

**Online Syllabus**  
**INFO 511:**  
**INFORMATION RESOURCES & SERVICES II**  
Drexel University, College of Information Science & Technology  
Summer, 2005  
Blackboard Access  
<http://drexel.blackboard.com>

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### **COURSE DESCRIPTION**

Relates the applied information retrieval of INFO 510 to the larger conceptual structures of library and information science: literature-producing communities, the process of publication, publishing on the Internet, subject domains and form classes, systems for physical and intellectual access to literatures, problems of bibliographic control, and social and psychological factors affecting use of information services. Develops practical skills in creating resources such as abstracts, subject indexing, reviews of literatures, bibliographies, and webpages.

### **PREREQUISITE**

INFO 510: Information Resources & Services I.

### **EXIT COMPETENCIES**

Prepares the student to:

- Understand the process of publication in various media.
- Distinguish between information systems that involve publications and those that do not, and know major kinds of information services involving publications, particularly subject literature.
- Understand library and information science as concerned with problems of human behavior.
- Understand domain-analytic systems for intellectual access to publications and systems for finding and delivering copies of publications.
- Apply database concepts in a general model of reference and bibliographic work with both printed and electronic resources.

- Be familiar with social and psychological factors affecting people's use or non-use of information resources.
- Know major forms of literature compaction, and write an informative abstract.
- Write a review or synthesis of several published documents on a topic in information studies.
- Post a paper on a website.
- Answer ready-reference questions in bibliographic and nonbibliographic sources.
- Understand the reference process.
- Use major reference tools.

### REQUIRED TEXTS

Case, D. O. (2002). *Looking for information: A survey of research on information seeking, needs, and behavior*. New York: Academic.

Mann, T. (1994). *Library research models: A guide to classification, cataloging, and computers*. New York: Oxford.

### SUGGESTED TEXTS

There are many excellent articles and books beyond what we will be using this term. Test your own information searching and seeking skills and look for texts by William Katz and by Richard E. Boop & Linda C. Smith. Older editions are fine. You can probably find some very inexpensive used editions.

### Notes on TEACHING and LEARNING

*What you need to remember about a graduate, professional program.*

Our program is designed to introduce you to theory and practice and to specific content as a foundation for your professional life. Teaching methods and assignments are more difficult than in undergraduate work and will require you to use more of your own initiative.

*What you need to know about the MS-LIS Core Courses*

Our core courses are managed by Course Coordinators who provide much of the content, readings, assignments, and other course materials. Since many of us teach the core courses, our goal is to provide you consistent learning of specific material so that you can build upon each course as they are taken. Individual instructors have only limited flexibility in changing course material or assignments.

*What you need to know about my teaching style.*

My teaching style has been greatly influenced by my reading and experience with the adult education movement, particularly with the work of Malcolm Knowles. Professor

Knowles believed that adults learn best when the material has some practical meaning to their lives. He also favored problem-centered learning and integrating content information with skill building. Knowles believe that adults like to have more control than younger students over their learning and that adults value learning from each other as well as from the teacher. Another major influence on my teaching has been my own academic career and general love of learning. Since childhood I've been an information seeker and lover of books. In graduate school, I learned to love research, particularly the theoretical parts of social science theory. I am a very abstract thinker and start with the forest before seeing the trees. I like to work one on one with students with assignments like the ROL. I prefer to help you early rather than later. This quarter I will offer many opportunities for you to come in and talk with me about your progress on the ROL. You will also be able to share your learning and questions on the Bb site. Take advantage of these opportunities.

*What you need to think about in planning your learning in this class.*

Think first of your own learning styles and preferences. Are you a forest or a tree learner? Are you more visual? Aural? Mixed? Do you learn my reading first and then doing? Doing first and then reading? How do you feel about making mistakes? Peer-criticism? How do you feel about collaborative learning? What do you want to get out of the course? What are you willing to do to help yourself and each other? Are you more teacher- directed or self-directed?

Finally, Dr. Denise Agosto includes these useful thoughts in her syllabus. I will seek to follow her good example and contribute my own particular talents.

*There are many different types of learners. Some students learn best through lectures, some through group work, some through unstructured discussions, and so on. To accommodate these diverse ways of learning, I will provide and facilitate a wide range of learning opportunities, including readings, lectures, discussion pairs, small-group discussions, small-group assignments, whole-class interactive exercises, online work, and class discussions. As for course content, I will provide a mixture of theoretical and pragmatic materials, activities, and assignments, with an emphasis on theory. Pragmatic skills are useful in particular professional situations, but knowledge of theory and critical thinking skills prepares practitioners for a much wider range of professional situations.*

### **STUDENT RESPONSIBILITIES**

As an adult and a graduate student working toward a professional degree, you are in charge of yourself and your learning. This class includes a great deal of valuable reading, assignments demanding your time and energy in exploring sources and services, and a major project, the ROL, that builds upon your work in 510 and demands increasing knowledge of user models and the research process. Do your best to devote time, energy, and enthusiasm to your work, but do get your sleep, take care of yourself, and do not push yourself into insanity. We all need to set limits. Do the basic work first and experiment with the opportunities offered here for collaborative learning.

Specifics: In your review of the literature, items should be cited according to the following source:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Brief citations in APA style are appropriate in the other assignments.

Since timely keeping of deadlines is an important professional responsibility, grades on late work may be lowered one full letter. As a professional, the ability to work successfully with your colleagues will be vital to your career. Consequently, class participation and interaction with your fellow students are also important components of this course. Any incidence of plagiarism or other academic dishonesty will result in an F for the course.

Any student with a documented disability who needs accommodations should contact the Office of Disability Services (ODS) at 215-895-2506. Students must register with the ODS and receive an Accommodation Certification Form prior to receiving accommodations. All ODS communication is strictly confidential.

## **CLASS SCHEDULE**

### **Week 1: Welcome and Introduction**

Class introductions and logistics. Discussion of syllabus and term expectations.

Key Issues:

- ❖ The User-Centered Model as a basis for LIS services. What does reference mean today? Is there still a need for reference books and services in the Age of Google?

What to Do First!

- ❖ Get your books. Please bring them to class the first night.
- ❖ Log into the Bb course site <http://drexel.blackboard.com>
- ❖ If you are not familiar with the Bb CMS, explore.
- ❖ Introduce yourself to others in the class using the Discussion Board on Bb.
- ❖ Make sure you can use the electronic reserves and the databases on the Hagerty Library site. <http://www.library.drexel.edu>
- ❖ Request your Dialog access through the IST, CRC. <http://www.cis.drexel.edu/crc>
- ❖ Find your 510 bibliography; make a copy and bring or email the copy to me in Week 2's class. You may want to remove grading information since we will be sharing these with each other in class.

**On Submitting Assignments: Formal Blog Postings should be posted to your blog ring the day before the class meeting day or for online by Sunday night at midnight.**

**For Graded Assignments: For on campus: Remember to bring your assignment to class; for all: Send to the Bb Assignment Manager, and to post a backup copy to the Digital Drop Box in Bb. You will probably want to send a copy of your assignment to yourself in email.) I believe in back-ups. If there is ever a doubt about my receiving your assignment, send another copy to my email. Use your last name as the name of your file (PetersonBlog1 or StultingGradedA3).**

## **Week 2: Examining the Information Specialist's Role; and Publication, Editions, & Bibliography**

Key Issues:

- ❖ Conceptions of the information specialist's role. High-tech librarians? Give them fish or teach them to fish?
- ❖ The publication process and the information life-cycle.
- ❖ Models of information seeking, part 1.

Readings and assignment due (In class or or online before midnight Sunday night.):

**Formal Blog Posting 1: HANDLES AND SOME CRUCIAL REFERENCE TOOLS (Remember to bring your assignment to class, to send to the Bb Assignment Manager, and to post a backup copy to the Digital Drop Box in Bb. You will probably want to send a copy of your assignment to yourself in email.)**

- Case, *Looking for Information*, chapter 1, p. 1-14.
- Case, *Looking for Information*, chapter 9, p. 177-216.
- Review the Case bibliography as a way to warm-up for turning your bibliography into a Review of the Literature.

Classic Readings: (You will find most of these on electronic reserve from the Hagerty Library <http://www.library.drexel.edu> ; More recent articles will be available full-text online from the Hagerty databases. Use these databases, FSX, and the print journals as frequently as you can.). Online students will want to use InterLibrary Loan for special articles for their literature reviews. All will want to see what is available in their local areas. Use this time to understand how to get materials no matter where you live or what access you have to online resources.

- Faibisoff, S. G., & Ely, D. P. (1976). Information and information needs. *Information reports and bibliographies*, 5(5), 2-16.<sup>1</sup>
- Taylor, R. S. (1968). Question-negotiation and information seeking in libraries. *College and Research Libraries*, 29, 178-194.<sup>2</sup>

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<sup>1</sup> Available through Hagerty Library's electronic reserves.

## Week 3: Reference Services: Understanding Where We've Been and Where We're Going

### Key Issues:

- ❖ The history and future of reference services. Defining information services for today.
- ❖ Models of information seeking, part 2.

### Readings and assignment due (Due in class or before midnight on Sunday night.):

- **Graded Assignment 1: BIBLIOGRAPHIC STATEMENTS AND LIBRARY CATALOGS**
- The importance of models in concealing or revealing search options. Mann<sup>3</sup> (pp. 3-7).
- The Specific Subject or Discipline model. Mann (pp. 9-14).
- The Traditional Library Science model: Part one. Mann (pp. 15-24).
- The Traditional Library Science model: Part two. Mann (pp. 25-44).
- The Traditional Library Science model: Part three. Mann (pp. 45-56).
- Anhang, A., & Coffman, S. (2002). The great reference debate. *American Libraries*, 33(3), 50-54.<sup>4</sup>
- Quint, B. (2002). The chain of demand. *Searcher*, 11. Available at: <http://www.infotoday.com/searcher/jan03/voice.shtml>

### Classic Readings: (These two are especially important.)

- Bates, M. J. (1989). The design of browsing and **berry-picking** techniques for the online search interface. *Online Review*, 13, 407-424.<sup>5</sup>
- Belkin, N. J. (1980). **Anomalous state of knowledge (ASK)** as a basis for information retrieval. *Canadian Journal of Information Science*, 5, 133-143.<sup>6</sup>

## Week 4: The Structure of Reference Works

### Key Issues:

- ❖ Reference works as verbal matrixes.
- ❖ The six types of reference questions: discussion and in-class exercise.
- ❖ Models of information seeking, part 3.

### Readings and Assignments due:

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<sup>2</sup> Available through Hagerty Library's electronic reserves.

<sup>3</sup> Mann refers to: Mann, T. (1994). *Library research models: A guide to classification, cataloging, and computers*. New York: Oxford.

<sup>4</sup> Available online through Hagerty Library's electronic resources.

<sup>5</sup> Available through Hagerty Library's electronic reserves.

<sup>6</sup> Available through Hagerty Library's electronic reserves.

- ROL: Chronological list of research articles and the anchor article(s). Send to the Assignment Manager and to the Digital Drop Box. Back up in email.
- The Type-of-Literature model. Mann (pp. 57-74).
- The Actual-Practice model. Mann (pp. 75-90).
- The Principle of Least Effort. Mann (pp. 91-101).
- The Computer Workstation model: Part one. Mann (pp. 103-111).

Classic Readings: (Two key authors here.)

- **Ellis, D.** (1989). A behavioural model for information retrieval system design. *Journal of Information Science*, 15, 237-247.<sup>7</sup>
- **Kuhlthau, C. C.** (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American society for Information Science*, 42, 361-371.<sup>8</sup>

## Week 5: Examining the Information Seeker's Mind

Key Issues:

- ❖ Review of models of information seeking.
- ❖ Gender-based digital information preferences.

Reading and assignment due:

- **Graded ASSIGNMENT 2: CRUCIAL REFERENCE WORKS**
- **Formal Blog Posting: Describe where you are on your review of the literature (ROL) Use this as an opportunity to share how you understand and what you don't. Share with others in your blog ring so that they and the professors can understand how best to help everybody.**
- **To the Assignment Manager and the Digital Drop Box: Make sure that you have submitted your chronological list of articles, Move on to selecting your anchor article(s), and working on the citation matrix/chart. These can be stored for yourself in the Digital Drop Box as well as submitted for feedback.**
- Case, *Looking for Information*, chapter 8, p. 159-176.

Classic Readings:

- Spink, A., & Cole, C. (2001). Introduction to the special issue: Everyday life information-seeking research. *Library and Information Science Research*, 23, 301-304.<sup>9</sup>
- Agosto, D. E. (2002). A model of young people's decision making in the Web. *Library & Information Science Research*, 24, 311-341.<sup>10</sup>

## Week 6: Mann's Library Research Models

<sup>7</sup> Available through Hagerty Library's electronic reserves.

<sup>8</sup> Available online through Hagerty Library's electronic resources.

<sup>9</sup> Available online through Hagerty Library's electronic resources.

<sup>10</sup> Available online through Hagerty Library's electronic resources.

Key Issues: The importance of abstracts in reference and scholarly communication; Everyday Information Seeking; Discussion of library visits.

Readings and assignment due:

- **Blog Posting: A LIBRARY VISIT**
- The Computer Workstation model: Part two. Mann (pp. 113-150).
- The Methods-of-Searching model. Mann (pp. 151-179).
- Implications of the Methods-of-Searching model. Mann (pp. 181-191).
- Ross, C. S., & Dewdney, P. (1998). Negative closure: Strategies and counter-strategies in the reference transaction. *Reference & User Services Quarterly*, 38, 151-163.<sup>11</sup>

## **Week 7: Theories of Information Seeking; Web Publishing in Theory and Practice**

Discussion: Clarifying Mann: “Expanding Users' Mental Models of Libraries” .

Key Issues: Paradigms and theories in information behavior research; Web publishing for the ROL.

Readings and assignment due:

- **Graded Assignment 3: WRITING ABSTRACTS**
- **Blog Posting: ROL: Outline of text.**
- Agosto, D. E. (2002). Bounded rationality and satisficing in young people's Web-based decision making. *Journal of the American Society for Information Science and Technology*, 53, 16-27.<sup>12</sup>
- Bush, V. (1945). As we may think. *Atlantic Monthly*, 176, 101-108. Available at: <http://www.theatlantic.com/unbound/flashbks/computer/bushf.htm> .
- Case, *Looking for Information*, chapter 7, p. 131-155.

## **Week 8: Profiles, Subject Indication, and Domain Knowledge**

Key Issues: Patron/client profiles. Profiles as a collection development tool. Bibliographic statements as subject indication. Domain knowledge and the information specialist.

Readings and assignment due:

- **Graded Assignment 4: SUBJECT CATALOGS AND SUBJECT TRACINGS**

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<sup>11</sup> Available online through Hagerty Library's electronic resources.

<sup>12</sup> Available online through Hagerty Library's electronic resources.

- **ROL: Abstract and Key Words**
- Case, *Looking for Information*, chapter 11, p. 231-256.
- Case, *Looking for Information*, chapter 12, p. 257-280.

## Week 9: User Groups and Information Needs

Key Issues: Information users and non-users. Users and constraints of time, cognition, and physicality. Discussion of review of literature papers.

Readings and assignment due:

- Elfreda Chatman's "Theory of Information Poverty": Chatman, E. A. (1996). The impoverished life-world of outsiders. *Journal of the American Society for Information Science*, 47, 193-206.
- Case, *Looking for Information*, chapter 4, p. 64-78.
- Case, *Looking for Information*, chapter 5, p. 79-109.
- Draft text of ROL for quick review (optional)

## Week 10: Reference Service in Practice, and What is Information, Anyway?

Key Issues: Virtual and Digital Library Reference Services; Information in Theory and Practice; Service in Theory and Practice; Some standard reference service rules, definitions, and practices. Course conclusion and farewell.

Readings and assignment due:

- **Formal Blog Posting : AN ELIBRARY VISIT**
- **WEB POSTING of ROL (Make sure that you post a paper draft on the web site so that you will have no problem when you post the final paper; Send a backup of draft to the Digital Drop Box.)**
- Case, *Looking for Information*, chapter 3, p. 42-63.
- Boudling, K. E. (1956). *The image: Knowledge in life and society*. Ann Arbor: University of Michigan Press.<sup>13</sup>
- Hoag, T. J., & Cichanowicz, E. M. (2001). Going prime time with live chat reference. *Computers in Libraries*, 21(8), 40-44.<sup>14</sup>
- Visit the Ohio Library Consortium's interactive modules about the reference process at <http://www.olc.org/ore/> .
- Visit RUSA's Best Free Reference Web Sites 2003 ([http://www.ala.org/Content/NavigationMenu/RUSA/Our\\_Association2/RUSA\\_Sections/MARS/Publications13/MARSBestRef2003.htm](http://www.ala.org/Content/NavigationMenu/RUSA/Our_Association2/RUSA_Sections/MARS/Publications13/MARSBestRef2003.htm) ).
- Visit the Library of Congress site: <http://www.loc.gov>

<sup>13</sup> Available through Hagerty Library's electronic reserves.

<sup>14</sup> Available online through Hagerty Library's electronic resources.

**Week 11 (Finals Week): All Literature Reviews are due. Send electronic copies to Dr. Smith's email and to the Assignment Manager and the Digital Drop Box.**

**ASSIGNMENTS:** Detailed written descriptions of each assignment will be posted during the term.

## **ASSESSMENT**

Each of the weekly assignments will be worth a total of 100 points and graded according to the following scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

0 - 71 = F

Assignment grade weights:

Remember that missing Due Dates will result in a grade lowered one level:

- Graded Assignments 1- 4: 40% (10% each)
- Review of a Literature and Web Posting: 45% (Text, 30%; Abstract and Key Words, 5%; APA format, 5%; Web posting, 5%)
- Class Participation and Collaborative Learning : Class attendance, class discussion, blog posting, and web participation: 15%
- Required completion of the course evaluation