Course Syllabus

LI813XO

Advanced Reference Services

Summer Semester 2016

Faculty: Lori Wamsley
E-mail: lwamsley@emporia.edu
Primary Phone: (541) 463-5824
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins 5/16
Weekends 6/3-4; 7/8-9

Important Dates for Summer 2016

5/16 First Day of Class
5/30 Memorial Day (ESU Closed)
5/22 Last Day to Add/Drop
6/29 Last Day to Withdraw
7/4 Independence Day (ESU Closed)
8/5 Last Day of Classes
8/9 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 offers an introduction to a wide variety of print and electronic reference sources and current issues in the provision of reference services. Students learn effective ways to select information retrieval tools and resources, develop search strategies, and evaluate search results. Evaluation of print and electronic sources is also addressed. Prerequisites: LI 801 & LI 802.

(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 Conduct a skillfully guided conversation with a patron that results in the identification and/or clarification of a specific information need.</td>
<td>PO 5</td>
<td>PV 1</td>
<td>5C</td>
</tr>
<tr>
<td>2 Employ advanced search strategies and advanced information retrieval skills to identify and select information resource(s) appropriate to the patron and complex information needs.</td>
<td>PO 4, PO5</td>
<td>PV 1</td>
<td>4A, 5B, 5C</td>
</tr>
<tr>
<td>3 Evaluate and assess information resources in terms of both content and functionality.</td>
<td>PO 4, PO5</td>
<td></td>
<td>4C, 5B</td>
</tr>
<tr>
<td>4 Recognize current issues in both reference and information resources discovery.</td>
<td>PO 4, PO5</td>
<td>PV 1</td>
<td>4D, 5G</td>
</tr>
<tr>
<td>5 Advocate appropriately for change within a library or information agency in response to current issues in reference and information resource discovery.</td>
<td>PO 5</td>
<td>PV 2</td>
<td>5E</td>
</tr>
</tbody>
</table>

Approved 1/14/2015

Course Overview

The course provides an introduction to a wide variety of print and electronic reference sources and current issues in the provision of reference and user services. Students learn effective ways to select information retrieval tools and resources, develop search strategies, and evaluate search results. Evaluation of print and electronic sources is also addressed.
Instructor Contact Information

See faculty email and phone number above.

Required Readings

Textbooks:


Articles:

About RUSA

RUSA Definition of Reference

RUSA Professional Competencies

RUSA Behavioral Guidelines

RUSA Guidelines for Information Services

ALA Code of Ethics

Bunge article - Ethics and the Reference Librarian

Sense & Reference blog - On Ethical Reference Service


The following readings will be assigned to students during the first class weekend:


**Recommended Readings**


**Learning Activities**

Students will conduct a variety of learning activities throughout the class to demonstrate their knowledge of the course learning outcomes. These learning activities will include reading, researching, evaluating, and presenting content, observation and written analysis, and participating in class activities (both online and face-to-face).

**Assignments**

Provide a summary of the assignments and their point values (with more detailed descriptions to be posted in Canvas).
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>N/A</td>
<td>May 20</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>2, 3</td>
<td>May 27 &amp; June 3</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>2, 3</td>
<td>May 27 &amp; June 3</td>
<td>50</td>
</tr>
<tr>
<td>Assignment 4</td>
<td>1</td>
<td>June 3</td>
<td>10</td>
</tr>
<tr>
<td>Assignment 5</td>
<td>1</td>
<td>June 10</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 6A</td>
<td>1</td>
<td>June 17</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 6B</td>
<td>1</td>
<td>June 17</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 6C</td>
<td>1</td>
<td>June 17</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 7</td>
<td>2, 3</td>
<td>June 24</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 8</td>
<td>4, 5</td>
<td>July 8</td>
<td>100</td>
</tr>
<tr>
<td>Class Participation</td>
<td>1, 2, 3, 4, 5</td>
<td>Throughout</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>450</strong></td>
</tr>
</tbody>
</table>

**Tentative Course Outline**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
</table>
| Module 2: 5/21-6/4 | **Reference Services, Materials & Ethical Issues** | Cassell & Hiremath, Chap. 1-12 & 17-18  
ALA Code of Ethics  
Bunge article - [Ethics and the Reference Librarian](#)  
Sense & Reference blog - [On Ethical Reference Service](#) | 5/27 Assignment 2 – Post Resource Type  
5/27 Assignment 3 Post Group & Database Choice  
6/3 – Assignment 2 Presentation  
6/3 Assignment 3 Presentation  
6/3 Assignment 4  
6/3-4 First Class Weekend |
<table>
<thead>
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<th></th>
<th></th>
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</thead>
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</tr>
</tbody>
</table>
| **Module 3: 6/5-6/17** | Reference Interview | Cassell & Hiremath, Review Chap. 2  
Assigned Article readings during first class weekend (see Canvas). | 6/10 Assignment 5  
6/17 Assignments 6A, 6B, 6C |
| **Module 4: 6/18-6/24** | Reference & Technology | Cassell & Hiremath, Chap. 13-16  
Recommended: Zabel, Chap. 13-19 | 6/24 Assignment 7 |
Recommended: Zabel, Chap. 1-12, 20 | 7/8 Assignment 8  
7/8-9 Second Class Weekend |
| **Module 6: 7/10–8/1** | Final comments/Wrap Up | No readings. | No assignments. |
Grading Criteria

Final grades will be assigned based on the points earned by each student at the end of the semester. Grading criteria is provided within Canvas for each assignment.

SLIM Grading Scale

<table>
<thead>
<tr>
<th>Percentage</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 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).

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