**LIS 407: Information Sources & Services**

**Course Description**

This course focuses on topics related to services, information sources and information seeking processes as manifested in a variety of information centers. Introduces information concepts and services, including: question-negotiation (the reference interview), customer service, ethics, evaluating the collection, management, user service philosophy, service in different institutional settings and for diverse populations, and the assessment of services. Students learn about the creation, packaging, access and presentation of information in different types of sources and formats. Note: This is a core course for students who enter the program in Fall 2013 and thereafter.

**Course Outcomes**

1. Develop audience-appropriate tools/resources/instruction modules for diverse communities (PLO 1, 3, 5)
2. Evaluate a variety of information resources in different formats; search and use information resources efficiently and effectively to answer questions (PLO 1).
3. Examine reference services from the perspectives of diverse populations (PLO 7)
4. Practice communicating with diverse audiences and across different communications media applying professional behavioral guidelines and best practices (PLO 1, 2)
5. Analyze and apply ethical standards (PLO 7)

**Topical Outline (14 weeks- order of topics can be changed)**

1. History/Overview
	1. Purpose of Service

**Working with People & Information**

1. Models of Reference Service
	1. Customer Service
2. Organization of Information
	1. Information Retrieval/Database Construction
	2. Information Seeking & Searching
3. Question Negotiation (The Reference Interview)
	1. Reader’s Advisory

Working with Sources

1. Selection of Sources
	1. Evaluating Sources
2. Ready-Reference Sources; Guides to People & Places
	1. Dictionaries
	2. Encyclopedias
	3. Almanacs
	4. Handbooks & Yearbooks
	5. Biographies
	6. Geographical Sources
	7. Directories
3. Guides to Collections
	1. Indexes
	2. Bibliographies
	3. Catalogs
	4. Finding aids
4. Specialized Sources
	1. Government
	2. Statistics
	3. Health, Medical, Legal
	4. Social Media

**Bringing it All Together**

1. Instruction & Information Literacy
2. Working with Diverse Communities
3. Ethics
4. Evaluating & Managing Reference Services
5. Future of Reference Services
6. Instruction Sessions/Presentations

**Common Readings**

*Minimum—additional readings at discretion of instructor*

**Text:**

Bopp & Smith. (most current). *Reference & Information Services: An Introduction*. Santa Barbara, CA: Libraries Unlimited.

**Supplemental Readings:**

ACRL *Information Literacy Frameworks*

Bates, M. (2005). Berrypicking. In Fisher, K., Erdelez, S. & McKechnie, L. E. F. (eds) *Theories of Information Behavior*

Dervin, B., & Dewndey, P. Neutral questioning: A new approach to the reference interview. *RQ 25*, 5-6-513.

Duff, W., Yakel, E., & Tibbo, H. (2013). Archival reference knowledge. *American Archivist 76*(1), 68-94.

Jimerson, R. C. (2003). Reference, access, and use. *OCLC Systems & Services*, 19(1), 13-16.

Jimerson, R. C. (2006). Ethical concerns for archivists. *Public Historian 28*(1), 87-92.

Kuhlthua C. C. (2005). Kuhlthau’s Information Search Process. In Fisher, K., Erdelez, S. & McKechnie, L. E. F. (eds) *Theories of Information Behavior*

RUSA, Behavioral Guidelines

RUSA, Professional Competencies

Taylor, R.S. (1967). Question-negotiation and information seeking in libraries. *College & Research Libraries 76*(3), 251.

Yakel, E. & Torres, D. (2003). AI: Archival intelligence and user expertise. *American Archivist*, 66(1), 51-78.

Yakel, E. (2002). Listening to users. *Archival Issues, 26*(2), 111-27.

**Common Assignments**

*Minimum—additional readings at discretion of instructor*

**Sample reference questions (CO 2)**

At least 10-20 questions that must be fully answered with citations for a grade

**Reference Interview (CO 2; CO 3; CO 4)**

Two interviews—one by chat and one in-person or by phone

**Ethics assignment (CO 5)**

Responding to scenarios

**Instruction Session (CO 1; CO 2; CO4)**

3-5 session teaching to a defined learning outcome (how to use Boolean operators, evaluating a web site, etc.), to be presented to the class.

**LibGuide (CO 1; CO 2; CO 3)**

At least 20-25 resources with evaluative annotations, targeted to a specific audience, with a defined topic

Also

Radford, M. m., & Connaway, L. S. (2013). Not dead yet! A longitudinal study of query type and ready reference accuracy in live chat and IM reference. Library & Information Science Research (07408188), 35(1), 2-13.

Butler, K. k., & Byrd, J. j. (2016). Research Consultation Assessment: Perceptions of Students and Librarians. Journal Of Academic Librarianship, 42(1), 83-86.

Kavanagh Webb, K. k., & Hoover, J. h. (2015). Universal Design for Learning (UDL) in the Academic Library: A Methodology for Mapping Multiple Means of Representation in Library Tutorials. College & Research Libraries, 76(4), 537-553.

Finding aid tutorial

<http://researchguides.library.yorku.ca/content.php?pid=324268&sid=2654481>

What is a finding aid and how does it help me?

<https://www.youtube.com/watch?v=osGwSRHbF7c>

How to read a finding aid

<http://guides.lib.purdue.edu/c.php?g=352889&p=2378063> or <http://www2.archivists.org/usingarchives/appendix#.V13yltIrLIU>

Finding and evaluating archives

http://www2.archivists.org/usingarchives/findingandevaluating#.V13yudIrLIU