

INLS 501-01 Information Resources and Services – Fall 2015

School of Information and Library Science at UNC Chapel Hill

Instructor: Emily Vardell, MLS

evardell@unc.edu

Class: Mondays from 12:20 - 3:05 pm in 208 Manning Hall

Office Hours: by appointment

Course Website: <https://sakai.unc.edu/portal/site/INLS501Fall2015>

Course Description

Analysis, use, and evaluation of information and reference systems, services, and tools for both printed and electronic delivery. Provides a foundation in electronic information search techniques, question negotiation, interviewing, and instruction.

Course Objectives

- Explore the characteristics of reference services and reference work.
- Utilize, compare, and evaluate reference sources through observation and inspection.
- Recognize which types of sources to consult for specific types of questions, especially for a particular subject matter or discipline.
- Master the basics of electronic database searching.
- Hone communication skills for conducting effective reference interviews and training sessions.
- Explore the relationships between library instruction, consultations, and reference services.
- Increase awareness of effective reference techniques and programs, including reference desk trends and the use of emerging technologies to support reference services.

Course Materials

There is no required textbook for this course. The course's Sakai site will contain PDFs/URLs for all of the assigned readings. It is expected that you will **read the assigned materials prior to coming to class**. The PowerPoint slides used for class lectures will be posted in Sakai under the "Resources" tab shortly before each lecture.

Communication/Email

Please check the Sakai site and your UNC email regularly for general updates about deadlines, feedback, and assignments. If you do not check your UNC email address regularly, please set up email forwarding to your preferred email account so that you do not miss any notices or feedback. Use the course's Sakai Forums for general questions and comments. For urgent or time-sensitive matters, please email me directly at evardell@unc.edu.

Email is my preferred method for contacting me outside of class. Please understand that my response time may vary. I will try to respond within a 24-hour period, but in some cases it may take 2-3 days. If you need assistance with a more detailed question, please schedule a one-on-one appointment.

Please identify your emails with the course in the subject line (i.e., INLS 501) and/or the body of the message. (This is good practice for all of your graduate school communication.) **Put your name on all attachments and assignments**, or you may not get credit for your work. Please use a respectful tone and professional language in every email and posting, and always remember that email is ultimately a public venue and can be read by anyone anywhere.

Assignments

Throughout the semester you will complete assignments designed to familiarize you with reference sources, search methodologies, and the foundations of reference service as well as give you hands-on experience with reference librarian responsibilities. **All assignments are due by 9 am EST on the due date** (unless otherwise noted). For any assignments that are submitted late, I will deduct at least 25% of the maximum number of points for each day the assignment is late (i.e., I will deduct a minimum of 75% of the total points for an assignment submitted three days late). Any assignments turned in 4 days or more after the due date will not be accepted. The assignments may either be shared in the Sakai Forums or submitted using the Sakai Drop Box function. Please use the American Psychological Association (APA) citation style for all citations in this course (I have found [this online APA guide](#) particularly helpful). For group work, please indicate the names of each contributor, but only submit one copy of the assignment per team. Team effort should be evident in all group work.

- **Reference Desk Observation Report (due 8/31, 5 points)**

During our tour of the Davis Library on 8/24, mentally note your observations about the reference desk. Is it clear where the reference desk is? What signage is available? Is the person sitting at the desk a librarian or library assistant? How would a patron know who and where to ask their reference questions? How would you feel about approaching the desk to ask a question? What do you like about the desk set-up? What would you change? You will most likely need to return to the library to complete your observations.

Using evidence from your tour, highlights from the O'Neill and Guilfoyle article, and the RUSA's [Definitions of Reference](#) and [Guidelines for Behavioral Performance of Reference and Information Service Providers](#) to underpin your answers, please write a two-page summary of your observations about the reference desk at the Davis Library. Please avoid mere description — connect that description to analysis and explanation. You are welcome to use first-person, but please write clearly and avoid grammatical errors. If you are comfortable sharing your observations with the class, post your reflections in the Sakai Forums. You are invited to comment on your fellow students' observations in a respectful manner. We will use our shared observations to lead a discussion about the reference desk.

- **Consultation Packet (due 10/19, 20 points)**

This assignment will be completed in pairs or groups of three. Each pair or groups of three will receive an authentic consultation query. The pairs or groups of three will locate a variety of sources (e.g., books, databases, journals, etc.) that answer/address the questions or issues contained in the query. The pair or group of three will select 5 or more sources which they will fully evaluate using the evaluation criteria discussed in class and in the course readings. The consultation packet will include an email response to the request. This email should be written using professional email standards (helpful guidelines can be found

here https://www.training.nih.gov/writing_professional_e-mail) and should outline the recommended steps for the patron including database selection, search strategy suggestions, and opportunities for relevant database instruction at the library. The pairs or groups of three should also include screenshots or videos of the searches in the selected databases to illustrate their recommendations to the patron. To supplement the Consultation Packet, please write a short summary of how the work was divided and how you came to your recommendations.

- **Database Group Presentations (groups assigned 9/14, submit selected database by 10/5, presentations on 11/2, 20 points)**

Groups of three to four students with similar professional goals will present a selected subject database to the class (e.g., those interested in law librarianship will present a core law database). Each group will have 15-20 minutes to provide an overview of the database, persuade the class why the database would be useful for education/research, explain the layout of the database, and share a sample search. PowerPoint or Prezi presentations must be posted in Sakai by 9 am on 11/2 and must include a slide with an explanation of the contributions of each group member. Please be prepared to respond to questions.

- **Course Page Final Project (ongoing, 35 points total)**

Course Page Final Project Assignment Pieces	Due Date	Points
Select a Subject – post the name, a link to the description/syllabus, and your reasoning for selecting it in the appropriate Sakai forum.	9/21	0
Introduction/Overview, one Resource Assessment, and RefWorks Folder	10/26	25
Course Page Final Project Presentations (7 minutes for each student) – brief presentation on your topic, audience, and one to two highlights from your selected resources. Consider http://igniteshow.com/ as a model.	11/23	30
Course Page Final Project – must include one additional assessment of a related resource. Add a constructive comment to two fellow students' presentation posts (such as a resource suggestion or an in-depth question about one of the featured resources).	11/30	35
Course Page Reflection – list two resources you considered but decided not to include and your reasoning, outline if your final project changed as a result of your in-class presentation/Sakai feedback, and discuss how assignment/course has influenced your professional goals.	12/11 at noon (12 pm EST)	10
		100 total

You will build this assignment over the course of the semester. For the final project, each student will complete a subject resource (e.g., a LibGuide) for an academic course or unit at UNC or another institution. You may select any course subject you wish. Examples or frameworks can be found here: <http://library.unc.edu/coursepages/>. These course pages provide the focus of the course as well as resources useful for students enrolled in the class. **Additional guidelines will be available under “Assignments” in Sakai.** Each student will

complete the assignment individually and is invited to meet with me briefly to discuss the final project topic, approach, etc. Please send me a few possible days and times that will work with your schedule.

- **Class Participation (20 points)**

This portion of your grade will reflect the value you add to your classmates' educational experiences. This includes, and is not limited to, attendance, class and group discussion of assigned articles, in-class group work, database exercises, online searching, and participation in other class activities. Your ability to discuss the readings and provide insightful reflection will be considered a major aspect of your class participation grade.

Class Participation Rubric

(adapted from the University of Pittsburgh's LIS course, Archives & Records Management)

	Strong	Needs development	Unsatisfactory
Preparation	Arrives with notes, observations, and questions.	Sometimes arrives unprepared.	Shows little if any indication of having prepared for class or having read the assigned materials.
Listening	Actively supports, listens, and engages.	Shows effort to interact but at times shows disinterest in peer contributions.	Limited or no interaction with peers and may exhibit disrespect.
Quality of contributions	Comments and questions are relevant and show close reading and keen insight.	Participates constructively but unevenly. Comments and questions are at times irrelevant or lack depth.	Never participates or participates only when prodded and does so perfunctorily. Shows little interest in materials or peer contributions.
Frequency of participation	Participates actively at appropriate times.	Participates sometimes but fails always to be attentive.	Rarely participates and is not generally engaged.
Impact on seminar	Moves discussion forward; class members benefit from student's contributions and group dynamic is enhanced.	Sometimes advances discussion but at other times seems merely filler. Group dynamics are sometimes better (but never worse) as a result of student participation.	Comments and questions fail to advance conversation. Group dynamics are impaired as a result of student's participation.

- Please notify me if an unexpected problem arises for you during the course of the semester (serious illness, etc.) and we will formulate an appropriate plan. If you need to miss class because of a religious holiday, we can make alternative arrangements for this as well.

Professional Conduct, Preparation, and Attendance

In addition to the UNC Honor Code (<http://honor.unc.edu/>) that outlines university expectations for academic honesty, I expect that you will demonstrate integrity and professionalism in your participation in this course and in fulfillment of all of your course assignments. This includes completing the assigned readings on the dates they are due, dedicating adequate time for your participation (both in-class and out-of-class), and putting forth effort, care, and thought in preparing for exams. This is a 3-credit hour course; thus, you should expect to spend about 6-9 hours per week on this course (excluding class time). I expect you to show respect for all members of the course and all comments and questions posed by them.

Grading Policies

Semester grades will be determined by the level of participation in class, mastery of course materials, and the quality of written assignments.

Based on [UNC Registrar Policy for graduate-level courses](#), both assignment and semester grades will be H, P, L or F. Few students will obtain an "H," which signifies an exceptionally high level of performance (higher than an "A" in an A-F systems). The following is a more detailed breakdown:

- H = Superior work: complete command of subject, unusual depth, great creativity, or originality
- P+ = Above average performance: solid work somewhat beyond what was required and good command of the material
- P = Satisfactory performance that meets course requirements (expected to be the median grade of all students in the course).
- P- = Acceptable work in need of improvement
- L = Unacceptable graduate performance: substandard in significant ways
- F = Performance that is seriously deficient and unworthy of graduate credit

Note: The above breakdown is for individual assignments. Final grades in the course will not reflect + or - designations (e.g. there will be Ps but no P+s or P-s).

Attendance

Attendance at each class session is expected. If you must miss a class, please make arrangements with one of your classmates concerning note taking. It is probably a good idea for everyone to have a **"note buddy"** in case of illness and/or if an emergency occurs and you have to miss a class. The instructor is not a good source of notes as her outlines may not reflect the complete class discussion. The following regulations on a student's class attendance were adopted by the Faculty Council:

Regular class attendance is a student obligation, and a student is responsible for all the work, including texts and written work, of all class meetings. No right or privilege exists which permits a student to be absent from any given number of class meetings.... **If a student misses three consecutive class meetings** or misses more classes than the instructor deems advisable, the instructor will report the facts to the student's academic dean for appropriate action...

Special Needs and Students with Disabilities

If you need an accommodation for a disability or have any other special need, please make an appointment to discuss this with me early in the semester. My office hours and contact information are listed at the beginning of this syllabus.

Diversity Statement

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty, and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness. (Taken from: <http://sils.unc.edu/about/diversity>)

If you would like to let me know about your preferred pronoun, please send me an email or you are welcome to talk with me before or after class. For a list of gender non-specific bathrooms, please go to: <https://lgbtq.unc.edu/resources/resource/resource-guidesgender-non-specific-bathrooms-campus>

Please note this syllabus is subject to change.

Thanks to Claudia Gollop for sharing past syllabi which formed the groundwork for this semester's course. Additional material is drawn from the syllabi of Alex Poole, Sarah Stokes, and Sylvia Vardell, to whom I am grateful.

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Course Schedule

Session	Date	Topic	Readings*	Activities / Assignments
1	Monday, 8/24	Introductions; Overview of 501 class and assignments Tour of Davis Library's reference services with Tommy Nixon	O'Neill, K. L. & Guilfoyle, B. A. (2015). Sign, Sign, Everywhere a Sign: What Does "Reference" Mean to Academic Library Users? <i>The Journal of Academic Librarianship</i> , 41(4), 386-393. Definitions of Reference (link) Guidelines for Behavioral Performance of Reference and Information Service Providers (link)	In-class Student Questionnaire Familiarize yourself with the syllabus, Sakai site, and other course materials. Reference Desk Observation Report assigned, due 8/31
2	Monday, 8/31	History of Reference Service Professional Organizations/ Standards for Reference Ethical Aspects of Reference Service	Tyckoson, D. A. (2011). History and Functions of Reference Service. In R. E. Bopp & L. C. Smith (Eds.), <i>Reference and Information Services: An Introduction</i> (4th edition). (pp. 3-27). Santa Barbara: Libraries Unlimited. Green, S. S. (1876). Personal Relations between Librarians and Readers. <i>American Library Journal</i> , 1(2-3), 74-81. (Note which types/models of reference services are mentioned.) Code of Ethics of the American Library Association (link) Copyright Basics Video (link)	Due: Reference Desk Observation Report (please post in Sakai Forum) Community Workshop Series Guest Speaker Online Catalog (OPAC) Exercise assigned, due 9/14
	Monday, 9/7	Labor Day No Class		

3	Monday, 9/14	Database Searching Library & Information Science Source and LISA Lab Session (Please bring your laptop to class.)	<p>Holman, L. (2011). Millennial Students' Mental Models of Search: Implications for Academic Librarians and Database Developers. <i>Journal of Academic Librarianship</i>, 37(1), 19-27.</p> <p>McCutcheon, S. (2009). Keyword vs Controlled Vocabulary Searching: the One with the Most Tools Wins. <i>The Indexer</i>, 27(2), 62-65.</p>	<p>Groups assigned for the Database Group Presentations, submit selected database by 10/5, presentations due 11/2</p> <p>Due: Online Catalog Exercise</p> <p>Library & Information Science Source and LISA Exercise assigned, due 9/21</p>
4	Monday, 9/21	<p>Overview of Reference Sources</p> <p>Guest instructor: Antonio Caldwell, RefWorks Instructor</p> <p>(Please bring your laptop to class.)</p>	<p><i>Read only pp. 387-392 of:</i> Smith, L. C. (2011). Selection and Evaluation of Reference Sources. In R. E. Bopp & L. C. Smith (Eds.), <i>Reference and Information Services: An Introduction</i> (4th edition). (pp. 3-27). Santa Barbara: Libraries Unlimited.</p> <p>Zhang, Y. (2012) Comparison of Select Reference Management Tools. <i>Medical Reference Services Quarterly</i>, 31(1), 45-60. (link)</p>	<p>Due: Library & Information Science Source and LISA Exercise</p> <p>Due: Submit selected subject for Course Page Final Project</p> <p>RefWorks folder assigned, due 10/26</p>
5	Monday, 9/28	Evaluation of Reference Sources	<p><i>Read only pp. 392-410 of:</i> Smith, L. C. (2011). Selection and Evaluation of Reference Sources. In R. E. Bopp & L. C. Smith (Eds.), <i>Reference and Information Services: An Introduction</i> (4th edition). (pp. 3-27). Santa Barbara: Libraries Unlimited.</p> <p>Hough, H. (2012). Evaluating website resources. <i>Perioperative Nursing Clinics</i>, 7(2), 189-193.</p>	

6	Monday, 10/5	<p>Reference Interview</p> <p>Consultation Services</p> <p>Guest speaker: Lynda Kellam</p>	<p>Harmeyer, D. (2010). Hybrid Reference: Blending the Reference Interview and Information Literacy. <i>Reference Librarian</i>, 51(4), 358-362.</p> <p>Brown, S. W. (2008). The Reference Interview: Theories and Practice. <i>Library Philosophy and Practice</i> 2008, 1-8.</p> <p>Akers, K. G. & Doty, J. (2013). Disciplinary Differences in Faculty Research Data Management Practices and Perspectives. <i>The International Journal of Digital Curation</i>, 8(2), 5-26.</p>	<p>Due: Submit selected database for Database Group Presentations, presentations due 11/2</p> <p>Partners assigned for Consultation Packet, due 10/19</p>
7	<p>Monday, 10/12</p> <p>(meet at 1:30 pm)</p>	<p>University Day (classes cancelled until 1:00 pm)</p> <p>We will meet starting at 1:30 pm.</p> <p>Reference Services for Specific Populations</p>	<p>All read:</p> <p>Mestre, L. S. (2010). Librarians Working with Diverse Populations: What Impact Does Cultural Competency Training Have on Their Efforts? <i>Journal of Academic Librarianship</i>, 36(6), 479-488.</p> <p>ALA Library Bill of Rights (link)</p> <p>Additionally, you will be assigned to read one of four articles available in Sakai.</p>	Small group discussions
8	Monday, 10/19	<p>Instruction</p> <p>Guest speaker: Undergraduate Experience Librarian, Jonathan McMichael, UNC Undergraduate Library</p>	<p>Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators (link)</p> <p>Additional readings will be assigned by Jonathan McMichael closer to the date.</p> <p><i>Optional:</i> Desai, C. M. & Graves, S. J. (2008). Cyberspace or Face-to-Face: The teachable moment and changing reference mediums. <i>Reference & User Services Quarterly</i>, 47(3), 242-254.</p>	Due: Consultation packet

9	Monday, 10/26	Virtual Reference Services Guest speaker: Chad Haeefele, Emerging Technologies Librarian (Please bring your laptop to class.)	Guidelines for Implementing and Maintaining Virtual Reference Services, ALA, Reference and User Services Association, 2010 (link) Browse Chad's Blog "Hidden Peanuts" (link) Read this post in particular: Defining what I do: What makes a technology emerging or disruptive?	Due: Introduction/ Overview, one Resource Assessment, and ProQuest Flow folder for Course Page Final Project
10	Monday, 11/2	Database Presentations		Due: Database Group Presentations. Post your PowerPoint or a link to your presentation in Sakai by 9 am.
11	Monday, 11/9	Geographical Information Systems Services (from 12:20-1:35) Guest speaker: Amanda Henley, GIS Librarian Reference Work in Special Collections (please note location change: Davis Library) Special Collections Reference (from 1:50-3:05) Guest speaker: Matt Turi, Manuscripts and Archives Research and Instruction Librarian, Wilson Library (please note location change: Wilson Library, Room 504)	Scaramozzino, J., White, R., Essic, J., Fullington, L.A., Mistry, H., Henley, A., & Olivares, M. (2014). Map Room to Data and GIS Services: Five University Libraries Evolving to Meet Campus Needs and Changing Technologies. <i>Journal of Map And Geography Libraries</i> , 10(1), 6-47. UNC GIS & Data Services page (link) Amanda Henley's LibGuides portfolio (link) Harris, V.A. & Weller, A.C. (2012). Use of Special Collections as an Opportunity for Outreach in the Academic Library. <i>Journal of Library Administration</i> , 52(3-4), 294- 303. Perry, M. (2011). A Reference Librarian in Special Collections. <i>Reference & User Services Quarterly</i> , 50(4), 319-321.	

12	Monday, 11/16	Challenging Situations Reference Panel: librarians representing academic, special, public, and school libraries will share experiences, provide advice, and take questions.	Currie, C. (2002). Difficult library patrons in academe: it's all in the eye of the beholder. <i>Reference Librarian</i> , (75/76), 45-54.	In Sakai: Post a question for our reference panel in the Sakai forum by Thursday, 11/12.
13	Monday, 11/23	Course Page Final Project Presentations		Due: Final Project Presentations In Sakai: Post presentations in Sakai folder.
14	Monday, 11/30	Last day of class! We will meet <i>online only</i>. Future of Reference Services Wrap-up and Review	Peters, T. A. (2011). Left to their own devices: The future of reference services on personal, portable information, communication, and entertainment devices. <i>The Reference Librarian</i> 52, 88-97.	In Sakai: Add at least one comment to the Future of Reference Services Voicethread. Due in Sakai: Course Page Final Project Add a constructive comment to two fellow students' presentation posts (such as a resource suggestion or an in-depth question about one of the featured resources). Course Page Reflection due 12/11

*All readings are available in Sakai unless otherwise noted.

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