

7040 Syllabus

LIS 7040 G01: Information Access Services, Spring 2013/14

St. Catherine University, Master of Library and Information Science Program (As of 1/03/13)

Credit hours: 3 semester hours

Classroom: CDC Room 18

Time: Tuesday 6:00pm – 9:00pm

Contact Hours: 45 (15 interactive lecture, 10 discussion, 10 workshop, 10 project work)

Instructor: Anthony Molaro, PhD

Office: CDC 49; Hours: before/after class & by appointment

Contact:

Email: agmolaro@stkate.edu

Office phone: 651-690-6626

Twitter: [infoactivist](#)

Blog: informationactivist.com

Course website: Registered students may request access through D2L

**Syllabus draft as of 1/04/2014. Subject to change.*

Note from the instructor

“Authenticity is a collection of choices that we have to make every day. It's about the choice to show up and be real. The choice to be honest. The choice to let our true selves be seen.”

— Brené Brown

I want to know what you think, who you are, and where you come from. You don't have to agree with me, or each other – I only ask that we learn to respectfully disagree and still be able to engage in meaningful discussion. College is a place to expand your mind by learning about others' realities, ideas and perspectives. So let's do it! Don't ever be afraid to write or say something just because others may disagree. This is part of using your voice, becoming a scholar and “claiming your education”.

Please know I love teaching this class and I have faith in each and every one of you. I also have high expectations. This is not undergraduate college. If you skated by in undergraduate college – that's not realistic here. If you worked hard in undergraduate college, plan to work even harder here. You are here because we believe in your potential. My responsibility is to challenge you to be the best scholar you can be. Your end of the deal is to do the work - not half way- but all the way. You and your families are making a substantial investment for you to be here. Please don't waste your (or their) money or my

time. Challenge your brain. Look up words! Read it until you get it, and ask if you don't. Support each other. Listen. Think. Learn. Teach. (Adapted from Donna Hauer, Director of MIPS).

I. Course Description

As an introduction to effective access to information services, the course addresses philosophy, principles, and practice of reference services, including the selection, evaluation and use of general information sources; bibliographic control; electronic searching; reference research; reference interview; information literacy; and functions and management of reference and online services.

3 credits. Prerequisite or co-requisite: LIS 7010.

II. Course Texts

Required

Cassell, K.A. & Hiremath, U. (2013). *Reference and information services in the 21st Century: An introduction*. 3rd ed. New York: Neal-Schuman.

Further Reading

See Context Books List

III. Goals & Student Learning Outcomes

Goals

1. You will understand the important role of traditional reference services for patrons.
2. You will see how reference services are changing rapidly in the digital age.
3. You will learn to see reference services within a customer service framework.
4. You will understand reference services within the three dimension framework (resources, systems, humans).

Course Learning Outcomes

By successfully completing this course, the student will be able to:

Student Learning Outcome	Professional Core Competencies	Assessment
<ul style="list-style-type: none"> Understand the lifecycle of information. 	<ul style="list-style-type: none"> ALA 2A 	<ul style="list-style-type: none"> Search Exercises, In Class Workshops
<ul style="list-style-type: none"> Understand users' information behavior. 	<ul style="list-style-type: none"> ASIST 2 	<ul style="list-style-type: none"> Libguide
<ul style="list-style-type: none"> Demonstrate techniques used to retrieve, evaluate, and synthesize information from diverse sources. 	<ul style="list-style-type: none"> ALA 5B; 	<ul style="list-style-type: none"> Search Exercises, Libguide, Class Bibliography
<ul style="list-style-type: none"> Cite sources precisely using a standard style manual (APA). 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Search Exercises, Libguide, Class Bibliography
<ul style="list-style-type: none"> Evaluate the quality, accuracy, comprehensiveness, timeliness, and utility of individual reference resources. 	<ul style="list-style-type: none"> ALA 5A 	<ul style="list-style-type: none"> Libguide, Class Bibliography
<ul style="list-style-type: none"> Categorize and present information resources for a diverse patron population 	<ul style="list-style-type: none"> ALA 5F; 	<ul style="list-style-type: none"> Libguide, Class Bibliography
<ul style="list-style-type: none"> Applies best practices for managing a reference collection in all formats. 	<ul style="list-style-type: none"> ALA 2C 	<ul style="list-style-type: none"> In Class Workshops
<ul style="list-style-type: none"> Understand and demonstrate instructional methods pertaining to information and/or digital literacy. 	<ul style="list-style-type: none"> ALA 5D 	<ul style="list-style-type: none"> In Class Workshops
<ul style="list-style-type: none"> Understand and demonstrate the role of readers' advisory, community engagement, outreach, and programming within a reference department 	<ul style="list-style-type: none"> ALA 5E 	<ul style="list-style-type: none"> Context Book Report, In Class Workshops, Service Report
<ul style="list-style-type: none"> Understand the issues and trends in information access services. 	<ul style="list-style-type: none"> ALA 5G 	<ul style="list-style-type: none"> In Class Workshops
<ul style="list-style-type: none"> Compare and contrast different service models 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Service Report

MLIS Program Student Learning Outcomes

This course helps students meet the following MLIS Program student learning outcomes (SLOs):

- Identify and analyze information needs and opportunities of individuals and organizations. (SLO 1)
- Demonstrate critical thinking by integrating relevant models, theories, research and practices. (SLO 2)
- Communicate knowledge from library and information studies and related disciplines. (SLO 5)
- Demonstrate information technology fluency. (SLO 6)
- Demonstrate understanding of the selection, acquisition, organization, preservation, retrieval, and use of recorded knowledge and information resources. (SLO 7)
- Promote and model the professional values of ethical responsibility, intellectual freedom, and universal access to information. (SLO 8)
- Demonstrate awareness of diverse groups and how to serve them effectively. (SLO 9)
- Teach others to identify, analyze, organize, and use information. (SLO 10)
- Articulate a philosophy of service that demonstrates an understanding of the history, philosophy, principles, policies, and ethics of library and information science and technology. (SLO 11)

MLIS Program Curriculum Threads Addressed

- Diversity
- Leadership
- Research
- Technology
- Ethics

IV. Course Philosophy & Learning Strategies

The approach taken in this class is inquiry and project/problem-based learning, described as:

- Student-driven
- Focused on exploration, questioning, critical thinking, and reflection
- Goes beyond information accumulation in a quest for knowledge that favors depth over breadth
- Seeks solutions, not answers

- Collaborative learning using diverse expertise to teach each other

Resources we bring to the learning:

- Knowledge of and experience with reference services
- Knowledge of and experience with critical thinking/research
- Teamwork in social and professional settings
- Motivation
- Life experience

V. Assignments and Course Requirements

Search Exercises (20% of grade; 4 exercises @ 5% each)

Students will answer reference questions using a variety of reference and information sources.

Due: SE1 March 11, 2014; SE2 March 18, 2014; SE3 April 1, 2014; SE4 April 29, 2014

Service Report (20% of grade)

Service reports analyze the quality of the service that you receive from employees, representatives, or self-service systems of organizations serving the general public. Each section of the report deals with a single current incident – but should identify multiple factors contributing to an evaluation of service as good or bad. You will observe and report on service received in 4 contexts: (1) general customer service; (2) library reference; (3) virtual reference; and (4) a library program (book discussion, story time, instructional session, etc...). Beyond the four sections your report should also have a concluding section that indicates why some services were better than others and how this affects your service philosophy. This paper should be around 2,500 words.

Date Due: April 22, 2014

Context Book (20% of grade; 15% paper, 5% presentation)

As a professional librarian, we come into contact with a variety of ideas outside of libraries through the books we encounter in our daily life. As a way to hone your professional skills, look outside the box, and learn from the broader world, I require a context book report.

This is a **group project** and each team will be comprised of 2 people. As a result, please partner up with one other classmate and select a book. The team will need to select a book by the end of session 1 (February 4, 2014). Only one team allowed per title, so pick early.

As a team, please write a brief reflection and reaction paper to the book. The paper should be around 1,500 words (not including the lesson plan). Papers must be uploaded to the course space on D2L prior to class time and a print copy should also be brought to class.

The second part of the assignment is to present the context book to the class. Together you will create a brief presentation/instructional session (15 minutes or so). Each teammate must contribute to the presentation. You will not turn in your slide deck but will turn in a lesson plan with your report. The presentation should not rehash your paper.

In both the paper and the presentation you may address the following:

- What can librarians learn from this work?
- Evaluate and/or criticize the book's themes and positions.
- How might the focus of this work impact library services?
- How might the focus of this work impact library members?
- How might this work shape your service philosophy?

Date due: February 25, 2014

Libguide Pathfinder (20% of grade)

Imagine a library context for a pathfinder (public, academic, school, or special (this includes archives)). Guides are written to help users seeking library materials on a particular topic. You will prepare a guide to library resources covering a topic and identify 15 resources that supply information on the topic. To do this, each student will need to identify a specific topic and the audience for the materials. The finished product should be of professional quality and should indicate that you have conducted research and made careful evaluations.

The pathfinder will be created using Libguides. The pathfinder should have an introduction explaining why the topic was chosen. What is the significance of the sources for the users? Who the audience is? What type of library the pathfinder would be in? This introduction should be **at least** a paragraph long (meaning four to five sentences).

The pathfinder should include a brief background or history on the topic. The background or history should be *at least* a paragraph long (meaning four to five sentences).

Each source should have an annotation of *a minimum* of three sentences. It can be longer if necessary. It should explain what kind of source it is. How it serves your topic and why it is important. The manner in which the sources are put together should make sense. Remember everyone here is learning to work in an information resources position be it a

librarian or some other position. There should be a logical reason why sources are put together on the pathfinder. If there are not three sentences there will be a deduction.

All grammar and spelling counts as does how the pathfinder is laid out. It should be in a logical, systematic, and in a pleasing manner. It should be easy for the user to navigate.

The sources can include authoritative web sources, books, peer reviewed journals, associations, or any other non-fiction source. All information should be no more than 10 years old or from 2004 through 2014 (seminal work would be an exception).

Due: May 13, 2014

Class Bibliography (10% of grade)

Throughout our class sessions we will cover a variety of reference sources. You will create a master class bibliography of the sources we discuss in class and turn it in during our final week together. I have you create this list for two reasons: (1) to understand how to construct a bibliography, and (2) to have a list of sources we have covered that you can consult when you are working in the field. The entries need not be longer than two or three sentences. I highly advise that you work on this as we progress through the semester instead of waiting to the end. When you turn in the bibliography, you should organize the sources in some way that makes sense. An example entry would look like this:

Speakers of the House of Representatives (Credo)

An encyclopedia which covers all the Speakers of the House of Representatives from 1789-2009 (not current). Provides biographical information, a timeline of important events concerning the position, and primary documents including speeches, letters and articles.

Due: May 20, 2014

Class Participation (10% of grade)

Active class participation is essential to the atmosphere of this class because we learn from each other and participation acts as a model of reference work itself. Full points (15 points) will be given if all the following criteria are met: Completing all case studies and assignments on time, being prepared to discuss the readings, perfect attendance, regularly contributing to class discussions, regularly contributing in small group exercises, encouraging others to participate in asking questions and making relevant comments during class discussions and lectures. The scale goes down to one (1) point for the following: Two or more absences, incomplete exercises, no contributions to class discussions, little contribution to small group work.

VI. Assessment

Grading Scale

100-95	A
94-90	A-
89-87	B+
86-83	B
82-80	B-
79-77	C+
76-74	C
73-70	C-
> 70	F

Assignments and Grading

All assignments are expected to have:

- Your name, date submitted, and assignment title (e.g., Cast Study #1)
- Page numbers
- An original title for the assignment if any
- 1" margins
- 12 point Times New Roman or a similarly readable font style
- Double-space
- Subheadings with the document (if more than 4 pages)
- APA citations of works cited
- APA title page and formatting for all assignments
 - If you are not familiar with APA format, please visit the CSC Library website at <http://www.stkate.edu/library/guides/style.html>

Incomplete Grade

A grade of incomplete is given only when unusual circumstances deem it appropriate. Ordinarily, such circumstances would involve matters that are not wholly within your control, such as illness. If you wish to receive an incomplete grade you must complete a Petition for Incomplete Grade form (available online) no later than the last day of the term in which course requirements are due. You must be making satisfactory progress in the course and you must have completed 75% of the course at the time the petition is filed. Incompletes are awarded at the instructor's discretion. If granted, the normal deadline for completion of the work is no more than eight weeks after the last day of classes in the session or sub-session in which the course is offered. The instructor may establish a due date after the normal deadline if you request it and special circumstances warrant it. The instructor will submit an alternate grade that will automatically be recorded if you do not

complete the requirements for the course by the deadline. If you complete the course requirements in the time allotted, the instructor must submit the final grade by the deadline. Extensions to the due date originally agreed to by you and your instructor must be approved by the appropriate academic dean.

Assignment Grading

Search Exercises 20%
Service Report 20%
Context Book 20% (15% paper; 5% presentation)
Libguide Pathfinder 20%
Class Bibliography 10%
Class Participation 10%
Total 100%

VII. Other Course Requirements & Information

Assignment Due Dates

All assignments are due at the beginning of the class period. Late assignments will be accepted for up to 3 days after they are due, with a 3% reduction in grade per day late. Sometimes emergency or other understandable circumstances prevent students from turning in assignments on time. In these cases, assignments more than 3 days late may be accepted on consultation with the instructor prior to the due date.

SCU Attendance Policy

St. Catherine University has instituted an [attendance policy](#) for its graduate classes. Of note is the policy that the Registrar may drop those who do not attend the first class session.

Professionalism and Academic Integrity

Regular attendance is very important. It is very difficult to keep up without attending every class. If you will miss class, you should notify the instructor in advance. You are responsible for checking your St. Kate's email account for messages from the instructor. Please check your email at least once a day.

St. Catherine University expects each of its students to uphold the Student Code of Conduct, which includes civility, respect for differences, and academic integrity and honesty. Appropriate credit must be given to original creators of all works used.

Major violations are cheating and plagiarism. Cheating includes copying others' works, collaborating without authorization, and accessing others' computer files without

authorization. Plagiarism includes intentionally or unintentionally using someone else's words, works, thoughts, or expression of ideas without giving proper credit. Please see the [St. Catherine University Academic Integrity Policy](#).

Accommodations

Saint Catherine University is committed to equal access for all and recognizes that disability is an aspect of diversity. The University's goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to the learning environment, accurate assessment or your achievement, please contact the Resources for Disabilities office as soon as possible. Access Consultants can be reached in the O'Neill Center at **651-690-6563** to discuss academic adjustments or accommodations.

Emergency Situations

St. Kate's has an [Emergency Preparedness](#) page. We hope no one will be infected, but if you are, we will make every effort to allow you to complete the course without physically attending class.

Since St. Catherine University is committed to the healthy well-being of our community, we support The Centers for Disease Control's following recommendation: students, faculty, or staff with influenza like illnesses (temperature of 100.0 or greater, plus a cough or sore throat) are directed to self-isolate (or stay home) for at least 24 hours after their fever is gone without the use of fever-reducing medicine. In the event that students are unable to attend classes due to this self-isolation recommendation, they should notify their professors of their absence. Faculty will provide opportunities for these students to participate in alternative delivery of class material due to illness.

Inclement Weather

Should the weather create conditions that are unsafe for us to have classes on campus, the instructor reserves the right to hold class online. This may include classes in which the university may or may not cancel classes. Should the instructor deem travel conditions hazardous, while the school remains open, the students will receive an email about holding class online (either synchronously or asynchronously).

Religious Observances

I want to be sensitive to the honoring of your observation of religious and spiritual holidays. Please speak with me in advance regarding an absence for this reason.

Respect

I ask that people be sensitive to not use language that intentionally demeans or is otherwise harmful to individuals or groups. I realize one is not always aware of what

language is and is not hurtful. This class is about exploring and respecting diverse ideas, experiences, values, and communication styles. All comments deserve respectful hearings. You are not pressured to *agree* with everything others say, but you are expected to respectfully listen to others' views and experiences and make changes accordingly. Also realize that intent does not equal impact. We can offend each other without intending to. Should that happen, I trust appropriate apologies will be offered. (Borrowed from Donna Hauer, Director of MIPS).

Liberal Arts Goals

LIS 7040 advances the attainment the University's "Goals of a Liberal Arts Education", specifically as this course prepares students to explore the nature of critical thinking in LIS. Specific liberal arts goals addressed in this course include: Ethics and Social Justice, Diversity and Global Perspectives, Discipline Based Competence, Effective Communication and Lifelong Learning.

VIII. Course Outline and Schedule

Session 1, February 4, 2014 Introduction & Reference Interview

Readings:

Cassell & Hiremath Chapter 1 & 2

Dewdney, P., & Michell, G.B. (1996). Oranges and peaches: Understanding communication accidents in the reference interview. *Reference & User Services Quarterly*, 35(4), 520-536.

Harmeyer, D. (2010). Reviving the reference interview: From the desk to chat to phone. *The Reference Librarian*, 51(2), 163-166

Ross, C. S. (2003). The reference interview: Why it needs to be used in every (well, almost every) reference transaction. *Reference & User Services Quarterly*, 43(1): 38-43.

RUSA. [Guidelines for Behavioral Performance of Reference and Information Service Providers.](#)

Due: Context Book Selection

Session 2, February 11, 2014
Information Literacy & Instruction

Readings:

Cassell & Hiremath Chapter 16

AAC&U Information Literacy Value Rubric. Retrieved from
<http://www.aacu.org/value/rubrics/pdf/InformationLiteracy.pdf>

ACRL. Information Literacy Competency Standards for Higher Education. Retrieved from
<http://www.ala.org/acrl/standards/informationliteracycompetency>

Madeline Hunter's ITIP model for direct instruction. Retrieved from
<http://www.hope.edu/academic/education/wessman/2block/unit4/hunter2.htm>

Oakleaf, M., & VanScoy, A. (2010). Instructional Strategies for Digital Reference: Methods to Facilitate Student Learning. *Reference & User Services Quarterly*, 49(4), 380-390.

Center for Research on Learning and Teaching. Strategies for Effective Lesson Plans. Retrieved from http://www.crlt.umich.edu/gsis/p2_5

Session 3, February 18, 2014
Searching & Bibliographic Control

Readings:

Cassell & Hiremath Chapter 3

Bell, S. (2007). Tools every searcher should know and use. *Online*, 31(5), 22-7.

Buckland, M. Naming in the Library: Marks, Meaning, and Machines. [PDF](#)

Gorman, M. (1999). Authority control in the context of bibliographic control in the electronic environment. Retrieved from [PDF](#)

Mann, T. (2003). Why LC Subject Headings Are More Important Than Ever. *American Libraries* 34(9), 52-54.

Marshall, J. (2005). Controlled Vocabularies: a Primer. *Key Words* 13(4), 120-4.

Session 4, February 25, 2014
Context Books & Reference Resource Selection & Evaluation

Due: Context Book Paper & Presentation

Readings:

Cassell & Hiremath Chapter 17

Beck, S. (1999). Rutgers University Libraries Staff Resources: [Evaluation criteria for electronic resources](#).

Farmer, L. S. J. (2009). The life cycle of digital reference sources. *The Reference Librarian*, 50(2), 117-136.

Session 5, March 4, 2014
Web Searching

Readings:

Cassell & Hiremath Chapter Ch. 13

Digital Public Library of America. <http://dp.la/>

Directory of Open Access Journals (DOAJ). About <http://www.doaj.org/about>

[Google Advanced Power Searching Skills](#) - please read/view (1) Operators: all sections; (2) Additional Google Properties: Scholar, News, Book Search; (3) Advanced Search Tools: Search Settings, Verbatim & Double Quotes; & any other items you may be interested in.

OAIster. <http://www.oclc.org/oaister.en.html?urlm=168646>

UC Berkeley Library. (2012). [Invisible web: What it is, why it exists, how to find it, and its inherent ambiguity](#).

Shirky, C. (2005). [Ontology is overrated](#).

Session 6, March 11, 2014
Database Searching

Due: Search Exercise 1 (Web Searching)

Guest Speaker: Pam Harris (MLIS Student and Proquest Trainer)

Readings:

Cassell & Hiremath Chapter Ch. 8

Jacso, P. (2013). ProQuest's Graduate Education Program (GEP) – a powerful, free database and software package for LIS educators and students worldwide. *Online Information Review*, 37(2), 326-338.

Quint, B. (1991b). Inside a Searcher's Mind: The Seven Stages of an Online Search (Part 2). *Online* 15(4), 28-35.

Session 7, March 18, 2014
Reference Suites Part I

Due: Search Exercise 2 (Database Searching)

Readings:

Cassell & Hiremath Chapter Ch. 4, & 5

Session 8, March 25, 2014
Break

Session 9, April 1, 2014
Reference Suites Part II

Readings:

Cassell & Hiremath Chapter Ch. 6, 7, & 11

Session 10, April 8, 2014

Virtual Services

Due: Search Exercise 3 (Reference Suites)

Guest Speaker: LeAnn Suchy

Readings:

Cassell & Hiremath Chapter Ch. 21

Bravendar, P., Lyon, C. and Molaro, A. G. (2011). Should Chat Reference Be Staffed by Librarians? An Assessment of Chat Reference at an Academic Library Using LibStats, *Internet and Reference Services Quarterly*. 16(3), p. 111 – 127.

Buckland, M. (n.d.). Reference library service in the digital environment. [PDF](#)

Coffman, S. & Arret, L. (2004a). To Chat Or Not to Chat - Taking Another Look at Virtual Reference, Part I. *The Searcher: The Magazine for Database Professionals* 12(7), 38-46.

Coffman, S. & Arret, L. (2004b). To Chat Not to Chat: Taking Yet Another Look at Virtual Reference. *The Searcher: The Magazine for Database Professionals* 12(8), 49-56.

Ronan, J. (2003). The reference interview online. *Reference & User Services Quarterly*, 43(1): 43-

Ward, J., & Barbier, P. (2010). Best practices in chat reference used by Florida's Ask a Librarian virtual reference librarians. *The Reference Librarian*, 51(1), 53-68.

Session 11, April 15, 2014

Medical & Business Sources

Readings:

Cassell & Hiremath Chapter Ch. 9

[Guidelines for Medical, Legal and Business Responses –RUSA](#)

Session 12, April 22, 2014

Government & Legal Sources

Due: Service Report

Guest Speaker: Lori Donovan J.D. (MLIS Student)

Readings:

Cassell & Hiremath Chapter Ch. 12

Session 13, April 29, 2014

Readers' Advisory, Programming & Outreach

Due: Search Exercise 4 (Medical, Business, Legal & Government)

Guest Speaker: Leah White, Head of Popular Materials, Ela Public Library

Readings:

Cassell & Hiremath Chapter Ch. 14

Adult Reading Round Table <http://www.arrtreads.org/home.html> &
<http://www.arrtreads.org/genrestudies.html>

Please locate one article on programming, outreach or community engagement that interests you. You will provide a 2 minute takeaway presentation.

Session 14, May 6, 2014

Difficult Situations and Special Populations

Readings:

Greenway, S. A. (2007). Library services behind bars. *Bookmobile and Outreach Services*, 10(2), 43-64.

Gross, M. (2000). The imposed query and information services for children. *Journal of Youth Services in Libraries* 13(2), 10-17.

Isaacson, D. (2004). Is the Correct Answer the Right One? *Journal of Information Ethics*, 13(1), 14-18.

- Levin, D. S. (2008). A special program and a special partnership: Serving a developmentally disabled adult population. *Colorado Libraries*, 34(3), 36-8.
- Miller-Gatenby, K.J.; & Chittenden, M. (2000). Reference Services for All: How to Support Reference Service to Clients With Disabilities. *The Reference Librarian*, 69/70, 313-326.
- Schon, I. (2006, May). Opening new worlds for Latino children. *American Libraries*, 37(5), 48-50.
- Tinerella, V.P.; & Dick, M.A. (2005). Academic Reference Service for the Visually Impaired: A Guide for the Non-Specialist. *College & Research Libraries News* 66(1), 29-32.
- Collins, L. N., Howard, F., & Miraflor, A. (2009). Addressing the needs of the homeless: A San José library partnership approach. *The Reference Librarian*, 50(1), 109-116.
- Morrone, M., & Friedman, L. (2009). Radical reference: Socially responsible librarianship collaborating with community. *The Reference Librarian*, 50(4), 371-396.
- American Library Association. (2005). [Guidelines for the Development of Policies and Procedures Regarding User Behavior and Library Usage](#).
- Shuman, B.A. (2002). Problem patrons: Reviewing your options. *Public Libraries*, 41(6). (full text available via Library Literature database)
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Session 15, May 13, 2014
Future of Reference

Due: Libguide

Readings:

Cassell & Hiremath Chapter Ch. 22

Swett Green, S. (1876). Personal relations between librarians and readers. *American Library Journal*, 74-81. Retrieved from <http://polaris.gseis.ucla.edu/jrichardson/DIS220/personal.htm>

Jacobsen, M., & Anthony, C. (2011). Build your own digital media lab. *Library Journal*, (18), 36-40.

King, D., & Porter, M. (2012). Outside In. Create a Library "Tech Shop". *American Libraries*, 43(3/4), 59-57.

Peters, T. A. (2011). Left to their own devices: The future of reference services on personal, portable information, communication, and entertainment devices. *The Reference Librarian*, 52(1-2), 88-97

Uden, R. (2011). Making Space for Creativity. *Library Journal*, (18), 38-39.

Session 16, May 20, 2014 Evaluation & Assessment

Due: Class Bibliography

Readings:

Cassell & Hiremath Chapter Ch. 20

Hubbertz, A. (2005). The design and interpretation of unobtrusive evaluations. *Reference & User Services Quarterly*, 44(4): 327-35.

Logan, F. F. (2009). A brief history of reference assessment: No easy solutions. *The Reference Librarian*, 50(3), 225-233.

Logan, F. F., & Lewis, K. (2011). Quality control: A necessary good for improving service. *The Reference Librarian*, 52(3), 218-230.

Nilsen, K., & Ross, C. S. (2006). Evaluating virtual reference from the users' perspective. *The Reference Librarian*, 46(95-96), 53-79.

IX. Context Book List

Customer Service

- Meyer, Danny. Setting the Table
- Hsieh, Tony. Delivering Happiness
- Michelli, Joseph. The Starbucks Experience
- Disney Institute. Be Our Guest
- Inghilleri, Leonardo & Solomon, Micah. Exceptional Service, Exceptional Profit
- Gallo, Carmine. The Apple Experience

Displays and Merchandizing

- Underhill, Paco. Why We Buy
- Lindstrom, Martin & Underhill, Paco. Buyology

Participatory Services

- Anderson, Chris. Makers
- Gauntlett, David. Making is Connecting
- Simon, Nina. The Participatory Museum. (Available online www.participatorymuseum.org)

Research Reports

- Duke, L. M., & Asher, A. D. (2012). College libraries and student culture: What we now know. Chicago: American Library Association.
- Foster, N. F., & Gibbons, S. (2007). Studying students: The Undergraduate Research Project at the University of Rochester. Chicago: Association of College and Research Libraries.
- New Media Consortium, et. al. (n.d.). The horizon report. Austin, TX: NMC, the New Media Consortium.
- Pew Internet Reports

Technology & the Information Age

- Gleick, James. The Information
- Ariely, Dan. Predictably Irrational
- Kahneman, Daniel. Thinking, Fast and Slow
- Duhigg, Charles. The Power of Habit: Why We Do What We Do in Life and Business
- Thaler, Richard & Sunstein, Cass. Nudge
- Johnson, Clay. Information Diet
- Pariser, Eli. The Filter Bubble
- Vaidyanathan, Siva. The Googlization of Everything
- Macleod, Don. How to Find Out Anything
- Shirky, Clay. Here Comes Everybody
- Shirky, Clay. Cognitive Surplus

User Experience & Design

- Norman, Donald. The Design of Everyday Things
- Weinschenk, Susan. 100 Things Every Designer Needs to Know About People
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