Course Information
Website: http://elms.umd.edu

Textbook and Reading

Additional readings will be posted on ELMS as required.

At the end of this class you will:
- Understand the nature and theory of individual and community information needs and how best to meet them through reference and information services.
- Become proficient at applying a variety of search strategies to effectively locate and evaluate relevant information from various print and electronic resources.
- Understand the current problems, trends, and issues in the field of reference and information services.
- Be able to characterize the role of information mediator in the broader information landscape in the 21st century.

Organization of the Course
This course consists of discussions, lectures, exercises and class activities. Students are expected to do all assigned readings, examine reference materials as assigned, to come to class prepared to discuss readings, assignments and to actively participate. Active participation includes, but is not limited to, being informed by assigned readings and demonstrating this by contributing to class or online discussions, asking relevant questions or challenging points raised in class and suggesting new ways of looking at things.

Distraction Policy
In order to get the most out of class and to show your respect for your classmates and the professor, you are asked to limit any distractions during class time. Distractions include social media, texts, phone calls, and other things that pull your attention away from class. All devices are to be set to silent (not vibrate) or turned off during class. If you must take a call during class (such as for emergencies), you are asked to leave the room to do so.

How We Will Work Together
On the first day of class we will decide together a list of guidelines on how we will work together and what we will expect of each other throughout the course of the semester. Since these class ground rules will be contributed by and agreed upon by the students themselves, it is expected that all students will adhere to these ground rules for the course of the semester. At any point a ground rule needs to be changed or otherwise reevaluated, the entire class will weigh in with majority ruling. The professor has veto power and will use it sparingly.

Student Expectations & Academic Integrity
As graduate students and adults, you are expected to fully participate in all class activities. Although grades are an important indication of the effort that you put into a class, a good grade should not be the end goal of a course. Instead, the goal should be to internalize the skills and concepts covered in the course and learn to apply them to real-world settings – both current and future.
Unlike some undergraduate courses, you should not expect that I will re-hash all of the same material contained in the readings. Instead, it will be used as a starting point for a discussion that will only be meaningful if everyone is well prepared for class and has read and thought about the material ahead of time. You should be prepared to answer questions about the assigned readings and participate in activities related to them.

I highly encourage all of you to introduce the class to your own experiences and relevant readings and continue conversations and debates concerning the course content outside of the classroom, in our course website, the mode decided on in class the first day, and in the halls. It is your responsibility to take ownership of your own learning, seek new conversations with new people, and ask questions whenever possible. While I will try to ensure that everyone has a successful class, it is up to each student to take responsibility for their own learning and make sure they have what they need to be successful.

If you have any recommendations on how to improve the class, I am always interested in your feedback. You can speak to me after class, call, email, or schedule an appointment to talk.

In addition to taking control of your own learning, I expect nothing but the best from all of you as far as academic integrity is concerned. The student-administered University Honor Code and Honor Pledge (http://www.president.umd.edu/policies/iii100a.html) prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures. You are graduate students and adults and I expect none of you to violate the Honor Code. Action will be taken if I suspect the Code has been violated.

Students with Disabilities
Please let me know at the beginning of the semester if you have any kind of physical or learning disability that will affect your coursework. I am happy to work out appropriate accommodations for you through the University’s Disability Support Services (301-314-7682, http://counseling.umd.edu/DSS).

Weather
When the University closes due to inclement weather we will not meet on campus. See the campus website or call the snow line (301-405-SNOW) if there is a question. I will email the class to clarify any changes in assignment due dates and re-scheduling.

Assignments & Grading
Each student begins the course with a grade of 0. During the semester students will earn up to 100% by satisfactorily completing all assignments, coming to class, and participating thoughtfully. The breakdown of points available for earning is listed in the table to the right: Additional point breakdowns and earning potential are provided with each assignment.

Late Assignments & Grading Procedures
Assignments must be turned in on time since we will typically be discussing them as a class once they are submitted. A hard-copy of written assignments will be turned in at the beginning of class on the day they are due, unless otherwise indicated. If there are extenuating circumstances that make it impossible to turn in an assignment, it is your responsibility to let me know before the due date so that we can make alternate arrangements if possible.

If you believe an assignment has been graded unfairly or have questions about your grade, you may send me an email outlining the reasons why you believe the assignment grade was inappropriate. I will re-grade the assignment taking into consideration your additional comments. However, this does not assure that the grade will increase. In fact, I will grade it as consistently as possible to those that I have graded from other students, making it possible for the grade to go up or down.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Attendance</td>
<td>10</td>
</tr>
<tr>
<td>#1 Library Autobiography</td>
<td>5</td>
</tr>
<tr>
<td>#2 Interpersonal Communication</td>
<td>25</td>
</tr>
<tr>
<td>#3 Search Process Project</td>
<td>20</td>
</tr>
<tr>
<td>#4 Webliography</td>
<td>10</td>
</tr>
<tr>
<td>#5 Slam the Boards / Wikipedia Portfolio</td>
<td>15</td>
</tr>
<tr>
<td>#6 Group Bibliographic Instruction</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Written Work

These guidelines must be followed for all assignments and papers. Papers that do not meet these standards will be returned to the student for resubmission before grading. Remember to proofread your papers before handing them in.

- Papers will be prepared in accordance with MLA citation and style. Additional information with sample citations for citing print as well as electronic sources is provided at [http://owl.english.purdue.edu/owl/section/2/11/](http://owl.english.purdue.edu/owl/section/2/11/). Noted exception: URLs MUST be provided for all citations of web resources included in any assignment.

- Assignments are to be typed, double spaced with 1” margins on all sides of the paper. Use Times New Roman or Helvetica / Arial in 12 point black font. All pages must be numbered according to the MLA format.

- Review your work before turning it in! All papers are to be free from spelling, grammatical and typing errors.

- Assignments are to be handed in as hard paper copies at the beginning of class. Late papers will be marked down one letter grade unless the student has obtained prior permission of the professor (in the case of illness, etc.) Assignments will also be uploaded to ELMS in PDF format on the day they are due in the event that a piece of written work is lost, regardless of fault. No e-mailed papers will be accepted unless prearranged with the professor.

- Put a single staple in the upper left-hand corner – no plastic covers or folders will be accepted.

- All material quoted or paraphrased from another source must be properly cited.

Attendance

Your attendance in this class every week is extremely important as much of the learning that will occur is based on in-class activities and discussion. As such, attendance will be taken and will influence each student’s class participation grade. Students will earn one point towards their final participation grade for each class they attend.

Life does happen and allowances can be made for special circumstances beyond the student’s control. Students are asked to contact the professor as far in advance as they can when they know or suspect they may be unable to attend a class; a simple email or text takes a few moments and will help the student avoid being marked absent. See the University’s attendance policy for more information: [http://www.umd.edu/catalog/index.cfm/show/content_section/c/27/ss/1584/s/1540](http://www.umd.edu/catalog/index.cfm/show/content_section/c/27/ss/1584/s/1540)

Student Agreement

Attendance at this class signifies that the student has agreed to abide by and adhere to the policies and regulations as specified in this syllabus. It is understood that the professor may adapt or change this syllabus and the assignments contained within it according to circumstances that may arise during the course of the class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments Due</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 24</td>
<td>Class Orientation, Design &amp; Introductions</td>
<td>#1: Your library autobiography</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan 31</td>
<td>History &amp; Future of Reference Service; Information Seeking Behaviors</td>
<td></td>
<td>preface, 1, 20, 21</td>
</tr>
<tr>
<td>3</td>
<td>Feb 7</td>
<td>Reference Interaction &amp; Customer Service</td>
<td></td>
<td>2 &amp; 3</td>
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<tr>
<td>4</td>
<td>Feb 14</td>
<td>Searching 1: Databases &amp; Bibliographic Control</td>
<td></td>
<td>4 &amp; 3</td>
</tr>
<tr>
<td>5</td>
<td>Feb 21</td>
<td>Searching 2: Selecting and Evaluating Resources; Using the Internet for Reference. Guest Speaker: Bill Pardue</td>
<td>#2 Interpersonal Communication in Reference Interview</td>
<td>13, additional on ELMS</td>
</tr>
<tr>
<td>6</td>
<td>Feb 28</td>
<td>Business, Science, Technology, &amp; Health Resources. Guest Speaker: Andrea Snyder</td>
<td>Subject for #3, Choice for #6</td>
<td>9 (minus law), additional on ELMS</td>
</tr>
<tr>
<td>7</td>
<td>Mar 7</td>
<td>Encyclopedias, Dictionaries, &amp; Almanacs</td>
<td></td>
<td>5, 6, 7</td>
</tr>
<tr>
<td>8</td>
<td>Mar 14</td>
<td>Law &amp; Government Resources. Guest Speaker: Catherine McGuire</td>
<td></td>
<td>pgs 190 - 194, chapter 12</td>
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<td></td>
<td>Mar 21</td>
<td>SPRING BREAK - NO CLASS</td>
<td></td>
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<tr>
<td>9</td>
<td>Mar 28</td>
<td>Geographic, Biographic &amp; Humanities Resources</td>
<td>#3 Search Process Project</td>
<td>10 &amp; 11</td>
</tr>
<tr>
<td>10</td>
<td>Apr 4</td>
<td>Information Literacy &amp; Transliteracy</td>
<td></td>
<td>readings on ELMS</td>
</tr>
<tr>
<td>11</td>
<td>Apr 11</td>
<td>Services to Teens &amp; Young Adults; Readers Advisory</td>
<td>#4 Webliography</td>
<td>14 &amp; 15</td>
</tr>
<tr>
<td>12</td>
<td>Apr 18</td>
<td>Managing &amp; Assessing Services; Copyright, Document Delivery &amp; Repositories. Guest Speaker: Mark de Jong</td>
<td></td>
<td>readings on ELMS</td>
</tr>
<tr>
<td>13</td>
<td>Apr 25</td>
<td>Group Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>May 2</td>
<td>The Future of Reference Services; Wrap up &amp; Next Steps. Guest Speaker: Andy Woodworth</td>
<td>#5 Portfolio</td>
<td>17, 18, 19; additional on ELMS</td>
</tr>
<tr>
<td></td>
<td>May 9</td>
<td>NO CLASS - MARYLAND LIBRARY ASSOC CONFERENCE!</td>
<td></td>
<td>HAVE A GREAT SUMMER</td>
</tr>
</tbody>
</table>
Assignment #1: Library Autobiography

Your assignment will be uploaded to ELMS. Bring a paper copy to class with you as well.

The purpose of this assignment is to provide the instructor with a better understanding of your writing style and your personal goals and passions. Your job in this paper is to write your “library autobiography” covering how you have come to where you are and why. There is no specific subject criteria for this paper but to get you started, you might consider addressing some of the following questions:

1. What is your earliest memory of libraries and how has it affected your decision to become involved in the library field?
2. What brought you to pursue your MLIS?
3. What is your ideal library / information job?
4. What do you see as the future of libraries?
5. What are you passionate about?
6. If there was one thing you could change about libraries / the library profession, what would it be?
Assignment #2: Interpersonal Communication in the Reference Interview

The purpose of this assignment is to provide the student with some experience with reference interactions from the user's perspective. In this assignment, each student will formulate a reference question that is based upon a previous assignment or experience to which the student already knows the answer. The student will then choose four (4) different libraries having a reference department or librarian-staffed virtual reference service and will ask the same question 4 times (one time at each library) as a “surrogate user” in four different ways: in person, by phone, by e-mail and by chat. You will pick one mode for each library, covering all four modes in total. An analysis of the interactions will result in a paper of 5-7 pages double-spaced.

Your analysis should look first at each interaction separately with separate subheadings (e.g. Interaction 1: Face to Face) to see if all the components of a good reference interview are present. The second part of your analysis should be a comparison of both the efficiency of the format (e.g. did you get the correct answer in a reasonable time frame) and the quality of the interpersonal interaction (e.g. how did the interaction make you feel about the way the librarian regarded you as a user). Your emphasis should be on the interpersonal communication and not on the answer provided. The final part of your analysis should be a personal reflection on which format you most liked and why. You are expected to include a short bibliography of sources used.

Note: if using more than one Maryland public library, be aware that the public libraries in Maryland are grouped into county systems; please do not use the same county system twice for this assignment.

Grading: Students will earn up to 25 points for this assignment as follows:

One point will be earned for each of the following:

- four different libraries were used for data
- all four modes were analyzed
- the paper is between 5-7 pages
- there were no mistakes and errors (spelling, grammar, etc)
- MLA formatting was used and the citations are correct
- presentation is good (clean pages, attention to margins, typeface, stapled, etc)

Up to two points per mode discussed (f2f, tele, chat, email) will be earned for each of the following:

- thorough and thoughtful analysis of the reference interview (up to 8 points possible)
- discussion of efficiency and quality of the interpersonal interaction (up to 8 points possible)

Up to three points will be earned for your personal reflection as to which format you preferred and why.

A paper that receives all 25 points for this assignment will have followed the directions as to what is included, provide thoughtful analysis as to the implications of the things experienced, and uses an objective scholarly voice.
Assignment #3: Search Process Project

This assignment is designed to give the student experience using indexes and full-text databases. You are to search for journal articles (no books, newspapers or websites) on your approved topic as if you were doing a 20-30 page term paper on the topic of your choice. Your topics will be due to the professor by February 28th. Acceptable journal indexes and full-text databases include the multidisciplinary indexes and databases and subject indexes listed in chapter 8.

1. Identify 15 of the best articles, the ones you would obtain and read for this mythical paper. All articles should be from quality journals and at least 3 pages in length. List them in a bibliography using MLA style.

2. Describe the process you used to locate the articles. How did you approach the search and what was your strategy? Did you ask for help? Was the help “helpful”? Would you approach the search in the same way were you to do it over? How were the databases set up? Jargon used? Technical aspects confusing? Include an analysis of how the things you used, issues you encountered has an effect on searching.

3. Provide an annotated bibliography (MLA style) of the indexes/databases that you used. Describe the content of each index/database and the dates of coverage. Annotated bibliographies include three parts: a summary of what the item is/what it does (scope, etc), an assessment as to the resource’s usefulness, reliability, perhaps a comparison to similar resources and a quick reflection on the resource (helpfulness, ease of use, etc).

Grading: Students will earn up to 20 points for this assignment as follows:

One point will be earned for each of the following:

- there were no mistakes and errors (spelling, grammar, etc)
- MLA formatting was used and the citations are correct
- presentation is good (clean pages, attention to margins, typeface, stapled, etc)
- 15 articles of at least 3 pages in length are used.

Up to ten (10) points will be earned for a thorough and thoughtful analysis of the process and implications thereof (Part 2).

Up to six (6) points will be earned for a correct and thorough annotated bibliography (Part 3).

A student that earns all 20 points will have not just explained their process for Part 2 but also discussed the implications of what they found or learned and provided a thorough annotated bibliography.
Assignment #4: Webliography

Use the same topic you used for Assignment #3: Search Process Project and develop a webliography of resources available through the free web. Sites may be obtained by using several search engines, meta-search engines and subject directories. Suggested search engines include Google (www.google.com), Yahoo! (www.yahoo.com), MSN Search (www.msn.com), Bing (www.bing.com) and Ask (www.ask.com). Suggested meta-search engines include Dogpile (www.dogpile.com), and Yippy (formerly Clusty) (search.yippy.com). Suggested subject directories include Infomine (http://infomine.ucr.edu) and IPL2 (formerly the Librarians Index to the Internet (www.ipl.org). Any search engines listed in chapter 13 are also acceptable.

Create a listing 7-10 of the best websites you found using the evaluation criteria in chapter 13. Use commercial sites (.com) only if absolutely necessary.

On the top line state your topic and your name followed by a brief paragraph of introduction to the topic. Then, in alphabetical order, list the web site names using MLA format (please include a URL to the site or page you are specifically referencing) and a brief description with short evaluative comments as to why this is an authoritative resource for your topic.

Frame your assignment and evaluative comments in the context of recommending your selected sources to a library customer. Example: “This site provides five useful worksheets for financial planning.” versus “I chose this site because of it’s useful tools.”

Do not print out web pages and hand them in.

Grading: Students will earn up to 10 points for this assignment as follows:

One point will be earned for each of the following:

- There were no mistakes and errors (spelling, grammar, etc)
- Noted formatting, audience, & resource lists was adhered to, citations are correct

Four (4) points will be earned for each of the following:

- the quality of the websites
- the evaluation of the resources

A student that earns all 10 points will have paid attention to their audience, provided high quality resources for their topic and included objective evaluative comments for each resource.
Assignment #5: Group Presentations

The purpose of this assignment is to give students experience preparing and presenting a user instruction session as well as creating a relevant pathfinder.

Students will work in teams for this project; teams will be assigned by the professor. Students will choose a topic and identify an audience for their presentation. For example: “information literacy for college freshmen” or “finding reliable health resources for women diagnosed with breast cancer” or “understanding personal digital archives for senior citizens” or “job seeking for low income job seekers.” Teams can choose whatever topic or user group they’d like but approval must be gained from the professor before starting (date tbd).

Deliverables:

- 1-2 page paper explaining audience and goals of user instruction
- [x] minute presentation (tbd depending on class and group size)
- 1 page pathfinder (can be in physical or digital form)

The Paper
Each student will write a 1-2 page paper on the information seeking behaviors of the audience they chose for their user instruction presentation. Paper will include a brief lit review, analysis of the implications of the chosen group’s information needs, and discussion of why the group chose to do the presentation and pathfinder the way they did. [This paper is new to this assignment and is being tested for inclusion in the new core 602 curriculum.]

The Presentation
Each group of [x] students will have exactly [x] minutes to present an instruction session to their classmates on the use of library and internet resources on the group’s topic.

You will be evaluated on both group and individual presentation skills, audience engagement, comfort level, creativity and time management abilities. To ensure that everyone is able to present, each group will be cut off at the time limit. Don’t be afraid to make your audience’s learning fun.

Make sure that your presentation is built around the information needs/behaviors of your chosen audience.

The Pathfinder
Each group will create a one page pathfinder consisting of at least 10 resources including databases, books, journals, and internet resources. Groups are encouraged to be creative with the layout and presentation of their pathfinder. Pathfinders can be in physical or digital form.
Assignment #6: Portfolio

Students will choose between the Slam the Boards and Wikipedia Portfolios. Choice is due by February 28th.

Option 1: Slam the Boards Portfolio

The purpose of this assignment is to give you practical experience answering questions from the public. After the presentation by Bill Pardue (February 21st), you are to select an information sharing site (such as Quora, Yahoo! Answers, or similar sites) to answer at least fifteen (15) questions during the course of the semester. Slam the Board days are the 10th of every month but you should plan on answering questions as the semester progresses and not just on these advertised days in order to meet the minimum answer requirement without stressing yourself out. The time it takes you to answer a question depends on the difficulty of the question, your knowledge of the subject, and your ability to find answers.

At the end of the semester, a portfolio of your work is due. Students may decide to copy and paste questions and answers into one document, print their work straight from the internet as they go along, or any other format they choose (with permission). Previous students have also opted to create a website or start a blog for this assignment. Sites used, the username used to answer questions, and the day/time of questions answered will be required if students cut and paste their information into a separate document to assure authenticity.

In addition to the questions answered, students are required to note their learning or thoughts about each question they work on. This self-evaluation can include things like what trouble they ran into, what was unexpected, what they might have done better, etc.

Tips for completing the project:

- Don’t always pick up the easy questions you know you can answer- you will learn the most trying to answer questions you have to figure out on the fly. You can do this. Trust your skills.
- Make sure to sign your name (first name only is fine) and identify yourself as a future librarian (Librarian-to-be, Library school student, etc) at the end of each answer or response.
- Point people back to their local library or other library resources, if at all possible to help promote them.
- The following statement is to ensure you’ve read the syllabus: Send an email before the second class to the professor stating that you agree to the terms of this syllabus. This is worth one point of your final participation grade.
- Use all the resources available to you to craft as authoritative response as possible. Aim for using two sources per question for verification purposes.

Grading: Students will be evaluated on the variety of questions they choose to answer, the quality of resources used, the interpersonal factor and the self-evaluation they provide for each question they answer.
Option 2: Wikipedia Portfolio

Wikipedia has quickly replaced most well known encyclopedias, harnessing the power of the collective hivemind. During the course of the semester, students are asked to make at least fifteen contributions to Wikipedia consisting of a combination of major edits and fleshed out stub articles to Wikipedia.

At the end of the semester, a portfolio of your work is due. Links to the student’s wikipedia account is required (example to be provided) so that the professor can verify all work in their before and after stages. Students are also asked to write a self-evaluation based on what they learned based on each contribution or the project on the whole.

Tips for completing the project:

- Back up your information with authoritative resources in the footnotes.
- As with any scholarly work, your point of view must remain neutral and objective.
- Entries and edits must be to the English version of Wikipedia.
- Be creative! Add images and sounds to your articles where appropriate.

Grading: Students will be evaluated on the variety of contributions they make, the quality of resources used and consulted, and the self-evaluation they provide for each question they answer.