

# INLS 501 Information Resources and Services – Summer 2017

School of Information and Library Science at UNC Chapel Hill

Instructor: Emily Vardell, Ph.D.

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Course Website: <https://sakai.unc.edu/portal/site/inls501summer17>

## 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 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 desk trends and the use of technology 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.

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](mailto:evardell@unc.edu).

Email is my preferred method for contacting me. 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 information in the subject line (e.g., 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 pm 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 Dropbox 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).

- **Reference Desk Observation Report (due 7/2, 10 points)**

Visit a library of your choice (make sure that it has a reference desk). During your visit, take notes about your observations of the desk itself and the interactions that you observe between librarians/assistants and patrons. 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?

Using evidence from your observations 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 library of your choice. 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. Post your reflections in the Sakai Forums by 7/2. Please comment on at least two of your fellow students' observations (comments are due by 7/5).

- **Searching Exercises (due 7/9, 10 points)**

This assignment includes exercises designed to introduce students to the UNC OPAC,

Library & Information Science Source (formerly LibraryLit), and LISA. The exercises will be completed through Sakai.

- **Database Presentations (submit selected database by 7/9, blog post and presentation due 7/16, 20 points)**

You will select a database to present to the class (it may be one that relates to your Course Page Final Project or it may be entirely separate). First, you will write up a blog post encouraging patrons to use the database for educational/research purposes. Here are some examples: [RefWorks](#), [BioMed Central](#), [Scopus](#), and [QUOSA](#).

Next you will create a short tutorial including an overview of the database, an explanation of the layout of the database, and a sample search. You may choose whatever screencast tool you would like to use. Jing is a free, easy-to-use option that may be of interest:

<http://www.techsmith.com/jing.html>. The tutorial should be around 5 minutes long.

- **Interview of a Liaison Librarian (due 7/23, 15 points)**

This assignment provides you with the opportunity to better understand the role of the liaison librarian. Contact a liaison/subject librarian of your choice (if you are not sure if they are a liaison librarian, feel free to email their information to me). Ask them about their backgrounds and preparation for being a liaison librarian. What courses did they find most helpful in library school? Have they taken continuing education that has been particularly helpful? What does their day-to-day schedule look like? Are they active in professional organizations? I would recommend that the interview last approximately one hour. Plan ahead when scheduling your interview to make sure you have time to meet and write up your experience. Your reflection should provide a picture of the liaison librarian's professional responsibilities and outlook on liaison librarianship. The write-up should be around two pages double spaced. Please post your reflection to the appropriate Sakai forum or through Sakai's Drop Box function.

- **Course Page Final Project (ongoing, 25 points total)**

<b>Course Page Final Project Assignment Pieces</b>	<b>Due Date</b>	<b>Points</b>
<b>Select a Subject</b> – please include your reasoning for selecting it.	7/2	5
<b>Introduction, Overview, one Resource Assessment, and a RefWorks folder of 5 selected citations</b>	7/9	20
<b>Course Page Final Project Presentations</b> – brief presentation on your topic, audience, and one to two highlights from your selected resources. Consider <a href="http://igniteshow.com/">http://igniteshow.com/</a> as a model.	7/23 (Comments on fellow students' work due 7/25)	30
<b>Course Page Final Project</b> – must include one additional assessment of a related resource.	7/28	35
<b>Course Page Reflection</b> – 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.	7/31 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)**

**Participation in the online forums and other Sakai activities are crucial in this online course.** You must participate throughout the week to engage effectively with your classmates. **Do not wait until the end of each module to post all of your content** as that does not allow time for your classmates to provide feedback and engage with your material. This portion of your overall grade includes, and is not limited to, class and group discussion of assigned articles and participation in Sakai discussions and Voicethread comments. Your ability to discuss the readings 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)*

	<b>Strong</b>	<b>Needs development</b>	<b>Unsatisfactory</b>
<b>Quality of contributions</b>	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.
<b>Frequency of participation</b>	Participates actively at appropriate times.	Participates sometimes but fails always to be attentive.	Rarely participates and is not generally engaged.
<b>Impact on seminar</b>	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/>) 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, and putting forth effort, care, and thought in preparing for final projects. This is a 3-credit hour, summer course; thus, you should expect to spend at least 15 hours per week on this course. 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).

## 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>)

*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 Information Resources and Services – Summer II 2017

School of Information and Library Science at UNC Chapel Hill

**Instructor: Emily Vardell, Ph.D.**

[evardell@unc.edu](mailto:evardell@unc.edu)

Course Website: <https://sakai.unc.edu/portal/site/inls501summer2017>

### Course Schedule

Topic	Readings*	Activities / Assignments
<i>MODULE 1 – June 26-July 2</i>		
<b>Introductions; Overview of 501 class and assignments</b>	<p>Familiarize yourself with the syllabus, Sakai site, and other course materials.</p> <p>Definitions of Reference (<a href="#">link</a>)</p> <p>Guidelines for Behavioral Performance of Reference and Information Service Providers (<a href="#">link</a>)</p>	<p>Student Questionnaire Forum</p> <p>Reference Desk Observation Report assigned, <b>due 7/2</b></p> <p>Introduction Voicethread</p>
<b>History of Reference Service</b>	<p>Green, S. S. (1876). Personal Relations between Librarians and Readers. <i>American Library Journal</i>, 1(2-3), 74-81. (<a href="#">link</a>)</p> <p>Tyckoson, D. A. (2011). History and Functions of Reference Service. In R. E. Bopp &amp; L. C. Smith (Eds.), <i>Reference and Information Services: An Introduction</i> (4th edition). (pp. 3-27). Santa Barbara: Libraries Unlimited.</p>	<p>History of Reference Services Voicethread</p>
<b>Professional Organizations/ Standards for Reference</b>	<p>Code of Ethics of the American Library Association (<a href="#">link</a>)</p> <p>Copyright Basics Video (<a href="#">link</a>)</p>	<p>Ethics Case Studies in Reference Sakai Forum</p>
<b>Ethical Aspects of Reference Service</b>	<p>Upson, Hall, &amp; Cannon. (2015). <i>Information now: A graphic guide to student research</i>. Read Chapter 7: "Using Information Ethically," pp. 90-104.</p> <p>Case Studies for Reference Ethics (PDF in Sakai)</p>	<p><b>Due 7/2: Reference Desk Observation Report</b> <b>Respond to at least two of your classmates' reports by 7/5</b></p> <p><b>Due 7/2: Submit selected subject for Course Page Final Project</b></p>

*MODULE 2 – July 3-9*

<p><b>Online Catalog/OPAC Searching</b></p>	<p>Upson, Hall, &amp; Cannon. (2015). <i>Information now: A graphic guide to student research</i>. Read Chapter 2: "How information is organized and found: the basics," pp. 25-37.</p> <p>Upson, Hall, &amp; Cannon. (2015). <i>Information now: A graphic guide to student research</i>. Read Chapter 3: "Searching and library catalogs: understanding the hunt for information," pp. 39-52.</p>	<p>Searching Exercises assigned (available under Tests &amp; Quizzes in Sakai), <b>due 7/9</b></p> <p>Online Catalog (OPAC) Exercise (available under Tests &amp; Quizzes in Sakai), <b>due 7/9</b></p>
<p><b>Database Searching</b></p>	<p>Upson, Hall, &amp; Cannon. (2015). <i>Information now: A graphic guide to student research</i>. Read Chapter 4: "Journals &amp; Databases," pp. 55-68.</p> <p>Upson, Hall, &amp; Cannon. (2015). <i>Information now: A graphic guide to student research</i>. Read Chapter 5: "Searching the Open Web," pp. 71-79.</p>	<p>Database Presentation assigned, submit selected database <b>by 7/9</b>, presentation <b>due 7/16</b></p>
<p><b>Library Lit and LISA Searching</b></p>	<p>LISA Database Guide (<a href="#">link</a>) Library &amp; Information Science Source (formerly Library Lit) LibGuide (<a href="#">link</a>)</p>	<p>LISA Exercises Library &amp; Information Science Source Exercises</p> <p>Tips/Tricks/Questions from Online Exercises Forum</p>
<p><b>Overview of Reference Sources</b></p>	<p><i>Read pp. 387-392 of:</i> Smith, L. C. (2011). Selection and Evaluation of Reference Sources. In R. E. Bopp &amp; L. C. Smith (Eds.), <i>Reference and Information Services: An Introduction</i> (4th edition). Santa Barbara: Libraries Unlimited.</p>	
<p><b>Evaluation of Reference Sources</b></p>	<p>Upson, Hall, &amp; Cannon. (2015). <i>Information now: A graphic guide to student research</i>. Read Chapter 6: "Evaluating Your Sources," pp. 81-88.</p> <p>Evaluating Information: Evaluating Sources UNC Libraries Tutorial (<a href="#">link</a>)</p>	<p>Complete Evaluation of Two Reference Resources (Google Doc)</p> <p><b>Due 7/9: Searching Exercises</b></p> <p><b>Due 7/9: Introduction, Overview, one Resource Assessment, and RefWorks folder of 5 selected citations for Course Page Final Project</b></p>



MODULE 3 – July 10-16

<p>Reference Interview</p>	<p>Upson, Hall, &amp; Cannon. (2015). <i>Information now: A graphic guide to student research</i>. Read Chapter 1: "The Process," pp. 11-22.</p> <p>Brown, S. W. (2008). The Reference Interview: Theories and Practice. <i>Library Philosophy and Practice 2008</i>, 1-8.</p> <p>Harmeyer, D. (2010). Hybrid Reference: Blending the Reference Interview and Information Literacy. <i>Reference Librarian</i>, 51(4), 358-362.</p>	<p>Reference Interview Voicethread</p>
<p>Library Consultation Services</p>	<p>Yi, H. (2003). Individual research consultation service: an important part of an information literacy program. <i>Reference Services Review</i>, 31(4), 342-350.</p>	<p>Interview of a Liaison Librarian assigned, <b>due 7/23</b></p>
<p>Serving Your Community as a Reference Librarian</p>	<p><b>Select <u>one</u> of the following:</b></p> <p>Collins, L. N., Howard, F., &amp; Miraflor, A. (2009). Addressing the Needs of the Homeless: A San Jose Library partnership Approach. <i>The Reference Librarian</i>, 50, 109-116.</p> <p>Whisner, M. (2014). Race and the Reference Librarian. <i>Law Library Journal</i>, 106(4), 625-632.</p> <p>Prasad, P. (2009). Reference Services to Senior Groups in the San Antonio Public Library. <i>Reference Librarian</i>, 50(1), 99-108.</p>	<p>Serving Your Community as a Reference Librarian Forum</p>
<p>Instruction</p>	<p>Association of College and Research Libraries Standards for Proficiencies for Instruction Librarians and Coordinators (<a href="#">link</a>)</p> <p>Desai, C. M. &amp; Graves, S. J. (2008). Face-to-Face: The teachable moment and changing reference mediums. <i>Reference &amp; User Services Quarterly</i>, 47(3), 242-254.</p>	<p>Reflecting on Instruction Forum</p> <p><b>Due 7/16: Submit selected database for Database Presentation</b></p> <p><b>Due 7/16: Database Presentation and Blog Post</b></p>

*MODULE 4 – July 17-23*

<p><b>Reference Work in Special Collections</b></p> <p><b>Guest expert:</b> Matt Turi, Manuscripts and Archives Research and Instruction Librarian, Wilson Library, UNC Chapel Hill</p>	<p>Harris, V.A. &amp; Weller, A.C. (2012). Use of Special Collections as an Opportunity for Outreach in the Academic Library. <i>Journal of Library Administration</i>, 52(3-4), 294-303.</p> <p>Perry, M. (2011). A Reference Librarian in Special Collections. <i>Reference &amp; User Services Quarterly</i>, 50(4), 319-321.</p>	<p>View video interviews of Matt Turi</p> <p>Special Collections Interviews with Matt Turi Forum</p> <p>Special Collections Online Reference Forum</p>
<p><b>Data Services</b></p> <p><b>Guest expert:</b> Lynda Kellam, Data Services Librarian, UNC Greensboro</p>	<p>Mannheimer, S. (2014). Ready, engage! outreach for library data services. <i>Bulletin of the Association for Information Science and Technology</i>, 41(1), 42-44.</p> <p>Review Lynda Kellam’s Research Data Management Graduate Student Workshop handout (in Sakai)</p> <p>UNC Greensboro Data Services page (<a href="#">link</a>)</p>	<p>Data Reference Questions Voicethread</p>
<p><b>Geographical Information Systems Services</b></p> <p><b>Guest expert:</b> Amanda Henley, GIS Librarian, Davis Library, UNC Chapel Hill</p>	<p>Scaramozzino, J., White, R., Essic, J., Fullington, L.A., Mistry, H., Henley, A., &amp; Olivares, M. (2014). Map Room to Data and GIS Services: Five University Libraries Evolving to Meet Campus Needs and Changing Technologies. <i>Journal of Map And Geography Libraries</i>, 10(1), 6-47.</p> <p>UNC GIS &amp; Data Services page (<a href="#">link</a>)</p>	<p>GIS activity</p> <p>GIS Tool Comparison Forum</p>
<p><b>Challenging Situations</b></p>	<p>Slavick, S. (2009). Problem situations, not problem patrons. <i>Public Libraries</i>, 48(6), 38-42.</p>	<p>Challenging Situations Forum</p> <p><b>Due 7/23: Interview of a Liaison Librarian</b></p> <p><b>Due 7/23: Final Project Presentations</b> <b>In Sakai:</b> Post presentations in Sakai folder.</p>

<i>MODULE 5 – July 24-28</i>		
<b>Trends in Reference Services</b>	Mathews, B. (2014). Librarian as Futurist: Changing the Way Libraries Think About the Future. <i>Portal: Libraries &amp; The Academy</i> , 14(3), 453-462.	White Paper on the Future of Reference Services Forum
<b>Virtual Reference Services</b>	Chow, A., & Croxton, R. (2014). A Usability Evaluation of Academic Virtual Reference Services. <i>College &amp; Research Libraries</i> , 75(3), 309-361.  Guidelines for Implementing and Maintaining Virtual Reference Services, ALA, Reference and User Services Association, 2004 ( <a href="#">link</a> )	Questions for Guest Speaker Forum
<b>Hands-On Virtual Reference Services Experience Session</b>	Browse Chad Haeefe's Blog "Hidden Peanuts" ( <a href="#">link</a> )  Read this post in particular: <a href="#">Defining what I do: What makes a technology emerging or disruptive?</a>	Synchronous Chat Reference activity (to be scheduled)  Reflections on Chat Reference Forum
<b>Wrap Up</b> <b>Course Page Final Project Presentations</b>	Schwartz, M. (2016). Careers: Top skills for tomorrow's librarians. <i>Library Journal</i> , 141(4), 38.	<b>Due 7/25 in Sakai:</b> 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).  <b>Due 7/28: Course Page Final Project</b>  <b>Due 7/31: Course Page Reflection</b>

\*All readings outside of the required text are available in Sakai unless otherwise noted.

Please note this course schedule is subject to change.

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