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</td>
</tr>
</tbody>
</table>
toward the degree, the student must repeat the course with a passing grade.

F 0.0 Failing. Student may continue in program only with permission of the Dean.

Assignments and percentage of the final grade
1) Library 2050 5%
2) Service safari 5%
3) Information needs/information behavior 5%
4) Search & discovery workbook 20%
5) Resources presentation (group project) 10%
6) Research consultation 15%
7) Library instruction (group project) 15%
8) Design and creation of a user service (group project) 25%
   a) Project proposal document
   b) Marketing plan
   c) Marketing material
   d) Project fair

1) Library 2050
In 2013 The Scarecrow Press published an edited volume by Joseph Janes Library 2020: Today's Leading Visionaries Describe Tomorrow's Library. You can find two of the essays from the book on Oncourse. Using 500 words or less write your own vision of the library in 2050. Start with the sentence "The library in 2050 will be ....".

This assignment will constitute 5% of the student’s final course grade.

Responses are to be submitted only via Oncourse no later than 1:00 pm on Sunday, August 30. Late submissions will not be accepted. No email submissions.

2) Service safari
A service safari is a research method for understanding services. Readings on service safari are available on Oncourse. Starting September 1st start your service safari. Record your observations for five service interactions using the workbooks provided via Oncourse. When carrying out a service safari you should think about:
- Different stages that make up the service
- People involved in delivering service and what they do
- What objects you use or interact with
- What spaces the service takes place in
- What information is available to people
- How people involved in delivering the service contribute to the experience.
After completing the safari (all five interactions) please write a short (one page) reflection on your experiences, discussing what makes some services work well and others not work well. Please use the last page of your workbooks to write your reflection.

This assignment will constitute 5% of the student’s final course grade.

Responses are to be submitted only via Oncourse no later than 1:00 pm on Sunday, September 13. Late submissions will not be accepted. No email submissions.

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 5% 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 1:00 pm on Sunday, September 20. Late submissions will not be accepted. No email submissions.

4) Search & discovery workbook
The search & discovery assignment will allow students to practice search and discovery skills using a wide variety of resources. The students should start working on the search & discovery workbook no later than September 23.

This assignment will constitute 20% 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 9:00 am on Monday, October 12. Late submissions will not be accepted. No email submissions.

5) Resources presentation (group project)
Students will work in small groups (of three) to prepare presentations and hand-out materials on major resources used in a particular subject. The subjects and groups will be determined first day of class. The students will upload their presentations and hand-out materials on Oncourse no later than October 12 before class. Each group will give a 15-minute presentation on October 12.

This assignment will constitute 10% of the student’s final course grade.
6) **Research consultation**
This assignment will allow students to practice providing research consultation on one of the six topics.

This assignment will constitute 15% 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 9:00 am on Monday, November 2.** Late submissions will not be accepted. No email submissions.

7) **Library instruction (group project)**
Students will work in small groups (of three students) to create a lesson plan and a learning object for incoming freshmen on IUB libraries services. The students will present their plans and objects in class on November 30. Each group will have 15 minutes for presentation.

This assignment will constitute 15% of the student’s final course grade.

**Responses are to be submitted only via Oncourse no later than 9:00 am on Monday, November 30.** Late submissions will not be accepted. No email submissions.

8) **Design and creation of a user service (group project)**
Students will work in small groups (of three) throughout the semester to design 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 14 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 19.** 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 November 16.** 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 December 14.** Late submissions will not be accepted. No email submissions.
representative via Oncourse no later than 5 pm on December 6. Late submissions will not be accepted. No email submissions.

d) Project fair
Students will showcase their proposed services during a project fair last day of class, December 7. This will be an opportunity to receive additional feedback.

This assignment will constitute 25% of the student’s final course grade. Below is the contribution of the each individual component:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project proposal document</td>
<td>30%</td>
</tr>
<tr>
<td>Marketing plan</td>
<td>30%</td>
</tr>
<tr>
<td>Marketing material</td>
<td>25%</td>
</tr>
<tr>
<td>Project fair</td>
<td>15%</td>
</tr>
</tbody>
</table>

Calendar of due dates

<table>
<thead>
<tr>
<th>Due date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 30 at 1 p.m.</td>
<td>Library 2050</td>
</tr>
<tr>
<td>September 13 at 1 p.m.</td>
<td>Service safari</td>
</tr>
<tr>
<td>September 20 at 1 p.m.</td>
<td>Information needs/information behavior</td>
</tr>
<tr>
<td>October 12</td>
<td>Resources presentation (group project)</td>
</tr>
<tr>
<td>October 12 at 9 a.m.</td>
<td>Search &amp; discovery workbook</td>
</tr>
<tr>
<td>October 19 at 5 p.m.</td>
<td>Design and creation of a user service (group project) – Project proposal document</td>
</tr>
<tr>
<td>November 2 at 9 a.m.</td>
<td>Research consultation</td>
</tr>
<tr>
<td>November 16 at 5 p.m.</td>
<td>Design and creation of a user service (group project) – Marketing plan</td>
</tr>
<tr>
<td>November 30</td>
<td>Library instruction (group project)</td>
</tr>
<tr>
<td>December 6 at 5 p.m.</td>
<td>Design and creation of a user service (group project) – Marketing material</td>
</tr>
<tr>
<td>December 7</td>
<td>Design and creation of a user service (group project) – Project fair</td>
</tr>
<tr>
<td>December 14 at 5 p.m.</td>
<td>Design and creation of a user service (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.
Incompletes
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 24
Topic: Introduction to z501.
Required readings for Session 1:

Session 2 -- August 31
Topic: From library ecology to service ecology
GUEST SPEAKER: Robert McDonald (Associate Dean for Library Technologies, IUB Libraries)
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.

NO CLASS – September 7 (Labor Day)

Session 3 -- September 14
Topic: Designing and creating a service
GUEST SPEAKER: Leanne Mobley (Scholarly Technologies Librarian, IUB Libraries)
Required readings for Session 3:

Session 4 -- September 21
Topic: Information behavior
Required readings for Session 4:

Session 5 -- September 28
Topic: Search and discovery
Required readings for Session 5:

Session 6 -- October 5
Topic: Resources and systems
GUEST LECTURER: Courtney Greene McDonald (Head, Discovery and Research Services, IUB Libraries)
Required readings for Session 6:
Dempsey, L. (2014). Resource discovery (pp. 87-134) and Library systems (pp. 135-158). In The network reshapes the library: On libraries, services, and networks. Chicago: ALA.
Session 7 -- October 12  
Topic: Resources and systems  
Group presentations

Session 8 -- October 19  
Topic: Publishing and Vendors  
GUEST LECTURER: Prof. Debora Shaw (Professor Emerita, ILS, SOIC)  
Required readings for Session 8:  

Session 9 -- October 26  
Topic: Collection Development Policies and Selection Practices  
GUEST LECTURER: Prof. Debora Shaw (Professor Emerita, ILS, SOIC)  
Required readings for Session 9:  

Session 10 -- November 2  
Topic: Reference and readers’ advisory services  
Required readings for Session 10:  

NO CLASS – November 9 (Work on group projects)

Session 11 -- November 16  
Topic: Information literacy and instruction  
GUEST SPEAKER: Andrea Baer (Undergraduate Education Librarian, IUB Libraries)  
Required readings for Session 11:
ACRL Framework, including Appendix 1
ACRL Standards

**Recommended readings:**
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.

**NO CLASS – November 23 (Thanksgiving break)**

**Session 12 -- November 30**
**Topic: Information literacy and instruction**
**Group presentations**

**Session 13 -- December 7**
**Project fair**