Emily Drabinski, MLS, MA
Email: edrabins@pratt.edu [By far the best way to reach me] | Tel: 917-495-7433
LIS 652: Information Services and Sources
Fall 2013
All course materials available on Moodle (lms.pratt.edu)
Class hours: Mon. 6:30-8:50pm PMC 602
Office hours: Adjunct office, Mon. 5:30-6:30, or by appointment.

Course Description
The Course covers reference in real and virtual environments. The course introduces the selection and evaluation of resources in all formats, the development of searching techniques, strategies for user-centered service, matching user needs to resources, and the provision of information services in changing technological environments. Six hours of field observation are required.

Course Objectives:
• Ability to understand and evaluate information sources, services, and activities in a variety of applied contexts
• Knowledge of a variety of information sources in print and electronic form: how they are structured, how information is retrieved from them, and about the contexts in which these resources function to communicate information
• Ability to make professional and socially responsible decisions in managing the process through which information agencies and organizations provide access to information to individual users and different groups of users
• Knowledge of the process of learning from a variety of sources and in different settings and ability to manage that process
• Knowledge and analytical skills to apply toward work in a changing context of information production, dissemination, and use

For further information and explanation with regard to accommodations for disabilities, academic integrity, plagiarism, computer and network use, among other Community Standards policies, please see the Office of the Provost site and the online Student Handbook.
**Moodle**

Pratt uses Moodle, a learning management system, to enhance classroom learning. All students enrolled in the course have access to course materials on Moodle. Please make sure you know how to access and use Moodle. Access Moodle from lms.pratt.edu (works better than my.pratt.edu)

Also, please note that Moodle facilitates communication using Pratt e-mail only. If you do not use your Pratt account, please have the Pratt e-mail forwarded to the account that you do use (you can do this through web-mail).

Finally, be aware that Moodle tracks all your activities while logged-on, excluding email activity (i.e., if you e-mail another student in the class, your professor will not be aware of that, but you professor can see when you log-on, what you access, etc.)

**Course Textbook**


Available on reserve from PMC (Pratt Manhattan Center) library and from the Barnes and Noble bookstore (18th St. and 5th Ave.).

**Recommended:**

Course Requirements

1. ALL assignments must be completed in order to receive a passing grade in the course.
2. Assignments should be uploaded to Moodle unless otherwise instructed. DO NOT e-mail assignments unless by prior arrangement.
3. All citations must be in APA style.
4. Late papers will receive a reduced grade.
5. Late papers will receive a grade but no comments.
6. Pratt policy: Students with extensive absences (three or more for any reason) will be required to drop the course.
7. Read assigned readings prior to class.

Pratt’s Grading Scale
Superior work: A 4.0 (96-100) A- 3.7 (90-95)
Very good work: B+ 3.3 (87-89) B 3.0 (83-86) B- 2.7 (80-82)
Marginally satisfactory: C+ 2.3 (77-79) C 2.0 (70-76)
Failed: F 0.0 (0-69)

Assignments

I. Participation (5%)
   Attendance and participation are required. This is a graduate seminar, and we can only succeed as a class if we all show up, do the reading, and contribute meaningfully to classroom discussion. Simply attending class will not suffice; students must participate in order to earn this portion of their final grade.

   Students with 3 absences (for any reason, including documented medical reasons) cannot expect to receive an A in the course and, in accordance with Pratt policy, may be asked to drop the class.

   Please notify your professor if you know you will be absent.

II. Reference questions (20%)
   These exercise questions are intended to get you used to using the materials discussed in class.

III. Reference interview reflection paper (20%)
Students will ask a reference question at two different service points, one in-person and one online, and reflect on what worked and didn’t using the frameworks discussed in class. Please see separate handout for further instructions.

IV. Final Project (55%)
Students will develop a LibGuide of reference resources for a specified user community. Please see separate handout for further instructions.
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<thead>
<tr>
<th>Block</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment due</th>
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<tbody>
<tr>
<td>Class 1-3 Block 1: Reference processes</td>
<td>8/26</td>
<td>Introduction to course; reference materials and reference models</td>
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<td>LABOR DAY: NO CLASS</td>
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<td>9/9</td>
<td>Organization and evaluation of materials</td>
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<td>9/16</td>
<td>The reference interview</td>
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<td>Class 4-7 Block 2: Building blocks of reference</td>
<td>9/23</td>
<td>Bibliographies, directories, indexes</td>
<td>3-5 page description of your user community and their information needs</td>
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<td></td>
<td>9/30</td>
<td>Dictionaries and encyclopedias</td>
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<td>10/7</td>
<td>Biographical sources</td>
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<td>10/14</td>
<td>Geographic sources, GIS</td>
<td>Service evaluation due</td>
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<td>Class 8-9 Block 3: The public domain</td>
<td>10/21</td>
<td>Government information</td>
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<td>10/28</td>
<td>Open access sources</td>
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<td>Class 10-11 Block 5: Dealing with Data</td>
<td>11/4</td>
<td>Citation indexes</td>
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<td>11/11</td>
<td>Numerical reference services and processes</td>
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<td>Class 12-13 Block 6: Reference by other names</td>
<td>11/18</td>
<td>Digital reference options and environments</td>
<td>Reference questions due</td>
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<td>11/25</td>
<td>Infocommons and Makerspaces</td>
<td>LibGuides due</td>
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<td>12/2</td>
<td>Student presentations</td>
<td>Presentation and reflection paper due</td>
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<td></td>
<td>12/9</td>
<td>Student presentations</td>
<td>Presentation and reflection paper due</td>
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Class Readings: Readings from outside the textbook are primarily available through the electronic journal collections at Pratt. Locating full-text from a citation is a primary library skill, so we’ll be getting some practice in class. You are responsible for retrieving readings from the full-text databases where indicated. Some readings will be available through reserves inside the Moodle course or from the open web. If you have difficulty accessing a class reading, please let me know.

Readings and assignments are subject to change as the course progresses. Any changes will be announced in class and posted to Moodle.

**Class 01: August 26: Introduction to reference materials & models**

RUSA guidelines:  
[http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/professional.cfm](http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/professional.cfm)  
Bopp and Smith, Chapter 1

**Class 02: September 9: Organization and Evaluation of Materials**

Bopp and Smith, Chapter 4  
*Library Resources and Technical Services* 45(3): 115-122. [Available through M-reserves]  
Bopp and Smith, Chapter 13  

**Class 03: September 16: The Reference Interview and information seeking behavior**

Bopp and Smith, Chapter 3  
Bopp and Smith, Chapter 12  
*Reference & User Services Quarterly*, 54(4), 56-64. [Available through Pratt e-journals]

**Class 04: September 23: Bibliographies, directories, indexes**

Bopp and Smith, Chapter 20: Bibliographic Sources  
Bopp and Smith, Chapter 14: Directories  
Bopp and Smith, Chapter 21: Indexes and Abstracts

**Class 05: September 30: Dictionaries and encyclopedias**
Bopp and Smith, Chapter 17: Dictionaries
Bopp and Smith, Chapter 18: Encyclopedias


Class 06: October 7: Biographical sources
Bopp and Smith, Chapter 16: Biographical sources
Kaplan, E. (2000). We are what we collect, we collect what we are. American Archivist 63: 126-151. [Available through M-reserves]

Class 07: October 14: Geographic sources, GIS
Bopp and Smith, Chapter 19: Geographical Sources

Class 08: October 21: Government information
Bopp and Smith, Chapter 22: Government information

Class 09: October 28: Open access sources


Class 10: November 4: Citation indexes


Alperin. “Ask not what altmetrics can do for you, but what altmetrics can do for developing countries.” [Available at http://www.asis.org/Bulletin/Apr-13/AprMay13_Alperin.pdf](http://www.asis.org/Bulletin/Apr-13/AprMay13_Alperin.pdf)

Class 11: November 11: Numerical reference services and processes


Class 12: November 18: Digital reference options and environments


Class 13: November 25: Reference by other names
Guest speaker: Melissa Morrone, Brooklyn Public Library

Class 14: December 2: Student presentations
Class 15: December 9: Student presentations
**LMS Addendum**

**New York State Standards**

This course addresses the following New York State Pedagogical Core Requirements:

**General Requirements:**

(ii) learning processes, motivation, communication, and classroom management -- and skill in applying those understandings to stimulate and sustain student interest, cooperation, and achievement to each student’s highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth;

(v) curriculum development, instructional planning, and multiple research-validated instructional strategies for teaching students within the full range of abilities -- and skill in designing and offering differentiated instruction that enhances the learning of all students in the content area(s) of the certificate;

(vi) uses of technology, including instructional and assistive technology, in teaching and learning -- and skill in using technology and teaching students to use technology to acquire information, communicate, and enhance learning.

**This course responds to The New York State Teaching Standards:**

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element V1.1: Teachers uphold professional standards of practice and policy as related to students rights and teachers’ responsibilities.

Performance indicator:

d. Teachers advocate, model and manage safe, legal and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.

Element V1.2: Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance indicators:

e. Teachers collaborate with others both within and outside the school to support student growth, development and learning.

f. Teachers collaborate with the larger community to access and share learning resources.

**LMS Program Students:**

*If you conduct field observation in a school library as part of this course, you may be eligible to receive credit toward your 100 hours of observation. If you have questions about whether an observation counts toward this requirement, please contact Professor Jessica Hochman, LMS coordinator jhochman@pratt.edu*