**INLS 501-02 \*\*\*\* Information Resources and Services**

**Fall 2015**

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| **Instructor:** Claudia J. Gollop, PhD**Office:** 215, Manning Hall**Email:** gollop@ils.unc.edu**Office Hours:** Wednesday, 2:00-3:00 pm**and by appointment** | **Class:** Tuesday, 2:00-4:45 pm**Location:** 01, Manning Hall |

**COURSE DESCRIPTION**

**INTRODUCTION:**

This course will focus on various information and reference approaches, services, and tools used in libraries and information centers. We will examine reference sources, both print and digital. In general, the course is divided into the following areas of concentration: overview of the reference function and the role of libraries; the history and future of reference service; instructional services, basic database searching, major categories of information and referral tools, including dictionaries, encyclopedias, directories, geographical materials, and other ready-reference tools; and reference interviews and consultations.

**COURSE OBJECTIVES:**

By the end of the course, students will:

1. Comprehend public service functions in libraries and other information agencies.

2. Know the functions and arrangements of various sources through reading, observation, and inspection.

3. Recognize which types of sources to consult for specific types of questions and how to access them.

4. Understand the basic steps of the reference process, especially question negotiation and search strategy development.

5. Be familiar with methods of user instruction and other forms of information provision.

6. Have developed standards of judgment for evaluating and selecting materials, regardless of format, to support a user‑oriented service.

7. Have mastered the basics of electronic database searching.

The objectives of the course will be achieved through lectures, class discussion, presentations, assigned and suggested readings; examination of key information tools and sources; team project activities; class visits; and guest speakers.

**ASSIGNMENTS:**

Throughout the term, you will receive assignments designed to familiarize you with sources, search methodologies, and the foundations of reference service. All graded assignments are due by 5 p.m. on the due date indicated. Unless **PRIOR** arrangements are made, **5 points will be deducted** each day an assignment is late. All students are to follow the **Honor Code** (see last section of this document). The assignments include the following.

**Assignment: Following the tour at Davis Library on 1/12, working individually, each of you will** return to Reference section and select a *subject-specific* reference book on your own (i.e., *Dictionary of medieval terms and phrases*or *Encyclopedia of Philosophy*, etc.) **in print.** Examine the **front matter and back matter** (i.e., preface, introduction, table of contents, indexes, etc.). Please write a brief (1-2 pages maximum) description of the book’s topic, arrangement, and discuss at least one specific feature of the book’s arrangement or design. **Due: 8/25/15**. [10 points]

**Assignment: Consultation Search Exercise** (work in pairs). Each pair will:

* + Receive an authentic consultation query.
	+ Seek to find a variety of sources (reference and other sources) that address/answer the relevant question(s) or issue(s) contained in the query.
	+ Select 3 to 5 sources which they will fully evaluate/critique, based on evaluation criteria covered in class and in the readings and include them in a brief 2-3 page report sent to me via email
* Also, include in the report how the pair decided on which sources to include and why. **Due: October 20, 2015** [20 points]

**Assignment: Source Group Presentation/report. Taking no more than 12 minutes** to discuss a specific resource type. Students groups will:

* + Be assigned a specific resource type.
	+ Seek to find a variety of reference sources as examples.
	+ Select no more than three (3) sources which you will evaluate and describe how each one may be used. Submit a brief report (1-3 pages) on your evaluations.
	+ Provide the class with a handout consisting of a brief annotation for each title included. **Handouts will distributed in class right before the presentation.**
1. Be prepared to respond to questions. Each group will thoroughly review a small number of titles **(2-3 sources, no more)** within that source type;

**Assignment: Final term project & presentation.**

You will build this assignment over the course of the term. For the term project, you will complete a subject resource supportive of an academic course in the form of a ‘course page’ (at UNC or at another educational institution). You may select any course subject you wish. As a Framework or model for this project, please review the Course Pages at UNC at:

<http://www.lib.unc.edu/coursepages/> These Course Pages provide the focus of the course and some of the resources useful to students enrolled in the respective class.

**Also,** you will find subject-related resources on the UNC Library’s Subject Guides page at: <http://www.lib.unc.edu/guides/>

See guidelines for this assignment on Sakai (*Course Documents* section). **Students are to work individually on this project. [**30 points]. **In class Presentations on December 1, 2015 and final version submitted by 5:00 pm on Friday, December 4, 2015.**

**Assignment: Class participation.** This includes, but is not limited to, class discussion of assigned readings, in-class group work, online searching and participation in other class activities. [15 points]

**NOTE:** ***For group work***, on each assignment please indicate the names of all contributors but **only submit** **ONE** **set of answers in a single report**, in a unified format and arrangement. **In other words, the assignments are to appear as a team effort THIS IS IMPORTANT!!**

**Final Project Grading**

*Due dates and grading*

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| **Date** | **Due** | **Points** |
| 9/29/15 | Submit **course subject selected** for the final project. Briefly provide your reason for selecting it. | 15 |
| 10/27/15 | Submit **Introduction/overview** (1-2 paragraphs) and 1 (one) assessment of a related/supportive resource. | 25 |
| 11/24/15 | Post an abstract of your Final Project to sakai Discussion Forum | ---- |
| 12/1/15 | In class, brief presentation on your topic, audience, and **1-2 highlights, only**. You will each have approximately 5 minutes to present. **Use something like** [**http://igniteshow.com/**](http://igniteshow.com/) **as a model** | 25 |
| 12/4/15 | **Turn in completed Final Project as a webpage (or PowerPoint presentation), including assessments of all 5-8 supportive course resources. In addition, separately, you will submit a report consisting of detailed evaluations for 5-8 resources selected. This report is due on April 24, 2015 – by 5 p.m.** | 35 |
|  |  | 100 points |

\*See link below **for help in creating annotations:**

[**http://www.earlham.edu/~libr/content/resources/writing/annotations.html**](http://www.earlham.edu/~libr/content/resources/writing/annotations.html)

**Readings and Class Participation. No textbook is required for this class.**

***All readings are available via the UNC Library system*** [***http://www.lib.unc.edu/***](http://www.lib.unc.edu/) ***or on Sakai.***

Reading assignments and exercises are due on the dates listed in the syllabus. The readings listed for each topic are required, unless noted otherwise. Your ability to discuss the readings will be considered as the major aspect of your class participation grade.

**BASIS FOR GRADING:**

Semester grades will be determined by the level of participation in class discussions and the quality of written assignments.

Grades will be assigned on an H/P/L/F basis. Under this scheme few students will obtain an "H" grade, which signifies a higher level of achievement than an "A" might in other schools' A-F grading systems. This is not to say that earning an "H" is an impossible task, but rather, that the attainment of an "H" in any SILS course denotes a significant academic achievement. Incompletes will not be assigned on an automatic basis. Rather, they will only be issued in cases of extenuating circumstances such as severe health problems late in the semester. In general the following grading framework will apply:

H Superior work: complete command of subject, unusual depth, great creativity or originality.

P+ Above average performance: solid work that extends somewhat beyond what was required to complete the assignment, good command of the material, etc.

P Completely satisfactory performance: good solid coverage and work. A "P" will be given when a student completes an assignment satisfactorily and according to the instructions.

P- Marginal performance: not wholly satisfactory (on the whole good, but flawed in some respect)

L Unacceptable performance: substandard in many respects (seriously deficient)

F Performance substandard in many/all respects; completely lacking in merit (unworthy of credit)

NOTE: Most students earn a “P” of some variety.

**For assignment grades:**

H+ = 99-100 (a true rarity except in very objective test situations for any class)

H= 97-98

H-= 96

P+/H= 95 **These are all A's in most schools**.

P+= 93

P/P+= 90

P= 87

P/P-= 85 **These are all B's in most schools.**

P-= 83

P-/L= 80

L= 70-79 **This is a C in most schools.**

F= 69 and below **This is an F in most schools.**

**For semester grades:**

H= 94.5 and above (due to rounding up to 95)

P+= 89.5-94.49 **(+/- will not show on your grade transcript)**

P= 84.5-89.49

P-= 79.5-84.49

L= 69.5-79.49

F= anything below 69.5

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 emergencies occurs and you have to miss a class. The instructor is not a good source of notes as her outlines may not reflect actually goes on in 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...

**THE Honor Code:**

All students are expected to follow the Honor Code: <http://honor.unc.edu/>

**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. Have a great semester! I hope you enjoy this course and all of your courses. If you have any questions concerning the course, please let me know and we will discuss them.