Virtual Office Hours
I am available weekdays by phone and email and also by appointment via Skype or Google Hangout to respond to questions, comments, concerns, or ideas you my have. Email me to set up an appointment.

Course Description
How can we best help people with their information needs? In this course, we will focus on the skills needed to interact directly and successfully with individuals from diverse populations as they seek information. We will approach the topic from a number of directions including theories of information behavior and the application of theory to information practice. The following topics will be explored: collection development, reference services, user education, information literacy, search strategies, and the policies and ethics that guide the information profession.

Learning Objectives
By the end of this course, students will be able to:
  • Demonstrate an appreciation of the role of institutions in generating and disseminating information to users.
  • Demonstrate awareness of the core values, ethics, social responsibilities, and information policy issues that affect the profession and users’ lives.
  • Analyze the effect of technologies on resources, service delivery, and the uses of collections and information resources.
  • Explain the role of information services in supporting the lifelong learning of diverse populations.
  • 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.
  • 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.
  • Apply methods of interacting successfully with individuals in various groups using current media (face-to-face, e-mail, Web, instant messaging, etc.) to provide consultation, mediation, and guidance in their use of recorded knowledge and information (e.g. conduct successful reference interviews).
  • Explain techniques to identify, locate, evaluate, and synthesize information from various sources for use by diverse user groups.
  • Demonstrate an understanding of concepts, issues, and methods related to the evaluation, selection, and deselection of resources.
  • Develop policies and procedures designed to assess and serve the information needs of diverse user groups.
  • Create experiential learning for user education, including development of training materials, presentation, and use of media.
Teaching & Learning Methods
The primary methods of instruction for this course will be course readings and presentations, as well as discussions relevant to course readings and assignments. This course will be conducted online in ELMS, with the opportunity for synchronous virtual meetings as schedules allow. Because this class will be conducted virtually, we will need to learn to work together in this format that may be new to some of you. Advantages of this format are that participation is time and location independent and each of us can participate from wherever we are and when it is most convenient for us. Since all discussion comments and statements are available for each of us to follow, this often leads to more thoughtful responses than is sometimes possible in the traditional face-to-face (f2f) classroom. In each online course, students develop their own participation rhythm depending on their other responsibilities and I anticipate us getting into that rhythm early in the semester.

Course Format

ELMS / Canvas
It is highly suggested that you become comfortable and familiar with ELMS. If you are not familiar with ELMS, you can learn more about it by visiting http://www.elms.umd.edu/page/student-support. Feel confident to click on all the things and see what everything does. If you have questions or need assistance, please call the Help Desk at 301-405-1500 M-F 8a-5p. or email elms@umd.edu. If you continue to have issues, let me know.

Specifically take note of the guide on Viewing Instructor Feedback. The software we use allows me to annotate your assignment submissions just as I would write on your physically handed-in paper if we were in a classroom. This is where all your assignment feedback and reasoning for grades will be written.

Library Resources
Karen Patterson is the University Library Bibliographer for LIS materials and has prepared a guide for students who are taking courses online. http://lib.guides.umd.edu/informationstudiesonlinestudents provides important information on accessing resources. While I may provide direct links to readings in ELMS, you may have to go hunting for them in UMD resources on your own so you will need the information provided by the guide.

Online Forums
In addition to the discussion sessions during each week’s modules, there are three online discussion boards that will require your attention:

Ask Julie: Use this board if you have a question about the course you wish to ask that you anticipate would be useful for others in the class. Questions can be about the course, the library/information field, or anything else. For private questions and responses, please use email.

Water Cooler: Post on this board if you wish to inform the class of an article of interest, a meeting, event, job ad, or other thoughts.
Announcements is a separate section of ELMS which I will use to provide new information relevant to the class including changes to or information about the syllabus, course schedule, or assignments. I will also use it to share interesting new readings and other information.

Reading Materials
You are required to obtain a copy of the main text for this class:

It is available through the publisher and Amazon.com. All other assigned readings will be available through ELMS or UMD databases. Assigned readings must be completed in preparation for each week’s discussions.

Although not required for this course, you may wish to browse through or otherwise be aware of the relevant literature or sign up to receive any automatic alerts as new issues are available:
   • Information Behavior:
   • Journal of the American Society for Information Science and Technology (JASIST)
   • Library and Information Science Research (LISR)
   • Journal of Information Science (J(S)
   • The Information Society
   • Information Processing and Management (IP&M)
   • Journal of Documentation (JDODC)
   • Information Research
   • First Monday

Searching:
   • Online: Exploring Technology and Resources for Information Professionals Information Today
   • Searcher: The Magazine for Information Professionals
   • Online Searcher: Information Discovery, Technology, Strategies
   • Library Journal
   • EContent
   • Online Information Review: The International Journal of Digital Information Research and Us
   • Internet Reference Service Quarterly

Other:
   • Select OCLC reports - readings from these reports are among your assigned readings. There are numerous additional reports available on line from OCLC that may interest you.
   • Select Pew Internet Library Reports - New studies from Pew come out regularly and are well worth reading. One or more of these are part of your assigned readings.

Course Policies

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 the week and has read and thought about the materials 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 rest of the class to your own experiences and relevant readings and continue conversations and debates concerning the course content. 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 in the way they want.

If you have any recommendations on how to improve the class, I am always interested in your feedback. You can email me anytime 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.

**Attendance**
Students are expected to participate actively in each class. This requires that you finish all assigned readings prior to the class session. Participation is an integral part of your own learning experience and sharing your thoughts and experiences enhances the learning experience of the entire class. Your participation in class discussions will count for 15% of your final grade. Class participation grades will take into account both the quality and quantity of your contributions to class discussions; You will be expected to participate in each discussion with substantive comments. Substantive does not necessarily mean long. It does mean thoughtful. See Guidelines for Discussion for more information.

Each week, you will have a discussion board available for you to post answers to questions posed by the professor for that week, or for you to “debrief” on the readings. You are expected to post and respond each week.

**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. Your final grade will be calculated based on the weighting of course assignments shown below.
Please see the last few pages of this syllabus for specific instructions regarding each of the assignments.

The weighted average of your grades on all of the assignments (including your class participation grade) will be converted to a letter grade according to the following table:

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>% of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>Class participation</td>
<td>every week</td>
<td>10%</td>
</tr>
<tr>
<td>1</td>
<td>Library / Info Center Visit Report</td>
<td>Feb 7</td>
<td>check off</td>
</tr>
<tr>
<td>5-P</td>
<td>User Instruction Assignment - Proposal</td>
<td>Feb 21</td>
<td>check off</td>
</tr>
<tr>
<td>2</td>
<td>User Group Information Behavior Profile</td>
<td>Feb 28</td>
<td>20%</td>
</tr>
<tr>
<td>3</td>
<td>Search Strategy Assignment</td>
<td>March 7</td>
<td>15%</td>
</tr>
<tr>
<td>4.1</td>
<td>Reference Interview Practicum</td>
<td>do by 4/3</td>
<td>check off</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discuss by 4/10</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Reference Services Comparison Paper</td>
<td>April 10</td>
<td>25%</td>
</tr>
<tr>
<td>5</td>
<td>User Instruction Project</td>
<td>May 2</td>
<td>30%</td>
</tr>
<tr>
<td>5-EV</td>
<td>User Instruction Assignment: Self &amp; Peer Evaluations</td>
<td>May 8</td>
<td>check off</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

All course deadlines are set for 11:59pm on the date due and are due on time as we will typically be discussing them in class once submitted. If there are extenuating circumstances that make it impossible to turn in an assignment on time, it is your responsibility to let me know before the due date so that we can make alternate arrangements if possible.

For all submitted assignments, you must use the following file naming convention:

*LastName_FirstName_Assignment#.pdf* (e.g. *Strange_Julie_Assignment2.pdf*).

All uploads of assignments to Canvas must be in PDF format. Over time, I have found it is the only way that the SpeedGrader (faculty software within ELMS) reflects properly the formatting of your submitted assignment. If you do not have software that allows you to save your assignments in pdf format, there are a number of free options online to convert your files.

If you believe an assignment has been graded unfairly or have questions about your grade or my comments, you may send me an email outlining the reasons why the assignment grade was inappropriate. I will re-grade the assignment taking your additional comments into consideration. 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 your grade to go up or down.

*Late Work*
Unless you are facing an emergency 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 for each day it is late. Assignments more than seven days late will not be accepted.

*Written Work*
These guidelines must be followed for all assignments and papers. Papers that do not meet these standards will not be graded and a resubmission will be required. Remember to proofread your papers before submitting them.

- 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 [https://owl.english.purdue.edu/owl/resource/747/01/](https://owl.english.purdue.edu/owl/resource/747/01/). Noted exception: URLs MUST be provided for all citations of web resources included in any assignment.

- Assignments are to be typed, double spaced, with a 1” margin 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 will be uploaded to ELMS in PDF format on the day they are due (or earlier). No emailed papers will be accepted unless prearranged with the professor.

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

*Syllabus Change Policy*
This syllabus is subject to change with advance notice. If a change becomes necessary, I will announce the change on the “Announcements” board in ELMS.

*Student Agreement*
Attendance and participation in this class signifies that the student has agreed to abide by and adhere to the policies and regulations as specified in this syllabus.

*Special Accommodations*
If you need any accommodations due to a disability, please first register with the Disability Support Service (DSS) office ([http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/)) 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 DSS to determine how to best accommodate your needs.

*Academic Assistance*
If you are 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 - [http://www.counseling.umd.edu/LAS](http://www.counseling.umd.edu/LAS). 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.

**Student Course Evaluations**

toward the end of the semester, you will have the opportunity to evaluate this course. Your participation in these evaluations is instrumental in improving the College’s teaching effectiveness and learning environments. Your feedback is completely confidential. Towards the end of the semester, go to https://www.courseevalum.umd.edu to complete your evaluation of the course.

The professor will also provide her own survey or discussion during the last week and encourages you to participate. It does not affect your participation grade but does assist the professor to tweak any teaching style or course content and your feedback is highly appreciated. In addition, any comments about teaching style or course content can be emailed to the professor during the course of the semester.

**Weekly Course Schedule**

With the exception of the first and last weeks, each week starts on Friday and ends on Thursday.

**Week 1: Course Overview / Evolving Landscape of Librarianship & Information Services**
Monday January 27 - Thursday January 30

**Required Readings**


**Recommended Readings**


Library Test Kitchen. See http://www.librarytestkitchen.org

W2 Information Services & Information Professionals
Friday January 31 - Thursday February 6
Meeting: None
Due: Nothing
Discussion: The Role of the Information Professional

Required


Recommended


Select OCLC reports


Select Pew Internet Library reports (http://libraries.pewinternet.org/)


Reading Habits in Different Communities by Carolyn Miller, Kristen Purcell and Lee Rainie December 20, 2012. Available: http://libraries.pewinternet.org/2012/12/20/reading-habits-in-different-communities/


W3 The Concept of Information
Friday February 7 - Thursday Feb 13
Meeting: Thursday Feb 13th, 10-11am - discussion of information center visit
Due: Library Information Center Visit (11:59pm Friday February 7th)
Discussion: What is information?

Required


Recommended


W4 Models and Theories of User Behavior
Friday February 14 - Thursday Feb 20
Meeting: None
Due: Nothing
Discussion: Models and Theories of user behavior

Required


Recommended


W5 Search Strategies

Friday February 21 - Thursday Feb 27
Additional documents of use: Advanced Searching Quick Reference & Google Search Tips & Tricks
Meeting: None

Due: #5 User Instruction Assignment Proposal (as a discussion) (11:59pm Feb 21st)

Discussion: Readings debrief; Google Search Challenges; User Instruction Proposals

Required


Recommended


Explore Google’s Power Searching and Advanced Power Searching online courses: http://www.powersearchingwithgoogle.com/

Google Search Engine Optimization Starter Guide

W6 Collection Development
Friday Feb 28 - Thursday March 6
Meeting: Thursday March 6, 10-11am - User Group assignment discussion
Due: #2 User Group Information Behavior Profile (11:59pm Feb 28th)
Discussion: readings debrief with questions

Required


Recommended

**W7 Information Literacy / User Instruction**
Friday March 7 - Thursday March 13
**Meeting:** Search strategy assignment debrief - Thursday March 13, 10-11am
**Due:** #3 Search Strategy Assignment (11:59pm March 7)
**Discussion:** Information literacy discussion/readings debrief

**Required**


**Recommended**

*Spring Break! No class March 14 - March 20th*

**W8 Reference and Information Services**
Friday March 21 - Thursday March 27
**Meeting:** None
**Due:** Nothing
**Discussion:** Providing Reference in a Google world

**Required**


Recommended


W9 The Reference Conversation
Friday March 28 - Thursday April 3
Meeting: None
Due: #4.1 Reference Interview Practicum (to be completed 3/28-4/3; to be discussed 4/10)
Discussion: The Reference Interview: Tips & Tricks

Required


Recommended


W10 Policies and Ethics

Friday April 4 - Thursday April 10

Meeting: Thursday, April 10, 10-11am - Practicum & Assignment discussion

Due: #4.2 Reference Services Comparison Paper (11:59pm April 10th)

Discussion: Policies & Ethics debrief and questions

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


W11 Scholarly Communication & Open Access

Friday April 11 - Thursday April 17

Meeting: None

Due: Nothing

Discussion: Scholarly Communication

Required


W12 Effects of Technology on the Information Professional

Friday April 18 - Thursday April 24

Meeting: None

Due: Nothing

Discussion: Technology’s Effect: Your thoughts & experiences

Required


Review

W13 Future Trends
Friday April 25 - Thursday May 1
Meeting: None
Due: Nothing
Discussion: Future Trends: Dream Big!

Required

Go to http://www.librarytestkitchen.org and see what new ideas/activities are discussed.

W14 User Instruction Presentations
Friday May 2 - Thursday May 8
Meeting: Thursday May 8, 9.30-11am - Your presentations!
Due: #5 User Instruction Assignment including Executive Summary, Presentation, and Pathfinder.
Discussion: None
Readings: None

W15 Wrap Up
Friday May 9 - Monday May 12
Meeting: TBD
Due: Nothing
Discussion: Assignment #5 Peer Evaluation, Your thoughts on the course: your takeaways this semester
Readings: None