurz_Policy Analysis.docx.

Late work.

I will penalize you 0.5 (1/2, one half) point per day for work turned in after the due date. Most assignments should be turned in by midnight on the due date. Canvas tracks the date and time that an assignment is turned in. I will use Canvas's time stamp to determine "lateness." You have the capability of setting your time zone in Canvas. Note that this means that work turned in on Monday at 12:15 am (fifteen minutes after midnight on Sunday night) is just as late as work turned in at 8 pm on Monday evening. My advice to you is if you're going to turn it in (whatever "it" happens to be) at 12:15 am, you're going to lose .5 point anyway so GO TO BED, get some sleep, and read through what you're turning in one more time with a clear head the next day.

SLIM Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100</td>
<td>A</td>
</tr>
<tr>
<td>90-95</td>
<td>A-</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>74-76</td>
<td>C</td>
</tr>
<tr>
<td>70-73</td>
<td>D</td>
</tr>
<tr>
<td>0-69</td>
<td>F</td>
</tr>
</tbody>
</table>

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required courses, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean upon satisfactory completion of the academic improvement plan.
If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

**SLIM Attendance Policy**

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to [http://www.emporia.edu/slim/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for more information.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.
Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

**Contact information for the Office of Disability Services:**
Office of Disability Services  
106 Plumb Hall  
Emporia State University  
1 Kellogg Circle / Box 4023  
Emporia, KS 66801  
Phone: 620/341-6637  
TTY: 620/341-6646  
Email: disabser@emporia.edu