

INLS 501-01 Information Resources and Services – Spring 2016

School of Information and Library Science at UNC Chapel Hill

Instructor: Stephanie Willen Brown, M.S. in LIS

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Class: Tuesday & Thursday from 8:00 a.m.- 9:15 a.m. in 001 Manning Hall

Office Hours: by appointment

Course Sakai: <https://sakai.unc.edu/x/tVZbpQ>

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

I recommend you purchase the following books for purchase, in this order of importance:

Upson, Matt. *Information Now : a Graphic Guide to Student Research*. Chicago; London: University of Chicago Press, 2015.

This is a terrific overview of many reference topics, including searching the free web, using the library catalog, evaluating information, different types of articles (scholarly, trade, popular), and a discussion of plagiarism & citation managers. It's relatively cheap and you will use it this semester and many of you will refer to it as you work with patrons later in your careers. It will also be on reserve at SILS. Some material will be available in Sakai.

Bell, Suzanne S. *Librarian's Guide to Online Searching*. Third or Fourth editions. Santa Barbara, California: Libraries Unlimited, an imprint of ABC-CLIO, LLC, 2012 or 2015.

This textbook covers lots of search strategies, databases specifics, and good all around reference information about teaching and using online databases. The author has a background in academic libraries, but she tries to offer suggestions for public and school libraries as well. Either the 3rd or 4th edition is fine.

Cassell, Kay Ann. *Reference and Information Services : an Introduction*. Third ed. Chicago: Neal-Schuman, an imprint of the American Library Association, 2013.

This will be available on reserve at the SILS library. This is a terrific overview of hundreds of essential sources. We will not cover all of them in class, but you will ultimately use many more sources in your work as a librarian than we cover in class. This book is a good supplement to what we do not cover. Used copies of the 2013 edition are fine (but earlier editions are not).

The course's Sakai site will link to all of the assigned article readings as well as links to training videos in Lynda.com and elsewhere. Some articles are required and some are supplemental (*not required, but read them if you are interested in the topic*). They are designed to complement the work we are doing in class and familiarize you with the library literature.

You should **read the assigned materials prior to coming to class**. They are linked in Sakai and are available online at <http://guides.lib.unc.edu/inls501-brown/readings>

I will post my presentation slides to Sakai under the "Resources" tab 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 at swbrown@unc.edu; if your question is one whose answer will benefit others, I may post a reply to Sakai as well.

Email is my preferred method for contacting me outside of class, but you can chat me via the Park Library's LibraryH3lp chat button or tweet at me @UNCParkLib. 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 **include "INLS501" in the subject line of all emails to me, in addition to a brief description of the email content** Sample subject lines:

- **question about reference setting paper for INLS501**
- **problem with assignment 2 for INLS501**
- **help! EBSCO database is down! (inls501)**

(pro tip: 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 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 strategies, and the foundations of reference service. The assignment

will also give you hands-on experience with reference librarian responsibilities. **All assignments are due by 8 a.m. 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). 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; we will discuss this in class.

Please use the MLA (Modern Language Association) citation style for all citations in this course. This online MLA guide from Purdue's Online Writing Lab (OWL) is particularly helpful: <https://owl.english.purdue.edu/owl/resource/747/01/>, as is the MLA Handbook for Writers of Research Papers by Joseph Gibaldi, available at call number: LB2369 .G53 2009 at Davis Library, the UL, and Park Library reference.

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.

Two Reference Exercises (10 points total; 5 points each)

- There will be two multiple choice & short answer "quizzes" in Sakai which will require you to explore the sources introduced in class.
- The first will cover the library's catalog and will be due on January 26.
- The second will cover database searching and will be due on March 10.
- You will submit the quiz online and we will discuss the results in class on the day the quiz is due.

Reference Setting Observation Report (due Feb. 11, 10 points)

We will visit a UNC library or two on Feb. 2 (location(s) dependent upon class interest), and we will review UNC library websites with a focus on the virtual reference setting. You will then write a two-page summary of your observations of the physical or virtual reference setting.

Database Assessment Group Presentations (due March 1, 20 points)

- Pairs of students will present a selected subject database to the class, as directed by the instructor. Pairs with similar interests will be grouped together (i.e., students interested in working in a School Media Center, or students interested in law librarianship).
- 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.
 - Teams will use PowerPoint, Prezi, or something similar to share with the class. Post the presentation in Sakai by 8 a.m. on March 1; include a slide with an explanation of the contributions of each group member.

Consultation Packet (due April 7, 20 points)

- Teams of students will be given two or three detailed reference / consultation questions to work through. You will go through all steps required to reply to the patron, including the identification of sources and a full response to the patron (by email, chat, in-person dialog, or other mechanism). You will also write a description of how you agreed to provide the

advice you did – your search strategy and assumptions made during the time you worked through the question. Finally, as a team, you will evaluate two or three resources you recommended to respond to one or both questions.

Final Project: Pathfinder or Course Guide

(ongoing deadlines; final piece due April 26, 25 points total)

- Create an online guide to a topic or class over the course of the semester.
- You may select any topic as long as it is applicable to an information need for library patrons that you define. Examples:
 - Academic library: <http://www.lib.ncsu.edu/guides>
 - School library: <http://guides.wakegov.com/wcplpbs>
 - Public library: <http://durhamcountylibrary.org/research/onlineresources/>
 - Archives: http://www.archives.nysed.gov/research/res_tools_real_property_pathfinder

Pathfinder / Course Guide Assignment Pieces

	Due Date	Points
1. Select a topic. Post the name, a link to the description/syllabus, and your reasoning for selecting it in the appropriate Sakai forum.	March 22	0
2. Write a one-page outline and evaluate two resources for the guide.	March 31	30
3. Present your guide to the class (7 minutes). Present your topic, audience, and brief highlights from your guide.	April 14	30
4. Final guide completed and formal reflection. Revise your guide based on comments in class. Write a two-page paper discussing the sources you selected (and those you considered but ultimately excluded); reflect on what you learned from the project and from the class.	April 26	40
		100 total

For all assignments:

- Additional instructions will be in the “Assignments” tab in Sakai.
- You are welcome to meet with me to discuss any of these assignments; please contact me by email to set up a time to talk.

Class Participation (15 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 online discussion of assigned readings, in-class group work, database exercises, online searching, postings on Sakai, 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 (in class and on Sakai)	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.
Effect on class	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 & 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 discuss arrangements for making up class work.

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),
- Putting forth effort, care, and thought in preparing for exams.

Each week we will discuss a set of reference sources as well as some aspect of reference service. This class will be primarily lecture with some group activities and discussion. Complete required readings before class so you can participate in the conversation. Comments should be grounded in the readings, sources, and other preparation for the week. During discussions, we will treat each other with respect and courtesy. This is not a seminar, however, so classroom discussion may need to be continued after class and into your library career.

Librarians often work collaboratively to solve reference problems; you will find class easier if you study with classmates. I strongly encourage you to work together with your classmates on these assignments. Use study groups in person or via Sakai, text, Google Docs, social media, or other means to stay in touch during the week. Students are strongly encouraged to cooperate and assist one another and share insights and respective expertise in this course.

I expect that you will acknowledge the support you receive from your colleagues (this may be done in acknowledgements at the end of assignments or projects). In every case where you use the actual written words of others you must properly quote and cite them. When you build arguments upon the ideas of others, the originators of those ideas should also be cited.

This is a 3-credit hour course; thus, you should expect to **spend about 6-9 hours per week on this course outside of class time.**

I expect you to show respect for all members of the course and all comments and questions posed by your classmates.

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 a good idea to have a **“note buddy”** in case of illness and/or if an emergency occurs and you have to miss a class. I am not a good source of notes as my 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 I deem advisable, I will report the facts to the student’s academic dean for appropriate action.

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

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).

Special Needs & 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.

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://sil.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>

Credits: Thanks to Emily Vardell for sharing her syllabus which formed the groundwork for this semester's course. Emily also thanks Claudia Gollup, Alex Poole, Sarah Stokes, and Sylvia Vardell.

Thanks to my teaching mentor at Simmons, Terry Plum, and to my own reference professor, Allen Smith.

INLS 501 • Spring 2016 Semester Schedule

Class #	Date	Topics	Assigned	Due
1	Tue-Jan-12	Introductions	Review syllabus, Sakai site, & other course materials.	
2	Thu-Jan-14	Resources: • Finding books in libraries Services: introduction	Assign: Catalog exercise	
3	Tue-Jan-19	Resources: Essential sources		
4	Thu-Jan-21	Services: • Providing reference • Reference standards		
5	Tue-Jan-26	Discuss catalog exercise Resources: Source evaluation forms		Discuss & Submit Catalog exercise
6	Thu-Jan-28	Resources: • Database overview • How to search	Assign: Reference setting report	
7	Tue-Feb-2	Reference setting tour(s) (Davis or HSL or branch or Wilson or online)		
8	Thu-Feb-4	Services: reference interview		
9	Tue-Feb-9	Resources: • Advanced searching • Subject Databases		
10	Thu-Feb-11	Due & Present: Reference setting assignment Review searching		Present & Submit Reference setting report
11	Tue-Feb-16	Resources: • News • Current events	Assign: Database Assessment & Presentation (team)	
12	Thu-Feb-18	Services: Instruction		
13	Tue-Feb-23	Resources: Dictionaries & Encyclopedias & Ready Reference	Assign: Database search exercise	
14	Thu-Feb-25	Services: • Serving all patrons		
15	Tue-Mar-1	Due & Present: Database Assessment		Present & Submit Database Assessment
16	Thu-Mar-3	Services: • Pathfinders / Course Guides • Consultations		
17	Tue-Mar-8	Resources: Managing sources • Zotero • EasyBib • Flow / RefWorks • PinBoard		
18	Thu-Mar-10	Due & Present: Database search exercise	Assign: Pathfinder / Course Guide Final Project	Present & Submit Database search exercise
Tue-Mar-15 Break!				
Thu-Mar-17 Break!				

**This course schedule is subject to change;
Any changes will be announced on Sakai and in class.**

INLS 501 • Spring 2016 Semester Schedule

Class #	Date	Topics	Assigned	Due
19	Tue-Mar-22	Resources: What's Free? • Google • Wikipedia • Fantastic Fiction & GoodReads	Assign: Consultation exercise (team)	Topic for Pathfinder / Course Guide Final Project
20	Thu-Mar-24	Services: Challenging Situations Review consultations		
21	Tue-Mar-29	Resources: Biographies, Geography, and the Government		
22	Thu-Mar-31	Specialized Resources, Academic • Geographic Information Systems (GIS) • Census & Data • Special Collections		Outline of Final Project & Two Source Evaluations
23	Tue-Apr-5	Services: Ethics and Legal Issues		
24	Thu-Apr-7	Due & Present: Consultation exercise		Present & Submit Consultation exercise
25	Tue-Apr-12	Services: • Outreach - traditional • Outreach - social media • Assessment		
26	Thu-Apr-14	Due & Present: Pathfinder / Course Guide		Present Pathfinder / Course Guide
27	Tue-Apr-19	Specialized Resources, Public: • Reader's Advisory • Genealogy • Careers • NC Live		
28	Thu-Apr-21	Class choice		
29	Tue-Apr-26	Future: Yours & Reference		Submit Pathfinder / Course Guide packet
	Thu-Apr-28	*optional* Therapy Pets @ Park Library!		
30	Exam date	Panel of reference librarians		