# INLS 501-01 Information Resources and Services – Fall 2016
## School of Information and Library Science at UNC Chapel Hill
## Instructor: Emily Vardell, MLS

evardell@unc.edu

Class: Tuesdays/Thursdays 11 am – 12:15 pm in 001 Manning Hall

Office Hours: by appointment

Course Website: https://sakai.unc.edu/portal/site/INLS501Fall2016

## 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 effect 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

**Required text:**

Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Chicago, IL: University of Chicago Press.

- This graphic novel is a great overview of many reference topics, including searching the open web, using the library catalog, evaluating information, different types of articles (scholarly, trade, and popular), and a discussion of plagiarism and citation managers. The way the information is presented is very user-friendly. You may choose to use this book to work with patrons in the future or use their approach to information presentation as inspiration in your future careers.

**Recommended text:**

Bell, S. S. (2015). *Librarian's Guide to Online Searching*. Santa Barbara, CA: Libraries Unlimited.

- We will use this text to discuss searching academic databases and teaching search strategies to patrons. If you are interested in becoming an instruction librarian or an expert searcher, I would recommend purchasing this text. It will also be available on Reserve.

The course's Sakai site will contain PDFs/URLs for the additional 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 9/1, 5 points)**
  During our tour of the Davis Library on 8/25, 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 enhance discussions about the reference desk throughout the semester.

- **Database Group Presentations (groups assigned 9/20, submit selected database by 10/4, presentations on 10/25, 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 10/25 and must include a slide with an explanation of the contributions of each group member. Please be prepared to respond to questions.

- **Consultation Packet (due 11/3, 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)](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.

- **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. | 9/27 | 0 |
| **Introduction/Overview, one Resource Assessment, and Mendeley Folder** | 10/18 | 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. | 11/15 | 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/](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 emergencies 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.*

# INLS 501-01 Information Resources and Services – Fall 2016
## School of Information and Library Science at UNC Chapel Hill
## Instructor: Emily Vardell, MLS
evardell@unc.edu
Class: Tuesdays/Thursdays 11 am – 12:15 pm in 001 Manning Hall
Office Hours: by appointment
Course Website: https://sakai.unc.edu/portal/site/INLS501Fall2016

## Course Schedule

| Session | Date | Topic | Readings | Activities / Assignments |
|---|---|---|---|---|
| 1 | Tuesday, 8/23 | Introductions; Overview of 501 class and assignments | Familiarize yourself with the syllabus, Sakai site, and other course materials.<br><br>Definitions of Reference (link) | In-class Student Questionnaire |
| 2 | Thursday, 8/25 | Tour of Davis Library's reference services with Tommy Nixon (**please note location change**: meet at the front desk of Davis) | Guidelines for Behavioral Performance of Reference and Information Service Providers (link)<br><br>The Library and the Mission of the University 2013-2018 (link)<br><br>O'Neill, K. L. & Guilfoyle, B. A. (2015). Sign, sign, everywhere a sign: What does "reference" mean to academic library users? *The Journal of Academic Librarianship*, *41*(4), 386-393. | Reference Desk Observation Report assigned, **due 9/1** |
| 3 | Tuesday, 8/30 | History of Reference Service | Green, S. S. (1876). Personal relations between librarians and readers. *American Library Journal*, *1*(2-3), 74-81. (link)<br><br>Tyckoson, D. A. (2011). History and functions of reference service. In R. E. Bopp & L. C. Smith (Eds.), *Reference and information services: An introduction* (4th edition). (pp. 3-27). Santa Barbara: Libraries Unlimited. | |
| 4 | Thursday, 9/1 | Professional Organizations/ Standards for Reference | Code of Ethics of the American Library Association (link)<br><br>Copyright Basics Video (link) | **Due: Reference Desk Observation Report (please post in Sakai)** |

| | | | Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Read Chapter 7: "Using Information Ethically," pp. 90-104. | |
|---|---|---|---|---|
| 5 | Tuesday, 9/6 | Intro to SILS Library and OPAC In-Class Lab Session **(Please bring your laptop to class.)** Guest speaker: Rebecca Vargha, SILS Librarian | Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Read Chapter 2: "How information is organized and found: The basics," pp. 25-37. Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Read Chapter 3: "Searching and library catalogs: Understanding the hunt for information," pp. 39-52. | Online Catalog Exercise assigned, **due 9/13** |
| 6 | Thursday, 9/8 | Essential Sources Guest speaker: Stephanie Willen Brown, Director of Park Library, School of Media & Journalism | Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Read Chapter 6: "Evaluating Your Sources," pp. 81-88. Read only pp. 361-364 of: Cassell, K. A. & Hiremath, U. (2013). Selecting & evaluating reference materials. In K. A. Cassell & U. Hiremath. (Eds.), *Reference and Information Services: An Introduction* (3rd edition). New York: American Library Association. Loftis, E. (2015). Information literacy: Resource evaluation (Lynda.com online course). Watch Criteria for evaluating information. ([link](#)) | Browse the resources on [http://guides.lib.unc.edu/inls501-brown/essential](http://guides.lib.unc.edu/inls501-brown/essential). Pick TWO sources of the six and try to answer a question of your own (for yourself or a friend / family member), OR investigate one of the following: * climate change * cashews * cats * Connecticut * Croatia |
| 7 | Tuesday 9/13 | Mendeley, reference manager training session Guest instructor: Mary White, Global Public Health Liaison Librarian | Trout, D. (2016) Mendeley (Version 1.15.2). *Journal of the Medical Library Association, 104*(2), 183-185. ([link](#)) Zhang, Y. (2012). Comparison of select reference management tools. *Medical Reference Services Quarterly, 31*(1), 45-60. ([link](#)) | Mendeley folder assigned, **due 10/18** |

| | | (Please bring your laptop to class.) | | |
|---|---|---|---|---|
| 8 | Thursday, 9/15 | Reference Work in Special Collections<br><br>Guest speaker: Matt Turi, Manuscripts and Archives Research and Instruction Librarian, Wilson Library<br>(**please note location change:** Wilson Library, Room 504) | Harris, V.A. & Weller, A.C. (2012). Use of special collections as an opportunity for outreach in the academic library. *Journal of Library Administration, 52*(3-4), 294-303.<br><br>Perry, M. (2011). A reference librarian in special collections. *Reference & User Services Quarterly, 50*(4), 319-321.<br><br>Photograph Of Jesus by Laurie Hill in association with the Getty Images Short & Sweet Film Challenge ([link](#)) | |
| 9 | Tuesday, 9/20 | Database Searching | Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Read Chapter 4: "Journals & Databases," pp. 55-68.<br><br>Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Read Chapter 5: "Searching the Open Web," pp. 71-79. | **Due: Online Catalog Exercise**<br><br>Groups assigned for the Database Group Presentations, **submit selected database by 10/4, presentations due 10/25** |
| 10 | Thursday, 9/22 | Library & Information Science Source and LISA Lab Session **(Please bring your laptop to class.)** | Bell, S. S. (2015). *Librarian's Guide to Online Searching*. Read Chapter 5: "Social Science Databases," pp. 63-92.<br><br>*Optional:*<br>Chapter 3: "The Searcher's Toolkit: Part 1," pp: 27-48.<br>Chapter 4: "The Searcher's Toolkit: Part 2," pp. 49-62. | Library & Information Science Source and LISA Exercises assigned, **due 9/29** |
| 11 | Tuesday, 9/27 | Overview of Reference Sources | *Read only pp. 387-392 of:* Smith, L. C. (2011). Selection and evaluation of reference sources. In R. E. Bopp & L. C. Smith (Eds.), *Reference and Information Services: An Introduction* (4th edition). Santa Barbara: Libraries Unlimited. | **Due: Submit selected subject for Course Page Final Project** |

| 12 | Thursday, 9/29 | Evaluation of Reference Sources | Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Read Chapter 6: "Evaluating Your Sources," pp. 81-88.<br><br>Bell, S. S. (2015). *Librarian's Guide to Online Searching*. Read Chapter 12: "Evaluating Databases," pp. 253-268.<br><br>Evaluating Information: Evaluating Sources UNC Libraries Tutorial ([link](#)) | **Due: Library & Information Science Source and LISA Exercises** |
|---|---|---|---|---|
| 13 | Tuesday, 10/4 | Reference Interview | Upson, Hall, & Cannon. (2015). *Information now: A graphic guide to student research*. Read Chapter 1: "The Process," pp. 11-22.<br><br>Brown, S. W. (2008). The reference interview: Theories and practice. *Library Philosophy and Practice 2008*, 1-8.<br><br>Harmeyer, D. (2010). Hybrid reference: Blending the reference interview and information literacy. *Reference Librarian, 51*(4), 358-362. | **Due: Submit selected database for Database Group Presentations, presentations due 10/25** |
| 14 | Thursday, 10/6 | Instruction | Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators ([link](#))<br><br>Bell, S. S. (2015). *Librarian's Guide to Online Searching*. Read Chapter 13: "Teaching Other People About Databases," pp. 269-284.<br>Read Chapter 14: "Database Teaching Opportunities," pp. 285-297. | |
| 15 | Tuesday, 10/11 | Database Presentation practice day | | (No class, room available for rehearsal) |

| | | | | |
|---|---|---|---|---|
| 16 | Thursday, 10/13 | **University Day No class** | | |
| 17 | Tuesday, 10/18 | Serving Your Community as a Reference Librarian | All read: Mestre, L. S. (2010). Librarians working with diverse populations: What impact does cultural competency training have on their efforts? *Journal of Academic Librarianship, 36*(6), 479-488.<br><br>Additionally, you will be assigned to read one of four articles available in Sakai. | **Due: Introduction/ Overview, one Resource Assessment, and Mendeley folder for Course Page Final Project**<br><br>Partners assigned for Consultation Packet, **due 11/3** |
| 18 | Thursday, 10/20 | **Fall Break No class** | | |
| 19 | Tuesday, 10/25 | Database Presentations (Day One) | | **Due: Database Group Presentations. Post your PowerPoint or a link to your presentation in Sakai by 9 am.** |
| 20 | Thursday, 10/27 | Database Presentations (Day Two) | | |
| 21 | Tuesday, 11/1 | Reader's Advisory and Library Marketing<br><br>Guest speaker: Jennifer Lohmann, librarian in Sales and Marketing at NoveList | Readings TBA by guest speaker | Bring discussion questions for guest speaker |
| 22 | Thursday, 11/3 | Library Consultation Services<br><br>Guest speaker: Lynda Kellam, Data Services and Government Information Librarian, UNC Greensboro | Akers, K. G. & Doty, J. (2013). Disciplinary differences in faculty research data management practices and perspectives. *The International Journal of Digital Curation, 8*(2), 5-26.<br><br>UNC Greensboro Data Services page ([link](link)) | **Due: Consultation packet** |

| 23 | Tuesday, 11/8 | Virtual Reference Services | Chow, A., & Croxton, R. (2014). A usability evaluation of academic virtual reference services. *College & Research Libraries*, 75(3), 309-361.<br><br>Chan, C. (2016). Your mileage may vary: Facebook advertising revisited. *College & Research Libraries News,* 77(4), 190-193. (link)<br><br>Guidelines for Implementing and Maintaining Virtual Reference Services, ALA, Reference and User Services Association, 2004 (link) | |
|---|---|---|---|---|
| 24 | Thursday, 11/10 | Guest speaker: Chad Haefele, Emerging Technologies Librarian **(Please bring your laptop to class.)** | Browse Chad's Blog "Hidden Peanuts" (link)<br><br>Read this post in particular: Defining what I do: What makes a technology emerging or disruptive? | |
| 25 | Tuesday, 11/15 | Course Page Final Project Presentations | | **Due: Final Project Presentations** |
| 26 | Thursday, 11/17 | Course Page Final Project Presentations | | **In Sakai:** Post presentations in Sakai folder. |
| 27 | Tuesday, 11/22 | **No in-person class session Online only** | | **In Sakai:** Add a constructive comment to two fellow students' presentation posts (such as a resource suggestion or an in-depth question about one of the recommended resources). |
| 28 | Thursday, 11/24 | **Happy Thanksgiving! No class** | | |

| 29 | Tuesday, 11/29 | Challenging Situations | Currie, C. (2002). Difficult library patrons in academe: it's all in the eye of the beholder. *Reference Librarian*, (75/76), 45-54.<br><br>Slavick, S. (2009). Problem situations, not problem patrons. *Public Libraries, 48*(6), 38-42. | |
| 30 | Thursday, 12/1 | Reference Panel: librarians representing academic, special, public, and school libraries will share experiences, provide advice, and take questions. | | |
| 31 | Tuesday, 12/6 | Last day of class! Wrap-up and Review | Schwartz, M. (2016). Careers: Top skills for tomorrow's librarians. *Library Journal, 141*(4), 38. | **Course Page Final Project due 12/6 Reflection due 12/15** |

Please note this course schedule is subject to change.

Thanks to Claudia Gollop for sharing past syllabi which formed the groundwork for this semester's course.