COURSE SYLLABUS

Introduction
This course provides an intensive and thorough introduction to fundamentals of user services and tools in the context of libraries. It introduces the major concepts and techniques associated with different services, such as reference services, readers’ advisory, and information literacy and instruction. This course also provides a foundation in search and discovery techniques and reference conversation. It also addresses contemporary issues related to publishing and collection development.

The course gives students the opportunity to gain knowledge about the user services currently offered in a wide variety of libraries. It also gives them an opportunity to gain necessary skills to design, create, evaluate, market and institutionalize user services using knowledge about users’ information behavior and principles of user experience and service design.

Course Objectives
The objective of the course is to give a solid understanding of the principles, issues, and problems in designing and providing user services in library settings.

More specifically, by the end of the course, participants will:
1. Become knowledgeable about different types of user services currently offered in libraries.
2. Master the basics of searching and discovery.
3. Learn how to design, create, and market a service.
4. Be able to evaluate an existing user service.

Course Organization
Each class session will cover the topic(s) indicated on the syllabus for that day. Class sessions will include lectures by the instructor, class discussions of assigned readings and/or in-class activities designed to illustrate the principles and theories presented in readings and lectures. In addition, at the class meetings, the instructor will discuss the project and the individual steps in the project and the teams will work on their projects. The instructor will meet with each team and discuss issues they encounter.
Students should expect that it is necessary to meet with their teams between class meetings to complete the project in one semester.

Readings
The Schedule of Lectures and Required Readings lists session topics and required readings. Assigned readings are subject to amendment by the instructor.
There is no required textbook for this class. Required readings will be available on the Oncourse worksite for Z501.

Grading and assignments
All grades will be assigned according to the SLIS Grading Policy for Master's and Specialist Level Students. This policy was defined by student and faculty members of SLIS’s Curriculum Steering Committee and was adopted by the Faculty of the School of Library and Information Science, Indiana University, on November 11, 1996, as an aid in evaluation of student performance:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A‐</td>
<td>3.7</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.</td>
</tr>
<tr>
<td>B‐</td>
<td>2.7</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. Coursework performed at this level or below will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>C‐</td>
<td>1.7</td>
<td>Unacceptable work. Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count toward the degree, the student must repeat the course with a passing grade.</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
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</tbody>
</table>
Assignments and percentage of the final grade:

1) Vocabulary building 13%
2) Warm-up exercises 20%
3) Information needs/information behavior 11%
4) Search & discovery workbook 11%
5) Customer journey map 11%
6) In-class collection development activities (Sessions 8 & 9) 5%
7) Group project: design and creation of a user service 29%
   a) Project proposal document
   b) Marketing plan
   c) Marketing material
   d) The actual service or its prototype
   e) Project fair

1) Vocabulary building
One of the major tasks a novice to a profession, or a discipline has, is to master the vocabulary of that profession/discipline. Mastering the vocabulary of one’s profession marks the entrance to it. You should strive to turn “library/information science jargon” into part of your vocabulary. To help you with this task, but also make your interactions with the readings easier and more valuable, I would like each of you to engage in the vocabulary building. For each session pick a single concept from the readings that you believe is important, but would fall into the category of “jargon”, i.e., it’s meaning is not familiar to non-professionals, and write a short definition of it. For the definition you can either use your own words (preferable), or if you encounter an excellent definition in the readings, use it and cite the source (including page number). I will collect all the definitions for the session and share them with everyone. By the end of the course each of you will have a core glossary, and as a class we will hopefully manage to gather a more substantial one that you can all use in the future and hopefully build on.

Vocabulary building will constitute 13% of the student’s final course grade. Each response will be assigned a numerical grade on a scale of 0 to 1.

Terms are to be submitted only via Oncourse no later than 8:00 pm on Mondays before class for Sessions 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14. Late submissions will not be accepted. No email submissions.

2) Warm-up Exercises
Warm-up exercises are intended to provide an opportunity for application of the material covered in course and to engage the integration of conceptual material and practical experience.

Responses to warm-up exercises will constitute 20% of the student's final course grade. Each response will be assigned a numerical grade on a scale of 0 to 5.
Warm-up questions will be posted on Oncourse. **Responses are to be submitted only via Oncourse no later than 10:00 pm on Monday before class.** Late submissions will not be accepted. No email submissions.

There will be a total of four (4) warm-up exercises (for Sessions 2, 3, 11 and 12), each associated with the topic of the class session for which the warm-up question is posted.

3) **Information needs/information behavior**
This assignment will allow students to explore the information behavior of a user group that interests them (e.g., high school student, scientist, health care consumer, migrant farm worker). The first step is to identify published research that investigates information needs and/or information seeking behavior of individuals from this population. After carefully reading at least two papers that report results from empirical studies of the information behavior of this population students will describe (in 500-600 words): the selected population, major findings regarding its information behavior and implications for design of information services for this population. In addition, based on the research, students will create a persona.

This assignment will constitute 11% of the student’s final course grade.

More detailed instructions will be posted on Oncourse. **Responses are to be submitted only via Oncourse no later than 5:00 pm on September 30.** Late submissions will not be accepted. No email submissions.

4) **Search & discovery**
The search & discovery assignment will allow students to compare the strength and weaknesses of different tools for search and discovery.
This assignment will constitute 11% of the student’s final course grade.

More detailed instructions will be posted on Oncourse. **Responses are to be submitted only via Oncourse no later than 5:00 pm on October 14.** Late submissions will not be accepted. No email submissions.

5) **Customer journey map**
The customer journey maps will be created to identify the steps a library user needs to take in order to complete a library task.

This assignment will constitute 11% of the student’s final course grade.

The list of possible tasks and instructions on how to create customer journey maps will be posted on Oncourse. **Responses are to be submitted only via Oncourse no later than 5:00 pm on October 28.** Late submissions will not be accepted. No email submissions.

6) **In-class collection development activities**
Understanding the sources of library materials is essential to providing effective assistance to library users. For these two in-class activities, small groups will consider implications of open access publishing and ebooks.

These two assignments account for a total of 5% of the student’s final course grade (2% open access, 3% ebooks). These are in-class exercises (not submitted on Oncourse).

7) Group project: design and creation of a user service
Students will work in small groups (of three) throughout the semester to design and create a user service of their choice. The project consists of a number of components. Student will submit each component during the semester in order to receive feedback. Initial submissions will not be graded. Only the final, to be submitted no later than December 15 at 5 pm will be graded. It is expected that students take into account the feedback they have received.

   a) Project proposal document
Students will create a project proposal document for the service they are proposing. The instructions on how to create project proposals will be posted on Oncourse. The proposals are to be submitted by a group representative via Oncourse no later than 5 pm on October 7. Late submissions will not be accepted. No email submissions.

   b) Marketing plan
Students will create a marketing plan for the service they are proposing. The instructions on how to create marketing plans will be posted on Oncourse. The marketing plans are to be submitted by a group representative via Oncourse no later than 5 pm on October 21. Late submissions will not be accepted. No email submissions.

   c) Marketing material
Students will create marketing material for the service they are proposing. The instructions on how to create marketing material will be posted on Oncourse. The marketing materials are to be submitted by a group representative via Oncourse no later than 5 pm on November 18. Late submissions will not be accepted. No email submissions.

   d) The actual service or its prototype
Students will create either the actual service or its prototype. More detailed instructions will be posted on Oncourse.

   e) Project fair
Students will showcase their services during a project fair last day of class, December 9. This will be an opportunity to receive additional feedback.

This assignment will constitute 29% of the student’s final course grade. Below is the contribution of the each individual component:
Project proposal document 15%
Marketing plan 15%
Marketing material 20%
The actual service or its prototype 35%
Project fair 15%

**Calendar of due dates**

<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>September 1ˢᵗ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>September 1ˢᵗ at 10 p.m.</td>
<td>Warm-up exercise</td>
</tr>
<tr>
<td>September 8ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>September 8ᵗʰ at 10 p.m.</td>
<td>Warm-up exercise</td>
</tr>
<tr>
<td>September 15ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>September 22ⁿᵈ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>September 29ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>September 30ᵗʰ at 5 p.m.</td>
<td>Information need/information behavior</td>
</tr>
<tr>
<td>October 6ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>October 7ᵗʰ at 5 p.m.</td>
<td>Group project: Project proposal document</td>
</tr>
<tr>
<td>October 13ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>October 14ᵗʰ at 5 p.m.</td>
<td>Search &amp; discovery workbook</td>
</tr>
<tr>
<td>October 20ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>October 21ᵗʰ at 5 p.m.</td>
<td>Group project: Marketing plan</td>
</tr>
<tr>
<td>October 27ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>October 28ᵗʰ at 5 p.m.</td>
<td>Customer journey map</td>
</tr>
<tr>
<td>November 3ʳᵈ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>November 3ʳᵈ at 10 p.m.</td>
<td>Warm-up exercise</td>
</tr>
<tr>
<td>November 10ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>November 10ᵗʰ at 10 p.m.</td>
<td>Warm-up exercise</td>
</tr>
<tr>
<td>November 17ᵗʰ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>November 18ᵗʰ at 5 p.m.</td>
<td>Group project: Marketing material</td>
</tr>
<tr>
<td>December 1ˢᵗ at 8 p.m.</td>
<td>Concept submission</td>
</tr>
<tr>
<td>December 9ᵗʰ in class</td>
<td>Group project: Project fair</td>
</tr>
<tr>
<td>December 15ᵗʰ 5 p.m.</td>
<td>Group project: final report</td>
</tr>
</tbody>
</table>
Late Submissions
In fairness to students who turn in assignments on time, late papers will not be accepted unless arrangements have been made with the instructor prior to the submission date.

Incomplete
Each student is expected to complete all coursework by the end of the term. A grade of incomplete [I] will be assigned only when exceptional circumstances warrant. In such cases timely notification is critical.

Academic Dishonesty
As Dr. Alice Robbin observes in her Fall 2008 syllabus for S506, there is more to avoiding plagiarism than simply citing a reference. Dr. Robbin points out that, in order to aid students both in recognizing plagiarism and in avoiding the appearance of plagiarism, Indiana University’s Writing Tutorial Services has prepared a short guide entitled "Plagiarism: what it is and how to recognize and avoid it". This guide is available at: <http://www.indiana.edu/~wts/wts/plagiarism.html>. The guide provides explicit examples of plagiarism and offers strategies for avoiding it. Each student should be familiar with this document and use it as a guide when completing assignments.

Dr. Robbin offers three "rules" for avoiding inadvertent plagiarism -- rules that she gleaned from Ralph Brower, a colleague at Florida State University:

1. Whenever you "borrow" material, from any resource whatsoever, for inclusion in a document you are writing, you must provide a footnote, endnote or parenthetical reference (with accompanying bibliographic citation) identifying the original resource. If you have any questions about how to do this, review the guidelines set out in the 5th edition of the APA Style Manual.

2. Any time that you quote any resource verbatim, you must enclose the text in quotation marks and identify the original resource, as indicated in (1).

3. Text that you paraphrase and ideas that you "borrow" must also be attributed, as indicated in (1), even if you do not quote the original source verbatim.

Policies on academic dishonesty have been established by Indiana University and the School of Library and Information Science. These policies, which have been set out in the Code of Student Ethics, will be adhered to in this class. Any assignment that contains plagiarized material or indicates any other form of academic dishonesty will receive, at a minimum, a grade of F. A second instance will result in an automatic grade of F for the course. Penalties may be harsher depending on the severity of the offense.

Notice
If you are a student with a special need, please feel free to discuss it with the instructor.
SCHEDULE OF LECTURES AND REQUIRED READINGS

NOTE: For each class session, the following schedule includes a topic statement and a list of required readings. Required readings are listed in the order in which they should be read.

Session 1 -- August 26
Topic: Introduction to z501.
Required readings for Session 1:

Session 2 -- September 2
Topic: From library ecology to service ecology
Required readings for Session 2:
Strickdorn, M., & Schneider, J. (2011). What is service design? (pp. 28-35) and Interaction design: Services as a series of interactions (pp. 80-87). In This Is Service Design Thinking. Hoboken, NJ: John Wiley & Sons.

Session 3 -- September 9
Topic: Designing and creating a service
GUEST LECTURER: Courtney Greene McDonald
Required readings for Session 3:

Session 4 -- September 16
Topic: Information behavior
Required readings for Session 4:


Session 5 -- September 23
Topic: Search and discovery

Required readings for Session 5:


Session 6 -- September 30
Topic: Search and discovery

Required readings for Session 6:


Recommended:

Bradley, P. (2013). Hints and tips on better searching with sample search examples (pp. 221-233), Search utilities and resources to make life easier (pp. 235-250) and The future of search (pp. 251-261). In Expert Internet Searching, 4th ed. London: Facet Publishing.

Session 7 -- October 7
Topic: Search and discovery

Required readings for Session 7:


Session 8 -- October 14  
Topic: Publishing and Vendors  
GUEST LECTURER: Prof. Debora Shaw  
Required readings for Session 8:  
McDowell, Gayle Laakmann. “Why Should We Care About Hachette In The Amazon-Hachette Dispute?”  
Scholarly Publishing and Academic Resources Coalition (SPARC). “Open Access.”  

Session 9 -- October 21  
Topic: Collection Development Policies and Selection Practices  
GUEST LECTURER: Prof. Debora Shaw  
Required readings for Session 9:  

Session 10 -- October 28  
Topic: Reference services  
GUEST LECTURER: Laura G. Manifold  
Required readings for Session 10:  

Session 11 -- November 4  
Topic: Reference conversation  
Required readings for Session 11:


**Session 12 -- November 11**

**Topic: Readers’ advisory**

**Required readings for Session 12:**


**Session 13 -- November 18**

**Topic: Information literacy and instruction**

**GUEST LECTURER:** Carrie Donovan

**Required readings for Session 13:**


Grassian, E. S. & Kaplowitz, J. R. (2009). Information literacy instruction: What is it? (pp. 3-8), History of information literacy instruction (pp. 9-23), Delivering information literacy instruction in various environments (pp. 267-291), and Using technology to support pedagogy (pp. 293-318). In Information Literacy Instruction: Theory and Practice, 2nd ed. New York: Neal-Schuman.


**November 25 - NO CLASS (Thanksgiving break)**

**Session 14 -- December 2**

**Topic: Online tutorials and library guides**

**Required readings for Session 14:**

Moniz, R., Henry, J., & Eshleman, J. (2014). Online tutorials (pp. 53-68) and Library guides (pp. 133-151). In Fundamentals for the Academic Liaison. Chicago: Neal-Schuman.


Session 15 -- December 9
Project fair