

**LS 534 INFORMATION SERVICES AND RESOURCES I  
SPRING SEMESTER 2008**

*LS 534 is a required course for the Masters of Library Science and Learning Resources Endorsement.*

**College of Education  
Department of Library Science**

**Instructor:** Dr. Frank Hoffmann  
AB4, Room 427  
Sam Houston State University  
Box 2236  
Huntsville, TX 77341-2236  
Phone: (936) 294-1289  
Fax: (936) 294-1153  
E-mail: [lis\\_fwh@shsu.edu](mailto:lis_fwh@shsu.edu)  
Office hrs.: M-F 3-6pm (or appt.)

**Text/Readings:** Katz, William. 2002. *Introduction to reference work*. 2 volumes. 8<sup>th</sup> ed. McGraw-Hill. 7th ed. (1996) also acceptable.

Related Readings

*American reference books annual*. Volume 1- , 1970- . Bohdan S. Wynar, editor. Libraries Unlimited.

Balay, Robert, editor. 1996. *Guide to reference books*. 11<sup>th</sup> ed. American Library Association.

**Course Description:** Skills, techniques and philosophy of the reference process with emphasis on the interview and strategy. Examination and discussion of basic reference tools using specific evaluative criteria. Analysis of library systems, networks, automated databases, latest trends and research in the field of reference. Covers online (commercial database services, the Internet) and laser optical disc searching techniques. Core Course.

**Standards Matrix:**

<b>Objectives/Learning Outcomes</b>	<b>Activities (* indicates field-based activity)</b>	<b>Performance Assessment</b>	<b>Standards:</b> • <b>State Standards</b> • <b>AASL Standards</b>
The candidate:			
Demonstrates the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures.	Researches interlibrary and Internet-based information dissemination programs for virtual classroom discussion.  Evaluates documentation (e.g., consortium policies) relating to shared library resources and services.	Online discussion  Readings assessment project	III.4  3.1
Plans for efficient use of resources and technology to meet diverse user needs.	Laboratory-based demonstrations of outstanding print, laser-optical, and online databases.  Site evaluation of selected information materials.	Information sources project  Computer-assisted searching exercise  Online discussion	IV.5  4.1
Interacts with the learning community to access, communicate and interpret intellectual	Field evaluation of information gathering activities.  Models strategies to locate, evaluate and use information for specific purposes within library	Reference process exercises  Virtual role-playing scenarios	III.3  1.1

content.	setting.	Online discussion	
Articulate the role of their professional associations and journals in their professional growth.	Applies professional journals and reference sources to document theories and data presented in written projects.  Contributes learning activities within online discussion forums.	Readings assessment project  Online discussion	II.2  3.1, 3.3

Web address for **state standards**: \_\_\_\_\_

Web address for **specialty organization standards**: \_\_\_\_\_

Web link for **Conceptual Framework**: \_\_\_\_\_

### Course Format:

The content of this course is delivered in a classroom setting and online using Blackboard, the instructor's website, and interactive telecommunications.

In this course our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

#### Essential

- (1) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- (2) Learning fundamental principles, generalizations, or theories.

#### Important

- (1) Gaining factual knowledge (terminology, classifications, methods, trends).

### Course Content:

Discuss syllabus and assignments

Toward a definition of the field

- A. Levels of Service
- B. Types of Reference work
- C. Variations in service philosophy
  1. Type of Library
  2. Subject Field
- D. Desirable Characteristics of the professional reference librarian

Chief Types of Reference Tools

- A. Print
  1. Books
    - a. Dictionaries\*
    - b. Encyclopedias\*
    - c. Biographical Sources\*
    - d. Geographical Sources: Atlases\*, Gazetteers\*, Travel Books\*
    - e. Handbooks and manuals\*
    - f. Catalogs and Union Lists\*
    - g. Indexes, Abstracts, and Bibliographies\*
    - h. Directories\*
    - i. Almanacs and Yearbooks\*
    - j. Guides to the Literature\*
  2. Government Publications/Documents\*
  3. Journals
  4. Ephemera/Realia
- B. Audiovisual Resources
- C. Automation\*
  1. Online Databases Searching
  2. Laser Optical Searching: laserdiscs, CD-ROMs, DVDs
  3. Computer Software

**\*Categories for Information Sources assignment (note that some include >1 grouping)**

Search Process Models

- A. Orientation to the components of the Jahoda Model

- B. Utility of older models for information searching
- C. The reference interview
  - 1. Verbal communication
  - 2. Nonverbal communication

Reference Questions - library practice work

Introduction to Automated Applications in Information Services

Online/Laser Optical Demonstrations

Discussion of student laboratory exercises

Discussion of Techniques Employed in Print and Automated Searching

Development of a Core Reference Collection

- A. Difference Between Types/Levels of Libraries
- B. Evaluative Criteria

Specialized Types of Information Service

- A. Selective Dissemination of Service
- B. Information & Referral (I&R)
- C. Teleconference System
- D. Reader's Advisory Services
  - 1. Reader's Advisory Services
  - 2. Bibliotherapy
- E. Archives Management
- F. Community Information Services
- G. Information Brokering
- H. Records Management
- I. Virtual Reference

Ethics in Information Services

Evaluation and Measurement of Information Services

Administration and Planning of Information Services

### Course Requirements:

#### 1. Readings – Annotations

Provide a summary (1/2-1 page in length using a double-spaced word processing format) of each chapter of the Katz text. Due: March 31.

#### 2. Online Searching Techniques

Following preparatory readings, students will be directed to develop search strategies for a commercial database service (e.g., Dialog). Prior to actual search session students will submit (a) a reference question, and (b) a breakdown of key concepts/descriptors (based on the approach outlined in the *Dialog Training Guide*, and Blackboard Course Document, *Boolean Searching Guide*). Print-outs of the finalized results will be evaluated according to:

- a. match of reference query and selected databases,
- b. efficiency of descriptors and search protocols employed, and
- c. quality of the answers

Due: February 15.

#### 3. Reference Process

Students engage in role-playing as a reference librarian within a library setting, while the instructor serves as the information-seeking patron. The Reference Process involves addressing the patron's information request, and ultimately providing the needed information to the patron. All decision-making and execution steps are to be documented in detail by the student in the reference librarian role. Two reference questions will be distributed to students during the course. The first will be distributed during the first class session with the instructor playing the patron's role for the reference interview; the second will be e-mailed following submission of the first query (which will include instructor comments to be considered when working on the second query). Answers for both questions will be evaluated according to:

- a. correctness of the answer (i.e, accuracy and appropriateness)
- b. adherence to the fundamentals of information searching form (see: Jahoda Model), and
- c. clarity, thoroughness, and organization of the answer.

Due: #1 – April 10; #2 – April 24.

Components of the Reference Process Assignment:

- 1. Receive and articulate patron query

2. Message selection
3. Query negotiation
4. Selection of category of lead-in/answer-providing tool
5. Selection of specific title of lead-in/answer-providing tool
6. Search strategy
7. Translation of language of answer-providing tool into language of query
8. Submission of information to patron

### **AASL/NCATE Standards Addressed:**

*Standard One: Use of Information and Ideas*

Candidates model strategies to locate, evaluate and use information for specific purposes. (1.1)

Candidates identify and address student interests and motivations. (1.1)

Candidates interact with the learning community to access, communicate and interpret intellectual content. (1.1)

Candidates adhere to and communicate legal and ethical policies. (1.1)

Candidates facilitate access to information in print, nonprint, and electronic formats. (1.3)

Candidates comply with and communicate the legal and ethical codes of the profession. (1.3)

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

C4: Commitment to the Practice of Continuous Reflection and Assessment

### Assignment Rubric

<b>Criterion</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
Adherence to the principles of information searching form	Jahoda Model steps omitted	Minor features of reference process steps not executed properly	Reference process executed in fundamentally sound fashion
Correctness of answers: accuracy, appropriateness	Inaccurate answer; information provided doesn't match patron needs	Information provided lacks focus, needs updating, or should be double-checked	Information provided is reliable in its derivation, and directly addresses patron needs
Clarity, thoroughness, and organization of the work	Documentation missing; illogical decision-making and timing	Documentation incomplete; some actions are out-of-sequence	Reference process is lucidly described w/attention to detail and the interrelationship of the steps

### **4. Worksheet**

A page containing twelve questions has been included in a separate handout. Utilizing the Katz textbook and class notes, provide answers for each (taking approximately one-half to a full page per question – some may be longer).

The information which fits each question may be paraphrased from the source employed, the primary purpose of this assignment is to supplement (and highlight) information derived from lectures and readings. Due: March 1.

### **5. Information Sources**

Develop a core collection of 100 (70 in summer session) reference titles for the library (designate either elementary school, middle school, high school, K-12, public, academic, or special library at the beginning of the assignment) of your choice. Include at least five titles from each of the major reference categories designated by an asterisk from the "Chief Types of Reference Tools" section of the course outline (they will also be discussed during the first virtual classroom session. Use the following format for each title:

- a. bibliographic data (title/editor/publisher /edition)
- b. interval of publication (weekly/monthly/quarterly/annual/biennial/every \_\_years –note cumulations)
- c. arrangement of contents (alphabetical by author, historical figure, term, subject, etc./ chronological/geographical/classified –arbitrary subject arrangement)

- d. scope notes (range, depth, level, etc., of subject matter/special features worthy of attention/ comparison with other notable titles in same reference category)

Elements to be evaluated:

- a. applicability of titles to type/level of library selected
- b. presence of at least five titles within each (14) reference category
- c. appropriateness of titles to category placement (common pitfalls: print tools about AV/ automation materials do not constitute AV/automation reference titles, biographical or bibliographic sources lacking an overview of a given discipline's literature are not guides to the literature, catalogs/union lists apply only to materials clearly designated as library holdings)
- d. accuracy of information included
- e. currency of edition consulted (if library used does not have recent editions, reference to instructional materials – e.g., Katz – for information is an acceptable substitute)
- f. thoroughness of scope notes section
- g. completeness in responding to all four sections for each title (typical pitfall: starting a title included within packet and then forgetting to complete at a later date)

Ideas regarding title choices and descriptive information to include can be obtained from the Katz text, ARBA, Guide to Reference Books (1996 ed.), Walford, other book and periodical bibliographies, and the introductory sections of the reference tools themselves. Students are encouraged to work in groups in order to pool ideas and optimize learning; only direct copying of finished work is off-limits. Due: May 5.

Components of the Information Sources Exercise:

1. Selection of information resource for possible addition to the library collection
2. Evaluation of information resource based on professional literature and personal preview
3. Consideration of background factors such as overall collection strength, available of comparable resources, patron needs, etc.
4. Documentation of decision by means of Evaluation of Materials form

#### **AASL/NCATE Standards Addressed:**

*Standard Four: Program Administration*

Candidates select, analyze, and evaluate print, nonprint and electronic resources using professional selection tools and evaluation criteria to develop a quality collection designed to meet diverse curricular and personal needs. (4.1)

Candidates support intellectual freedom and privacy of users. (4.1)

Candidates plan for efficient use of resources and technology to meet diverse user needs. (4.1)

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

C4: Commitment to the Practice of Continuous Reflection and Assessment

#### **Assignment Rubric**

\*Unacceptable – Inappropriate choice of information sources; insufficient number of titles by reference category; failure to properly address bibliographic data/interval of publication/ arrangement/scope notes format; failure to designate type/level of library; frequent inaccuracies.

\*Acceptable – Infrequent omissions of data or inaccuracies.

\*Target – Appropriate choices of information sources; accurate documentation within the entry format employed.

#### **6. Blackboard Discussion Group Participation**

Students must make 6 contributions to the various Discussion Group Forums to be posted by the instructor; at least two of these messages must relate to interlibrary cooperation issues (resources sharing, networking, etc.). The contributions can be made in the form of a comment relating to course-related material, profession-based inquiry, response or follow-up to another student's question or point. Contributions won't be counted if they essentially paraphrase prior submissions, or simply/disagree with a particular point without adding further ideas to the ongoing discussion. The instructor will respond directly to the student following each inquiry in addition to posting observations intended for the group at large, when appropriate. Further guidelines will be posted in Blackboard.

Due: May 1.

Components of the Discussion Group Participation Assignment:

1. Student posts contribution
2. Instructor acknowledges posting directly to student, noting status with regard to the overall assignment.

- Instructor posts general comments (reaction to original posting) intended for all course participants.

**AASL/NCATE Standards Addressed:**

*Standard Three: Collaboration and Leadership*

Candidates demonstrate the potential for establishing connections to other libraries and the larger library community for resource sharing, networking, and developing common policies and procedures. (3.1)

Candidates articulate the role of their professional associations and journals in their professional growth. (3.1)

Conceptual Framework Outcomes Addressed:

C1: Commitment to the Knowledge and Dispositions of the Profession

C2: Commitment to Diversity

C3: Commitment to Technology

C4: Commitment to the Practice of Continuous Reflection and Assessment

<b>Evaluation (* indicates field-based activity):</b>	<b>Percentage of Final Grade</b>
1. Readings - Annotations	10 %
2. Online searching techniques	
a. preparation	5
b. lab exercise	10
3. Reference Questions (2 sets)	1 <sup>st</sup> - 10
	2 <sup>nd</sup> - 15
4. Worksheet	15
5. Information Sources	20
6. Blackboard Participation	<u>15</u>
	Total: 100 %

The final grade is based on this proportional breakdown and considerations regarding class attendance. After self-evaluation of the graded assignments students may choose to redo any of the assignments on a one-time basis.

**Expectations:**

Upon completing this course students will:

- Demonstrate a commitment to promoting intellectual freedom through the dissemination of varied information sources.
- Exhibit ethical behavior as reflected in ALA's *Code of Ethics*.
- Subscribe to the importance of cooperation and networking among libraries and other information agencies in meeting the information needs of participants in a democratic society.
- Listen and respond to information request in a manner that encourages further inquiry.
- Develop, implement, monitor, and revise selection policies and procedures at the district level and collection development policies in the school library media center.
- Identify and apply criteria appropriate for evaluating resources in all formats and at all grade levels and accompanying equipment.
- Evaluate both internal holdings and external information access points to coordinate the selection of appropriate resources to meet the goals and objectives of the school.
- Use appropriate procedures and techniques for evaluating and selecting resources.
- Select resources that reflect the school's philosophy, curriculum, and instructional objectives.
- Ensure that the evaluation and selection process provides curriculum related resources that reflect various teaching styles and instructional strategies.
- Recognize the characteristics unique to each information format and select items according to their specific contribution to learning objectives.
- Advocate, initiate, and implement formal and informal agreements providing for increased availability and accessibility of information through resource sharing.
- Apply appropriate research findings for the improvement of the school library media program.
- Access existing and emerging technologies for school library media center management applications.
- Recommend strategies and creative uses of resources.

16. Provide activities and opportunities for enabling students to assume responsibility for planning, undertaking, and assuming independent learning.
17. Provide specific information and resources in response to information needs identified in the curriculum development process.
18. Assist students and teachers in retrieving, analyzing, interpreting, organizing, evaluating, synthesizing, and communicating information and ideas.
19. Motivate and promote the design of production activities to assist in the development of skills for analyzing, evaluating, synthesizing, and communicating information and ideas.
20. Access existing and emerging technologies for possible applications to the instructional program.
21. Plan and implement staff development activities to increase competence in locating, using, and producing resources for teaching.
22. Develop, advocate, and implement a curriculum-integrated information skills component.
23. Enhance accessibility to all types of resources and equipment by identifying, evaluating, establishing, and using delivery systems to retrieve information in all formats.
24. Identify and select appropriate external information access points.
25. Protect confidentiality and ensure information security as well as the rights of users as reflected in the *Library Bill of Rights* and related ALA policy statements.
26. Exhibit a familiarity with the latest trends and research in this area (to be accomplished through the reading, abstracting, and discussion of the literature).

### **STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

### **STUDENTS WITH DISABILITIES POLICY**

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

### **AMERICANS WITH DISABILITIES ACT**

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

### **Bibliography:**

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2008. Lignocellulosic ethanol: Is it economically and financially viable as a fuel source? *Environmental Quality Management* 18(1): 23-45. doi: 10.1002/tqem.20194. 3. \*Pokharel, B. and R.E. Froese. Froese, R.E. LS and CS-FVS model development and validation. USDA Forest Service, Forest Management Service Center, 2010-2012, \$24,000. Burton, A.J., R.E. Froese, J.K. Bump and R.A. Chimner. COLLEGE COMMITTEES College Leadership Council Information Technology Committee, Chair Curriculum Committee Search Committee for Assistant Professor of Biomaterials, Chair Search Committee for Professor of Practice in Biomaterials. 2018 present 2013 present 2018 present 2019 2015 present 2016 2013 present 2014. \* a student in my lab or under my supervision. Frequently, we need to read external resources into our Spring application. Examples of external resources are text files, XML files, properties files, and image files. To handle such tasks, Spring provides the Resource and ResourceLoader interfaces. The Resource interface represents external resources. The ResourceLoader interface provides methods to load resources. Factors affecting the quality of guest service In a market economy, the means of accommodation compete with each other for attracting investments and in this regard, they are interested in improving their rating, improving their image and enhancing attractiveness. In this regard, the quality of service plays an important role, not only attracting tourists, but also being an important factor in increasing the rating of accommodation facilities. The following factors affect the quality of guest service: - the state of the material and...