



Course Syllabus - Spring 2010
LI 802XU

Theoretical Foundations of Service Diagnosis &
Customization

2/26-27, 4/23-24 and Internet

Faculty:	Sean Bird
Email:	sbird@emporia.edu
Primary Phone:	(785) 231-4940
Office Hours:	By Phone: 9 to 5 Monday - Thursday & By Appointment
Online Course Login:	https://elearning.emporia.edu
Credit Hours:	3.0
Note:	Course Syllabus May Change

Class Weekends (Please make a copy of the syllabus and bring it to class with you.)

February 26, 2010 6:00 - 9:00 p.m.

February 27, 2010 8:30 - 11:45 a.m.; 1:15 - 4:30 p.m.

April 23, 2010 6:00 - 9:00 p.m.

April 24, 2010 8:30 - 11:45 a.m.; 1:15 - 4:30 p.m.

Final, official grades will be posted in ESU BuzzIn.

Note: This syllabus is subject to minor revisions.

Course Description

An approach to diagnosis and customization of information services which seeks to apply cognitive and psychological theories. Understanding individual personality, learning styles, community styles, and characteristics of human information use will serve as a framework for subsequent creation and development of individualized, user-centered services.

Course Learning Outcomes

Students will:

1. Understand and identify key factors related to the user's perspective on information seeking. (assignment #1, #3)
2. Know and apply major theories from the psychology of learning as a lens for viewing diverse information-seeking behavior of library users. (assignment #2)
3. Integrate and connect theories and models from Library and Information Studies and the field of psychology to solve problems and make decisions about information users and information use. (assignment #2)
4. Interact with others and be ready to use research-based strategies to design, implement and evaluate programs and services, and prepared to intervene in the information search process by providing customized library services (assignment #4, #5)

Alignment with SLIM, ESU, Master of Library Science (MLS) Program Outcomes & Professional Values

http://slim.emporia.edu/wp-content/uploads/2008/10/slim_values.pdf

Content and learning activities useful for achievement of all MLS Program Outcomes and Professional Values are included in each MLS course. While many may be covered and practiced throughout participation in LI802, three of the eight outcomes are aligned with learning outcomes in this course and will be specifically targeted:

MLS Program Outcome #1. Articulate a philosophy of client-centered information services based on the epistemological and ethical foundations of the library and information professions.

MLS Program Outcome #7. Demonstrate life-long learning skills by continually acquiring new knowledge, skills, and perspectives to respond to changing conditions.

MLS Program Outcome #8. Communicate effectively in writing, in conversation, and in using information technologies.

Note: Save your course syllabi and learning products (artifacts) for use in construction of your MLS Capstone Portfolio (LI880).

Course Format

This course will be held face-to-face on the above-stated weekends at the Sprague Branch of the Salt Lake City Public Library (2131 Highland Drive, Salt Lake City, UT). This course will also utilize Blackboard (Bb) throughout the semester.

Expected Participation

Students are expected to stay actively engaged in this class and on time with readings and assignments. Students are expected to participate in all scheduled class sessions. Students are expected to contribute individually, as well as in small groups. Except in the case of an emergency that is immediately communicated to the professor, no incompletes will be given. Students are likely to have a variety of backgrounds and experiences. Students are likely to have a variety of different kinds and quantity of prior knowledge and experiences. All students are expected to welcome and value all classmates' participation. Students are expected to be flexible, tolerant and effective participants in this hybrid course delivery system.

Professor's Responsibilities

My responsibility is to provide students with ongoing instruction, resources, strategies, guidance as needed to facilitate intellectual, professional, and interpersonal growth. My goal is for you to experience a positive and productive learning experience during this course, and ultimately beyond this class while earning the MLS, Library and Information Management.

It is my practice to read e-mail almost every day except on some occasions when I am traveling or when I take a day or two off during the work week. I expect to respond to your e-mail within 48 hours. In the rare event that I am not able to write as much as is needed, I will tell you when I will be back to you. I also will send a message to the class most Mondays. The purpose of this weekly message is to guarantee you a steady and continuous flow of instruction/information from me throughout the semester. The Monday messages rarely require a response. I do ask that you read all of them and respond if it is necessary and/or useful for you to do so.

It is my practice to give students scores on assignments and feedback throughout the semester. Each student will receive scores and/or comments from me using the rubrics that are in Bb.

Student's Responsibilities

Your responsibility is to complete all course requirements on time. It is your responsibility to diligently cover course readings and related materials and to be competent in your face-to-face participation and/or with various forms of technology assisted instruction. It is your responsibility to ask for assistance when you feel it is needed. It is your responsibility to organize and manage resources from this class in a knowledge management system befitting a professional in the library and information management field. It is your responsibility to file and save artifacts from this class (and others) for use in your MLS Capstone Portfolio (LI880). It is your responsibility to check your email at least once time every 48 hours. It is your responsibility to communicate via e-mail in an appropriate manner consistent with the structure and outline of this course.

Course Materials

Required Textbooks

Case, D. O. (2007). *Looking for information: A survey of research on information seeking, needs, and behavior*. 2nd ed. Wagon Lane, Bingley, UK: Emerald Group Publishing Limited.

Kuhlthau, C. C. (2004). *Seeking meaning: A process approach to library and information services*. 2nd ed. Westport, CN: Libraries Unlimited.

Note: These books are available in ESU, Memorial Union Bookstore

<http://www.emporia.edu/memunion/bookstore.htm> & Amazon.com:

<http://www.amazon.com/>

Electronic Reserves (William Allen White Library)

Anderson, J. (1988). Cognitive styles and multicultural populations, *Journal of Teacher Education*, 39, pp.2-9.

Dervin, B., & Nilan, M. (1986). Information needs and uses. *Annual Review of Information Science and Technology*, 21, 3-33.

Dervin, B. (1986). Neutral questioning: a new approach to the reference interview. *Reference Quarterly*, 25 (4), 506-513.

Dewdney, P., & Ross, C. (1994). Flying a light aircraft: Reference service evaluation from a user's viewpoint. *Reference Quarterly*, 34 (2), 217-30.

Dow, M. I. (2008, July). [Review of the book *Guided Inquiry: Learning in the 21st Century*, by C. C. Kuhlthau, Leslie K. Maniotes, & Ann K. Caspari]. *portal: Libraries and the Academy, The Johns Hopkins University Press* 8(3), 339-340. doi: 10.1353/pla.0.0010

Durrance, J. C. (1995). Factors that influence reference success: What makes questioners willing to return? *Reference Librarian*, 49, 243-265.

Leckie, G., & Fullerton, A. (1999). Roles of Academic Librarians in Fostering a Pedagogy for Information Literacy. ACRL Ninth National Conference (April 1999): 191-201.

Retrieved from <http://www.mwcc.edu/Html/Library/subjectpages/IL/leckiefullerton.pdf>

Malenfant, C., & Nora, E. D.. (2004). Collaboration for point-of-need library instruction. *Reference Services Review*, 32(3), 2004, pp. 264-273.

Taylor, R. S. (1968). Question negotiation and information seeking in libraries. *College and Research Libraries*, 29, 178-194.

Whitlatch, J. B. (2003). Reference futures: outsourcing, the Web, or knowledge counseling. *Reference Services Review*, 31 (1), 26-30.

Wilson, T. D. (1999). Models in information behavior research. *Journal of Documentation*, 55 (3), 249-270.

Note: Please follow the outline of topics and schedule (dates) for reading outline (including required textbooks and electronic reserves) in the document titled *Course Outline of Topics* in Blackboard, Class Documents.

Assignments:

Assignment #1 - Readings and Intellectual Reactions - Final post May 2, 2010

Assignment #2 - Collaborative Learning Project - April 24, 2010

Assignment #3 - Interview with Information Seeker - March 21, 2010

Assignment #4 - Small group participation (student evaluation) - April 24, 2010

Assignment #5 - Participation - Throughout semester ending May 10, 2010

Total Points - 100

Grading Policy

All work, including Blackboard postings, must be submitted as required on or before the due date and reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content presented should reflect a high degree of original thinking, logic, and careful analysis. When cited, the work of others must be properly credited. In addition, each assignment will include directions specific to that activity.

Grading Scale

Assignment #1 - 30 points

Assignment #2 - 30 points

Assignment #3 - 20 points

Assignment #4 - 5 points

Assignment #5 - 15 points

Total Points - 100

96 - 100 = A 93 - 95 = A- 90-92 = B+ 85 - 89 = B 83 - 84 = B-

80 - 82 = C+ 75 - 79 = C 72 - 74 = D < 72 = F

SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

SLIM Grade Policy

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

SLIM Incomplete Grade Policy

SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to:

<http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the

incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar's Office.

Faculty-Initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]"

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
211 S Morse Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone : 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu

Copyright © 2010-2011
*School of Library & Information
Management*
[Emporia State University](http://www.emporia.edu)
*1200 Commercial Campus Box
4025
Emporia, KS 66801*

voice: (800) 552-4770
voice: (620) 341-5203 - [other numbers](#)
fax: (620) 341-5233
Content comments for the instructor:
sbird@emporia.edu
Technical questions:
slimhelp@emporia.edu