

**INLS 754-1**  
**Access, Outreach and Public Service in Cultural Heritage Institutions**  
**Fall 2017**  
**T/Th 9:30 - 10:45 pm Room 14 Manning Hall**

**Instructor:**

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**Course Description**

This course explores users of cultural heritage institutions, their needs and information seeking behaviors and how to provide them with access to and education about the materials and services offered.

**Goals and Objectives**

Upon completion of the course, students should be able to:

- Illustrate the experience from the user's perspective.
- Establish the relationship between information seeking behavior and access and
- Justify the purpose of outreach activities.
- Explain the components of effective access
- Identify the relationship between outreach and advocacy
- Summarize the components of effective reference (public) service.
- Compare onsite service with online service.
- Explain the necessity of user instruction.

This course is a combination of lecture, discussion and activity, but discussion is emphasized because it is a good method to explore access, outreach and public service. Communication is key to access, outreach and public service and one benefit of discussion is that it will help you hone your communication skills.

**Assignments (see Sakai for description of each assignment):**

<b>Assignment</b>	<b>Due Date</b>	<b>% of Final Grade</b>
Class participation	On-going	20
User study	September 28	25
Outreach paper	October 30	25
User instruction tool	November 29	30

## **Class Participation**

As a member of this class, you should positively and actively participate in class discussions and class activities. To do this, you need to come to class but participation is not based on your attendance alone. Thoughtful, respectful contributions to the classroom discussion are expected.

While I understand that participating in any form of class discussion may come more easily to others, I expect all class members to make an effort. A discussion lacks if only a few voices participate and I want to hear everyone's voice.

Class participation is evaluated based on demonstration of the following:

- recognition of assumptions
- attentive and respectful listening
- making connections between material
- clear communication
- participation in collaborative learning
- synthesizing and integrating class material into class participation

**Schedule of Topics and Readings:** [click here](#)