

INLS 501-01 Information Resources and Services – Spring 2017

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 Description

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

Course Objectives

Services

- Explore the **characteristics of reference** services and reference work.
- **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 trends and the use of emerging technologies to support reference services.

Sources

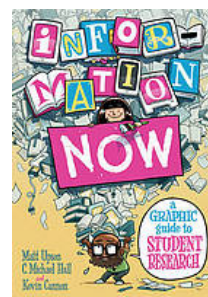
- Master the basics of **database searching**.
- Use, compare, and **evaluate reference sources** through observation and inspection.
- Recognize **which types of sources to consult for specific types of questions**, especially for a particular subject matter or discipline.

Course Materials

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

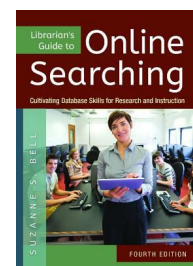
Upson, Matt. *Information Now : a Graphic Guide to Student Research*. Chicago; London: University of Chicago Press, 2015.

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.

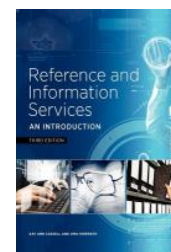


Bell, Suzanne S. *Librarian's Guide to Online Searching*. Third or Fourth editions. Santa Barbara, California: Libraries Unlimited, an imprint of ABC-CLIO, LLC, 2012 or 2015.

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 offers 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 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). This is on reserve at the SILS library.

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> 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.

I will post my presentation slides to Sakai under the “Resources” tab before each lecture.

Professional Conduct, Preparation, and Attendance

Each week we will discuss a set of **reference sources** as well as some **aspect of reference service**.

- This class will be 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, so classroom discussion may need to be continued after class and into your library career.

In addition to the UNC Honor Code (<http://honor.unc.edu/>) that outlines university expectations for academic honesty, I expect you to 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.

Librarians often work collaboratively to solve reference problems; **you will find class easier if you prepare 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. You are strongly encouraged to cooperate and assist one another and share insights and respective expertise in this course.

You will acknowledge the support you receive from your colleagues. 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.

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. 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 at least 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.

You will submit assignments in Sakai unless otherwise notified; 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. You may use the more current version of MLA citation style if you prefer; whichever you choose, please be consistent.

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 Source Quizzes (5 points each)

There will be two quizzes in Sakai which require you to explore the sources we discuss.

- The first will cover the basic online searches and will be due on January 24.
- The second will cover more database searching and some print resources and will be due on March 7.
- Submit the quiz online by 7:59 a.m. on the date it is due. We will discuss the results in class that day, so no late quizzes will be accepted.

Reference Librarian Conversation (due Feb. 14, 10 points)

You will identify a librarian whose reference work you want to understand better, and you will interview her or him. Your conversation will provide you with greater insight into the work of a reference librarian – and you will share that knowledge in a two-page paper and a conversation in class.

Database Review Team Presentations (due Feb. 28, 20 points)

- Pairs of students will present a selected subject database to the class, as directed by the instructor.
- Each group will have 15 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.
 - Use PowerPoint, Prezi, or something similar to demonstrate the database.

Final Project: Topic Guide

(multiple deadlines; final piece due April 18, 25 points)

- Create an online guide for a topic of your choosing.
- You may select any topic as long as it is applicable to an information need for library patrons that you define. Examples:
 - **Academic** library: Resources for MA students at UNC's School of Government
 - **School** library: Science resources for high school students through NC Wise Owl.
 - **Public** library: Resources for teens in Orange County, N.C.; ideas for scrapbooking
 - **Archives**: Description of resources about the Student Space Shuttle Program at North Carolina Agricultural and Technical State University

Topic Guide Assignment Pieces

	Due Date
1. Select a topic.	March 21
2. Write a one-page outline and evaluate two resources for the guide.	March 28
3. Present your guide to the class (7 minutes).	April 11
4. Final guide completed and formal reflection.	April 18

Reference Question Responses

You will receive two sets of detailed reference questions to answer.

- 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).
- Write a description of how you decided to provide the advice you did – your search strategy and assumptions made as you worked through the question.
- You may work with a classmate or two; if you do, you will describe how you divided the work.

Response ONE (due March 7, 5 points)

- You will receive one question. I will return the question with detailed notes. You will use my response to modify your response for ...

Response TWO (due April 25, 20 points)

- You will respond to three consultation questions, using what you have learned in class and from my notes on the first reference question response.

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 to set up a time to talk.

Class Participation (10 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,
- 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.

Lack of participation in a graduate level class is simply not acceptable.

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.	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 occasionally 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.	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.

Attendance

Attendance at each class session is expected.

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 you must miss a class, please make arrangements with one of your classmates concerning note taking. I recommend you identify a **"note buddy"** in case 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.

If you misses three consecutive class meetings or more classes than I deem advisable, I will contact you and report the facts to your 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 for individual assignments:

- 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

Final grades for graduate students will not reflect + or - designations (e.g. there will be Ps but no P+s or P-s).

NOTE: I will use the traditional letter grades of A, B, C, D, and F for undergraduate grading.

Special Needs & Students with Disabilities

If you need an accommodation for a disability or have any other special need, please 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://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>

Let's enjoy this class!



INLS 501.002 • Spring 2017 Semester Schedule

Class #	Date	Topics	Assigned	Due
1	Thu, Jan. 12	Introductions	Review syllabus, Sakai site, & other course materials.	
2	Tue, Jan. 17	Resources: • Finding items in libraries • Basic search in EBSCO Services: Very basic discussion		
3	Thu, Jan. 19	Resources: • Essential sources • Evaluating sources	Assign: Catalog & Basic Search quiz (in Sakai)	
4	Tue, Jan. 24	Due & Present Catalog & Basic Search Quiz Resources: Source evaluation forms		Due & Present Catalog & Basic Search Quiz
5	Thu, Jan. 26	Services: • Providing reference • Reference standards	Assign: Reference Librarian Conversation	
6	Tue, Jan. 31	Resources: • Database overview • How to search databases & Google		
7	Thu, Feb. 2	Reference Tour		Post your Reference Librarian Interviewee name in Sakai
8	Tue, Feb. 7	Services: Reference Interview		
9	Thu, Feb. 9	Resources: • Advanced searching • Subject databases		
10	Tue, Feb. 14	Due & Present: • Reference Librarian Interview • Review searching		Due & Present: Reference Librarian Conversation
11	Thu, Feb. 16	Resources: • News • Current events	Assign: Database Review (team)	
12	Tue, Feb. 21	Services: Instruction		
13	Thu, Feb. 23	Resources: Dictionaries & Encyclopedias & Ready Reference @ Davis Library		
14	Tue, Feb. 28	Due & Present: Database Review	Assign: Database Search quiz. Reference Question Response.	Due & Present: Database Review
15	Thu, Mar. 2	Services: • Serving all patrons		
16	Tue, Mar. 7	Due & Present: Database Search Quiz & Reference Question Response.		Due & Present: Database Search Quiz & Reference Question Response.

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

INLS 501.002 • Spring 2017 Semester Schedule

Class #	Date	Topics	Assigned	Due
17	Thu, Mar. 9 Tue, Mar. 14 Break! Thu, Mar. 16 Break!	Services: • Topic Guides • Consultations	Assign: Topic Guide	
18	Tue, Mar. 21	Sarah Arnold offers in class training on LibGuides		Topic for Topic Guide
19	Thu, Mar. 23	Public Library Resources • Reader's Advisory • Genealogy • NC Live		
20	Tue, Mar. 28	Services: Challenging Situations		Outline of Topic Guide & Two Source Evaluations
21	Thu, Mar. 30	Services: Outreach		
22	Tue, Apr. 4	Services: • Chat Reference • Reference practice	Select Class Choice Topic	[swb returns topic guide outline]
23	Thu, Apr. 6	Services: Assessment		
24	Tue, Apr. 11	Due & Present: Topic Guide		Due & Present: Topic Guide
25	Thu, Apr. 13	Class choice. Options include: • Programming • Free Resources • Science Databases • Open Access • Managing Citations: Zotero / RefWorks / EndNote	Assign: Consultation exercise	
26	Tue, Apr. 18	Services: Ethics and Legal Issues	open access?	Submit final Topic Guide & paper
27	Thu, Apr. 20	Resources: Data and the Government Special Guests: Michele Hayslett (Research Hub) & Renée Bosman (GIS Librarian), UNC Library.		
28	Tue, Apr. 25	Due & Present: Reference question response		Due & Present: Reference question response
29	Thu, Apr. 27	Future: Yours & Reference		
30	Tue, May. 2	Panel of reference librarians	FINAL EXAM SLOT	[swb returns consultation & topic guide projects]

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