



Course Syllabus - Summer 2012  
LI 802XR

Theoretical Foundations of Service: Diagnosis &  
Customization  
5/18-19, 6/22-23, & Internet

<b>Faculty:</b>	Cathy Perley
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<b>Primary Phone:</b>	(712) 252-0137
<b>Office Hours:</b>	Telephone office hours: M-F 11am-5pm CT or by appointment
<b>Online Course Login:</b>	<a href="https://elearning.emporia.edu">https://elearning.emporia.edu</a>
<b>Credit Hours:</b>	3.0
<b>Note:</b>	Course Syllabus May Change

**Important Dates for Summer 2012**

<i>5/14: First day of class</i>	<i>5/21: Last day to add/drop</i>	<i>5/28: Memorial Day (ESU closed)</i>	<i>6/27: Last day to withdraw</i>
<i>7/4: Fourth of July (ESU Closed)</i>	<i>8/3: Last day of classes</i>	<i>8/7: Final grades due by noon</i>	

**Course Description**

Introduction to customized information services and the diagnosis, prescription, and treatment of information needs. Understanding relevant cognitive, psychological, educational, and social theories and characteristics of human information behavior serves as a framework for the subsequent creation and development of individualized, user-centered services. (Required)  
Prerequisite: LI 801 or concurrent enrollment.

**Course Learning Outcomes**

Upon completion of this course, the learner will be able to:

Outcome	Related class assignment(s)	MLS Program Outcomes	ALA Core Competencies
1. Identify major models of information-seeking behavior as applied to the design,	3, 5	1,2,3	5A

implementation, and evaluation of information services.			
2. Describe individual differences, including learning styles, and their effects on user services.	2, 3, 5	2,3	5B
3. Identify, describe and evaluate the basic types of electronic and print information sources available in libraries and other information organizations.	1, 2, 5		5C, 5G
4. Discuss the components of information literacy and the related instructional methods strategies.	1, 5		5D, 5E
5. Apply instructional strategies for user-centered services.	2, 5	6,8	5F
6. Create and deliver an instructional module related to a course topic.	2, 4		5F

## Course Overview

"What do I feed my chameleon?" On the first day of the instructor's assignment to a public library reference desk, this was the first question asked. Do children still want to know what to feed their chameleons? Of course. But today most children probably wouldn't ride their bike to the closest public library and pose that question to a reference librarian. Where would they ask it? The myriad of possible answers to that question hint at the complexity of information seeking behavior and the resulting complexity of delivering information services in today's dynamic environment.

During this course we will ground our consideration of information seeking, needs, and behavior with a thorough examination of relevant research and theory. Once that foundation is laid, we will continue with a consideration of how information professionals are responding to the challenges of providing information services in a rapidly changing world. Those discussions will incorporate an introduction to major reference sources and their appropriate use.

## Instructor Contact Information

You are encouraged to contact me if you have questions or would like to discuss any aspect of the course, either by telephone during the hours listed above or by email at any time. If I am not available when you call, please leave a message that includes your name, telephone number, and a brief explanation of what you would like to discuss. I will return your call as soon as possible.

## Required Reading

Cassell, K.A., & Hiremath, U. (2009). *Reference and information services in the 21st century: An introduction* (2nd ed.). New York: Neal-Schuman. Note: updates to the 2nd edition (which appear in the 2nd edition, revised) are available at <http://www.neal-schuman.com/reference21st2nd>. They include revisions to Chapters 5, 7, and 12.

Additional assigned reading, including web documents and journal articles available from WAWL course reserves, will be posted in Blackboard.

## Recommended Reading

You do NOT need to purchase these texts, but it might prove helpful to borrow them for the semester.

Case, D. O. (2012). *Looking for information: A survey of research on information seeking, needs, and behavior* (3rd 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.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN: 1-4338-0561-8. Note: the format of all references cited must conform to APA guidelines. For an alternate source of authoritative information resources, see the APA website at <http://www.apastyle.org/index.aspx>

## Learning Activities

Detailed information about each of these assignments, together with specific rubrics to be used in assessing them, will be posted in Blackboard

Assignment	Due Date	Points
Assignment 1. Readings and intellectual discourse	Throughout; final day of formal discussion 7/27	30
Assignment 2. Collaborative learning project	6/22	30
Assignment 3. Interview with information seeker	6/3	20
Assignment 4. Small group participation (student evaluation of contributions to collaborative learning project)	6/22	5
Assignment 5. Participation	Throughout; final day of class 9/3	15
Total points possible		100

## Grading Criteria

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. Additional, more specific rubrics for the assessment of each assignment will be provided in Blackboard.

## SLIM Grading Scale\*

96 - 100 A	77 - 79 C+
90 - 95 A-	74 - 76 C
87 - 89 B+	70 - 73 D
84 - 86 B	0 - 69 F
80 - 83 B-	

*\*The SLIM Grading Scale does not apply to pass/fail courses. Instead, each pass/fail course instructor will determine the number of points that must be earned to pass the course successfully.*

## 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](mailto:disabser@emporia.edu)

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*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:*

*[cperley@emporia.edu](mailto:cperley@emporia.edu)*

*Technical questions:*

*[slimhelp@emporia.edu](mailto:slimhelp@emporia.edu)*