

# LIS 9003: Information Sources & Services

## Summer 2024

### Course information

GRADLIS 9003 Information Sources & Services

Class meets: in-person on Thursdays 9:00-11:50 FNB 2230

Course website: [BrightSpace](#)

Enrollment restrictions: Enrollment in this course is restricted to graduate students in the Master of Library and Information Science program at Western

### Instructor information

Heather Hill, Associate Professor (she/her)

Email: [hhill6@uwo.ca](mailto:hhill6@uwo.ca) (please add 9003 to the subject line)

Office hours: by appointment via zoom or in-person

### Course description

Theory and practice of finding and using basic information sources and question negotiating techniques in information providing contexts, including libraries and information centres.

Appropriate and effective ways of providing personal assistance to users in pursuit of information. Introduction to the principles and practices of searching.

Upon successful completion of readings, assignments, and class participation, students will be able to:

1. apply a critical awareness of professional values, standards and ethics in the context of reference services (Program-level learning outcomes 1, 2, 3, 5);
2. prioritize from among a wide range of techniques to assess, recommend and create access to information in a variety of formats (Program-level learning outcomes 2, 4, 6, 8)
3. define the needs of particular user groups and develop collections, services, programs and policies to meet these needs (Program-level learning outcomes 3, 5, 8, 9);
4. prepare, write and deliver effective professional reports and presentations, independently and/or cooperatively with others (Program-level learning outcomes 4, 7, 9)

### Course materials

All required readings are available electronically through the course BrightSpace. These readings will give us the basics, but you'll need to consult additional materials for assignments.

### Methods of evaluation (tentative)

- Participation and preparation (10%)
- 5 Worksheets (5%)
- Reference Question response (15%)

- Street Sheets of Community Resources (35%)
  - Street sheet (20%) - A two-sided, street sheet handout
  - Group analysis (10%)
  - An individual reflection (5%)
- Class Resource Tool with report and further reading (20%)

### Course policies and other helpful information

*Class accessibility and inclusion* - If you need a reasonable (or even unreasonable) accommodation, please let me know and I'll try make it happen. This goes triply for folks with non-visible disabilities or who pass or mask or compensate. No need to do that here.

#### *Accessible Education Western (AEW)*

Support services - Students who are in emotional/mental distress should refer to [Wellness & Well-being](#) for a complete list of options about how to obtain help.

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

[Indigenous Student Centre](#): For culturally relevant, wholistic and strength-based programs and services geared toward Indigenous students at Western. See also, [Indigenous Initiatives at Western](#).

[FIMS Graduate Library](#): For help with research in FIMS graduate programs, consult with the FGL staff.

*Communication* – Like you, I get a lot of email. Help me find your message faster. Include the course number in the subject line and it will send me an alert. If the course number is not there, it may take me longer to see your message. I keep some boundaries around email. I read and respond to email during set blocks of time Monday-Friday.

*Attendance* – The text below is the official statement, but here’s the thing – I want you to contribute to our class as your thoughts and ideas are important to our discussion and learning. If something comes up – you may get sick or need to care for family – let me know what’s up.

This course requires a lot of collaboration, if you end up missing more than 3 classes, you will be at risk of not passing the course because you haven’t been a part of that work.

*Attendance (official FIMS MLIS policy)* – As there are generally no formal written examinations in the MLIS program, attendance at and participation in classes is an essential part of the learning experience and provides part of the basis for academic assessment of a student’s knowledge. Students should therefore notify the instructor if they need to be absent from class due to inclement weather, conference attendance, serious illness, family emergencies or co-op or other job interviews. If the situation involves more than one absence, particularly in more than one course, the student should contact FIMS Graduate Student Services at 519-661-2111 Ext. 88494. Attendance requirements also include punctual arrival at classes. Late arrivals are discourteous, disruptive and unprofessional.

## Grading

The overall criteria for grading for the two main projects this term will be decided by us together after we have time to get to know each other and consider the work that’s ahead for us this term. The [MLIS Grade Grading System](#) is a resource we can begin our conversation from.

*Late work* - Normally, I'm ok with late work. But this term there is less flexibility this term because we are building things collaboratively. For example on Part I of the resource paper, we need those in on schedule so that the class can provide adequate feedback.

## Other information relating to coursework

[Statement on academic offences](#) - Scholastic offenses are taken seriously and students are directed to read the appropriate policy.

*Generative AI tools, like ChatGPT*, can provide support for learning new genres of writing and/or working in English as a foreign language. As information professionals, you are expected to become familiar with new and emerging technologies entering the work environments. (See MLIS Program Level Learning Outcomes 4, 6, and 8)

If you choose to use a generative AI tool in preparing an assignment, we recommend using it for the earliest stages and to reflect critically on the prompt you use and the quality, trustworthiness, and appropriateness of the content created.

If you use a Generative AI tool for any aspect of assignment preparation, include your prompt(s) and the AI content generated as an appendix to the assignment. The tool used should also be clearly indicated. Wording in the assignment submitted is expected to be your own: If you use

any of the AI content directly in your assignment, you must acknowledge that content fully and clearly to avoid a scholastic offense.