Please read this syllabus carefully and completely. It contains important information about course policies, materials, expectations, and procedures.

Course assignments and due dates are included at the end of this syllabus. Detailed assignment instructions are located in the “Files/Assignments” folder on the class Canvas site.

Course Instructor:

- Abbie Basile, Lecturer
- ajbasile@umd.edu
- Office Hours: by appointment

Course Description:
How can we best help people with their needs for information? In this course, we will focus on the skills needed to successfully interact directly with individuals from diverse populations in the course of helping to fulfill their needs for information. We will approach this topic from a number of different directions, including information professional practice and information behavior theory. The course will touch on the following topics: collection development, reference services, user education, information literacy, search strategies, and policies and ethics of the information profession.

Learning Objectives:

By the end of this course, students will be able to:

1. Demonstrate an appreciation of the role of institutions in generating and disseminating information to users.
2. Demonstrate awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users’ lives and the roles of professional associations in supporting them.
3. Analyze the effects of technologies on resources, service delivery, and uses of collections and information resources.
4. Explain the role of information services in supporting the lifelong learning of diverse populations.
5. Analyze models and theories of user behavior and understand how they can inform the practice of serving the information needs of users from diverse populations.
6. Apply concepts, principles, and techniques of reference and user services that provide access to relevant and accurate recorded knowledge and information to various user groups.
7. Apply methods of interacting successfully with individuals of various groups using current media (face-to-face, e-mail, Web, instant messaging, etc.) to provide consultation, mediation, and guidance on their use of recorded knowledge and information (e.g., conduct successful reference interviews).
8. Explain techniques to identify, locate, evaluate, and synthesize information from various sources for use by diverse user groups.
9. Demonstrate an understanding of concepts, issues, and methods related to the evaluation, selection, and “weeding” of resources.
10. Develop policies and procedures designed to assess and serve the information needs of diverse user groups.
11. Create experiential learning experiences for user education, including development of training materials, presentations, and use of media.

Teaching and Learning Methods:
- The primary methods of instruction for this course will include: lectures, course readings, presentations, and online discussion relevant to course readings.
- You will be expected to have read the assigned readings in a timely manner in preparation for class activities and discussions.

READING MATERIALS:

Required text:

An e-book version of the above text can be accessed for free through the Course Reserves tab on our Canvas site or by going to the UMD Libraries catalog entry for this book:
- https://umaryland.on.worldcat.org/search?databaseList=&queryString=librarians%27+guide+to+online+searching&umdl=#/oclc/944445032.

If you’d prefer to purchase or rent this book, here are two options for doing so:

Use the University’s Book Center
- http://umcp.bncollege.com/webapp/wcs/stores/servlet/LIBRARIAN’S%20GUIDE%20TO%20ONLINE%20SEARCHING/BNCB_TextbookDetailView?sectionId=&item=N&catalogId=10001&langId=-1&storeId=15551&productId=600006525733

Use Amazon, which offers the text as a paperback or for Kindle

In addition to readings, I strongly recommend you use and bookmark the following subject guide from the University Libraries. It covers library services and resources that will be helpful to you in this course and others: https://lib.guides.umd.edu/informationstudiesonlinestudents

Additional assigned readings are available through our class Canvas site.

The following books have been placed on reserve in McKeldin Library for LBSC 602 students’ use:


*Optional materials:*
Although it is not required for this course, you may wish to browse through some of the following relevant journals and magazines and/or sign-up to receive automatic alerts as new issues come out:

Information Behavior/General:
- Journal of the American Society for Information Science and Technology (JASIS&T)
- Journal of the Society of Archivists
- The American Archivist
- Library & Information Science Research (LISR)
- Journal of Information Science (JIS)
- The Information Society
- Information Processing & Management (IP&M)
- Journal of Documentation (JDOC)
- Information Research [http://informationr.net/ir](http://informationr.net/ir)
- First Monday [http://www.firstmonday.org](http://www.firstmonday.org)
- D-Lib Magazine [http://www.dlib.org](http://www.dlib.org)

Searching:
- Online: Exploring Technology & Resources for Information Professionals
- Information Today
- Searcher: The Magazine for Database Professionals
- Online Searcher: Information Discovery, Technology, Strategies
- Library Journal
- EContent

Reference:
- Internet Reference Services Quarterly
- Reference and User Services Quarterly (RUSQ) [Formerly Reference Quarterly (RQ)]
COURSE POLICIES:

Students are expected to:

- actively participate in online discussions
- check the class site regularly for updates and announcements
- finish all assigned readings in a timely manner

1. **Participation**

Your participation in discussions will count for 10% of your final grade. Please be aware that both the quantity and quality of your contributions to class discussions will be taken into account, but that the quality of your contributions (whether questions, viewpoints, responses to others’ questions, etc.) to a meaningful, ongoing discussion will be much more heavily weighted.

Required: Online discussions should remain professional and respectful at all times.

2. **Written work**

All written work should be proofread and revised as necessary before being submitted.

**Formatting:**

- Use Times New Roman 12-point font and one-inch margins.
- All documents should be single-spaced.
- Be sure to organize your papers, using section and subsection headings to identify portions of your work, and include your name on every page.
- Use APA Style for in-text citations and reference lists.
  - There are many resources about APA style available on the Internet. This one by the Purdue Online Writing Lab (OWL) is popular and quite useful: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

3. **Submitting Assignments**

- **Assignments are due by 11:59 PM on the due date indicated.**
- All assignments must be submitted via the class Canvas site (LBSC602).
- Submit only one file per assignment (Word or PDF format for papers; PowerPoint for presentations).

Late Work:

- Unless you are facing an emergency situation AND you request an extension from me at least 48 hours in advance of the due date, late work will automatically be graded down by one step (e.g., an A- will become a B+) for each day that it is late.
- Assignments more than seven days late will not be accepted.
Academic Integrity:
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity administered by the Student Honor Council. This Code sets standards for academic integrity at the University of Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu/SHC/Default.aspx.
To further exhibit your commitment to academic integrity, remember to type and sign the Honor Pledge on all examinations and assignments: “I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment).” When submitting an assignment electronically, there is no need to sign the pledge—your submission of the assignment with this sentence included implies your signature.

All assignments in this class must reflect your own original work. You must cite and properly attribute any material quoted or paraphrased from some other source. Academic dishonesty includes plagiarism, cheating, buying assignments, submitting the same paper more than once, forging signatures, submitting fraudulent documents, facilitating the academic dishonesty of others, etc. Infractions may result in a penalty, such as a failing grade on a specific assignment or for the entire course or even expulsion from the University. Please read and adhere to the University Of Maryland Code Of Academic Integrity (https://president.umd.edu/sites/president.umd.edu/files/documents/policies/III-100A.pdf). You may also find this Office of Student Conduct definition of academic dishonesty to be helpful: https://www.studentconduct.umd.edu/academic-dishonesty

Emergency Preparedness:
Please see the University’s Emergency Preparedness Website (http://prepare.umd.edu/) for information about the current status of the campus. If the course schedule needs to be revised, I will e-mail you as soon as possible.

Syllabus Change Policy:
This syllabus is subject to change with advance notice. If a change becomes necessary, I will announce the change in class and e-mail all of you. The version posted on Canvas will always be the most recent.

Student Course Evaluations (CourseEvalUM):
Toward the end of the semester, you will have an opportunity to evaluate this course. Your participation in these evaluations is integral to the success of our school. Your feedback will remain completely confidential and will be immensely valuable in improving our school’s teaching effectiveness and learning environments. I will e-mail you to let you know when the course evaluation system will be available. At that time, please go to https://www.courseevalum.umd.edu/ to complete your evaluation of this course. If over 70% of the students in the class complete their evaluation, you will be able to access the aggregate results through Testudo (if you have completed all of your course evaluations).

Special Accommodations:
If you need any accommodations due to a disability, please first register with the Accessibility& Disability Service (ADS) Office (https://www.counseling.umd.edu/ads/) and file any required documentation, and then see me as early as possible in the semester to let me know. We can then work with ADS to determine how to best accommodate your needs.

Academic Assistance:
The Learning Assistance Service (http://www.counseling.umd.edu/LAS): If you’re experiencing
difficulties in keeping up with the academic demands of this course, please consider contacting the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7651. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All of their services are free to UMD students.

The Counseling Center has provided some links to on-campus and online academic resources here: https://www.counseling.umd.edu/academic/.

The University also has a Graduate School Writing Center (GSWC) that offers many types of writing-related assistance to UMD graduate students. https://gradschool.umd.edu/graduate-school-writing-center

GRADING:

- Your final grade will be calculated based on the weighting of course assignments shown in the following table.
- Please note that revision and resubmission of assignments for the purpose of obtaining a higher grade will not be permitted.
- Also, you will not be allowed to drop any of these grades.
- All assignments must be submitted through our class Canvas site (LBSC602’) prior to the start of class on the due date.

<table>
<thead>
<tr>
<th>Weighted Average</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97.0 and above</td>
<td>A+</td>
</tr>
<tr>
<td>94.0-96.9</td>
<td>A</td>
</tr>
<tr>
<td>90.0-93.9</td>
<td>A-</td>
</tr>
<tr>
<td>87.0-89.9</td>
<td>B+</td>
</tr>
<tr>
<td>84.0-86.9</td>
<td>B</td>
</tr>
<tr>
<td>80.0-83.9</td>
<td>B-</td>
</tr>
<tr>
<td>77.0-79.9</td>
<td>C+</td>
</tr>
<tr>
<td>74.0-76.9</td>
<td>C</td>
</tr>
<tr>
<td>70.0-73.9</td>
<td>C-</td>
</tr>
<tr>
<td>67.0-69.9</td>
<td>D+</td>
</tr>
<tr>
<td>64.0-66.9</td>
<td>D</td>
</tr>
<tr>
<td>60.0-63.9</td>
<td>D-</td>
</tr>
<tr>
<td>60.0</td>
<td>F</td>
</tr>
</tbody>
</table>
ASSIGNMENT OVERVIEW & CALENDAR

Assignments are due by 11:59 PM on the due date indicated.

NOTE: ALL materials for the User instruction presentation (Assignment 7 below) need to be uploaded to Canvas by 11:59 pm on 12/2. NO late assignments accepted.

Detailed assignment instructions are listed in the Assignments folder on the class Canvas site. How to access them:
- Click on “Files” in left-hand menu of site
- Click on Assignments
- There’s one PDF with all assignment details, as well as separate PDFs for individual assignments.

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment Description</th>
<th>Due Date</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Course Participation (CP) – discussion boards and 2/5/8 below</td>
<td>Weekly</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>Library/Information Center Visit Report (individual)</td>
<td>9/9</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>User Instruction: Proposal (team)</td>
<td>9/23</td>
<td>CP</td>
</tr>
<tr>
<td>3</td>
<td>Search Strategy Assignment (individual or team)</td>
<td>10/7</td>
<td>10%</td>
</tr>
<tr>
<td>4</td>
<td>User Group Information Behavior Profile (team)</td>
<td>10/21</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Reference Interview Practicum (pairs)</td>
<td>10/28</td>
<td>CP</td>
</tr>
<tr>
<td>6</td>
<td>Reference Services Comparison Paper (individual)</td>
<td>11/4</td>
<td>20%</td>
</tr>
<tr>
<td>7</td>
<td>User Instruction Team Assignment: (Executive Summary, 7Sum), (Presentation, 7Pres), (Guide, 7Guide)</td>
<td>12/2</td>
<td>30%</td>
</tr>
<tr>
<td>8</td>
<td>User Instruction Assignment: Self, Peer, &amp; Team Evaluations (individual) – part of course participation grade</td>
<td>12/9 By 9:00 AM</td>
<td>CP</td>
</tr>
</tbody>
</table>
### DETAILED COURSE SCHEDULE

All assignments are due, via Canvas course site, by 11:59 pm on the date stated below, unless stated otherwise.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1    | 8/27 | Course overview & Evolving landscape of librarianship and information services | **Required:**  
| 2    | 9/2  | Information Services and Information Professionals | **Required:**  
&  
Form Teams for User Instruction Assignment  
AND Send me team member names  
Due 9/9 |
<table>
<thead>
<tr>
<th>3</th>
<th>9/9</th>
<th>The Concept of Information</th>
<th>Required:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>9/16</th>
<th>Models and Theories of User Behavior</th>
<th>Required:</th>
</tr>
</thead>
</table>
  • Chapter 1, pp. 3-18. Information behavior  
  • Chapter 7, pp. 141-175. Models of information behavior. |
| | | | **Plus, choose one of the two readings below:** |

<table>
<thead>
<tr>
<th>WK 3</th>
<th>Readings Discussion Board post</th>
<th>Due 9/16</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 4</td>
<td>User Instruction Assignment: Team Proposal</td>
<td>Due 9/23</td>
</tr>
<tr>
<td>2</td>
<td>Discussion Board post</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/23</td>
<td>Search Strategies</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
<td>------------------</td>
</tr>
</tbody>
</table>

**Recommended:**


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**WK 5 Readings**

Discussion Board post Due 9/30 &

3. Search Strategy Assignment Due in 2 weeks on 10/7
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required</th>
</tr>
</thead>
</table>
|      |      |       | WK 6 Readings Discussion Board post &  
3. Search Strategy Assignment Due 10/7 |
|      |      |       | WK 7 Readings Discussion Board post &  
4. User Group Information Behavior Team Profile Due in 2 weeks on 10/21 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required</th>
<th>WK 8 Readings Discussion Board post &amp; 4. User Group Information Behavior Team Profile Due 10/21</th>
</tr>
</thead>
</table>
     - Chapter 13, pp. 269-283  
     - Chapter 14, pp. 285-297  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th><strong>The Reference Conversation</strong></th>
</tr>
</thead>
</table>
| 10 | 10/28 | **Required:**

**Recommended:**

6. Reference Services Comparison Paper (individual) Due 11/4
<table>
<thead>
<tr>
<th>11</th>
<th>11/4</th>
<th>Scholarly Communication and Open Access</th>
<th><strong>Required:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Plus, choose one of the two readings listed below:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>And skim:</strong></td>
</tr>
</tbody>
</table>

**WK 11**

- Readings Discussion Board post
- Post feedback on 2 other teams’ Ref Interview Due 11/11
Policies & Ethics

**Required:**

- Skim, but pay particular attention to the following sections:
  - A. 1: Mission, Priority Areas, Goals
  - B.1: Core Values, Ethics, and Core Competencies
  - B. 2: Intellectual Freedom
  - B.3: Diversity
  - B.4: Equity and Access
  - B.5: Libraries and the Public Good
  - B.8: Services and Responsibilities of Libraries

**Also, select three to five of the readings listed below:**


13  11/18  Effects of Technology on the Information Professions  Required:

Recommended:
• Tenopir, C., Sandusky, R. J., Allard, S., & Birch, B. (2014). Research data management services in academic research libraries and perceptions of
<table>
<thead>
<tr>
<th>Date</th>
<th>Due Date</th>
<th>Assignment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>11/25</td>
<td>Presentations Prep</td>
<td>Happy Thanksgiving! Prep time for presentations 7. User Instruction Presentation Due 12/2</td>
</tr>
<tr>
<td>15</td>
<td>12/2</td>
<td>User Instruction Presentations</td>
<td><strong>User Instruction Presentations</strong>&lt;br&gt;&lt;br&gt;<strong>DUE:</strong> Assignment 7. User Instruction Assignment:&lt;br&gt;• Executive Summary (7Sum)&lt;br&gt;• Presentation (7Pres)&lt;br&gt;• Guide (7Guide)&lt;br&gt;&lt;br&gt;<strong>Note:</strong> <strong>ALL</strong> files needed for your presentation are due by 11:59 PM on 12/2 – NO late assignments accepted. 8. Self, Peer, and Team Evaluations Due by 9:00 AM on 12/9</td>
</tr>
<tr>
<td>16</td>
<td>12/9</td>
<td>Course Wrap-Up</td>
<td>Self, Peer, and Team Evaluations [due by 9:00 AM on 12/9]</td>
</tr>
</tbody>
</table>


**References:**
- librarians. Library & Information Science Research, 36(2), 84-90.