

INLS 501-01 Information Resources and Services – Spring 2018

School of Information and Library Science at UNC Chapel Hill

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

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Class: Monday from 6 p.m. to 8:45 p.m. in 208 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 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 trends and the use of emerging technologies to support reference services.

Sources

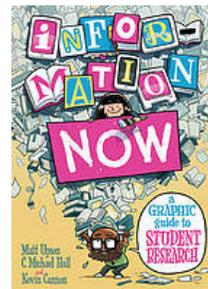
- Master the basics of **database searching**.
- Use, compare, and **evaluate reference sources** through observation and inspection.
- Recognize **which types of sources to consult for specific types of questions**, especially for a particular subject matter or discipline.

Course Materials

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

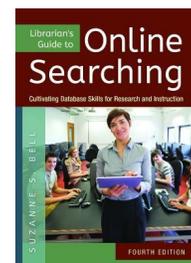
Upton, Matt. *Information Now : a Graphic Guide to Student Research*. Chicago; London: University of Chicago Press, 2015.

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.

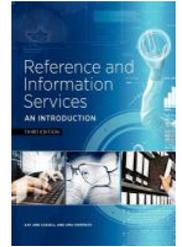
This textbook covers lots of search strategies, databases specifics, and good all around reference information about teaching and using online databases. The author has a background in academic libraries, but she offers suggestions for



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.



Class readings are listed at <http://guides.lib.unc.edu/inls501-brown/readings>. Some are required and some are supplemental (*not required, but read them if you are interested in the topic*). Some are book chapters and some are videos on YouTube. All are designed to complement the work we are doing in class and familiarize you with the library literature.

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

Professional Conduct, Preparation, and Attendance

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

- This class will be lecture with 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 assignments.

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 in Sakai

Please check Sakai and your UNC email often for 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.

Use the course’s Sakai Forums for general questions and comments.

Before you begin work on an assignment, please check Sakai to see if there are any updates.

Email

Email is my preferred method for individual communication outside of class.

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.

I will try to respond within 24 hours, but in some cases it may take 2-3 days. If you need assistance with a more detailed question, please schedule an 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**
(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.

Attendance

Attendance at each class session is expected.

UNC’s Faculty Council adopted the following regulations on a student’s class attendance:

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”** for times when you must miss a class. I am not a good source of notes as my outlines will not reflect the complete class discussion.

If you miss two 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.

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. You may also want to contact UNC’s Accessibility Resources & Service at <https://ars.unc.edu/>.

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:

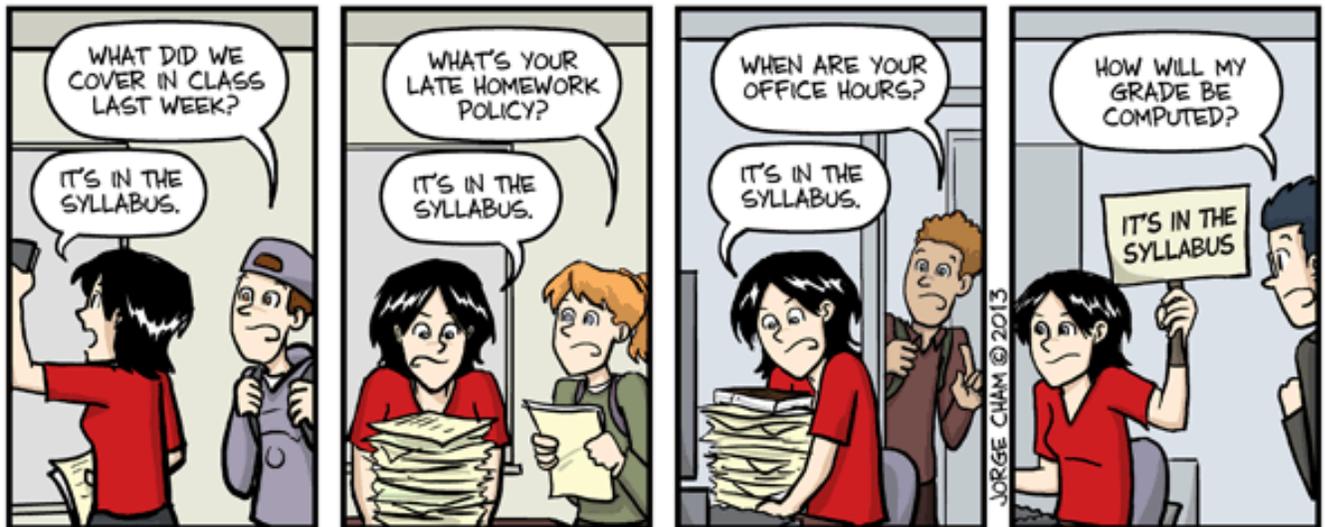
- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty, and staff; and
- Participate 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>)

Please talk to me after class or email me if you would like to tell me your preferred pronoun.

For a list of gender non-specific bathrooms, see:

<https://lgbtq.unc.edu/resources/resource/resource-guidesgender-non-specific-bathrooms-campus>



IT'S IN THE SYLLABUS

This message brought to you by every instructor that ever lived.

WWW.PHDCOMICS.COM

<http://phdcomics.com/comics.php?f=1583>

Assignments & Grading

Throughout the semester, I will assign work designed to familiarize you with reference sources, search strategies, and the foundations of reference service. Assignments will give you hands-on experience with reference responsibilities.

Post assignments to our Sakai by 5:55 p.m. EST on the due date (*5 minutes before class*).

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). I will not accept assignments turned in four (or more) days past the due date.

Group Work

In real life, librarians 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. Share insights, struggles, and wisdom with your classmates via Sakai, text, Google Docs, social media, or other means.

Some assignments are well-suited to group work. These are marked with . When you do group work, please indicate the names of each contributor, but only submit one copy of the assignment per team. All team members will receive the same grade for the assignment.

Two Source Quizzes, 5 points each

Quizzes challenge you to explore the sources we discuss in detail.

- Complete and submit quizzes in Sakai.
- We will discuss the results in class so **no late quizzes will be accepted**.

Quiz 1

due: Jan. 29

- Cover basic online searching.

Quiz 2

due: Mar. 19

- Covers more advanced searching. Paired with the first reference question response.

Reference Librarian Conversation, 15 points

due: Feb. 12

- Identify a librarian whose reference work you want to understand better and interview her or him.
- You may conduct the interview in person, via telephone, or Skype. It should be done synchronously rather than via email.
- Write a two-page paper about the conversation, and be prepared to discuss the interaction in class.

Database Review Team Presentations, 20 points

Due: Feb. 26

- Small teams of students will present a subject database to the class.
- Each team will:
 - Provide an overview of the database

- Persuade the class why the database would be useful for education/research
- Share a sample search.

Topic Guide, 25 points

Due: final piece due April 16; earlier deadlines as well

- 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: Virtual reality book resources for teachers.
 - **Public** library: Resources for teens in Orange County, N.C.
 - **Archives**: Describe the North Carolina Runaway Slave Advertisements available in the N.C. Agricultural & Technical State University archives.

Topic Guide Assignment Pieces

	Due Date
1. Select a topic.	March 23
2. Write a one-page outline and evaluate two resources for the guide.	March 30
3. Present your [almost final] guide to the class.	April 9
4. Final guide completed and formal reflection.	April 16

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.
- Describe how you decided to provide the advice you did, addressing your search strategy and assumptions made as you worked through the question.
- You may work with a classmate or two; if you do, you must also describe how you divided the work.
- We will discuss the results in class the day they are due, so **no late responses will be accepted.**
- *During class, please take notes on what you learned about responding to the question and submit a second, annotated response after this review. That way I know your first, best response AND what you learned from your classmates as we reviewed it.*

Response ONE, 5 points

due: March 19

- You will receive two reference questions; prepare and submit a response to one of them. Paired with the second source quiz.



Response TWO, 20 points

due: April 30 or our exam day (TBD)

- You will receive five consultation questions. Select four to answer and submit.
- This is suitable for group work.
- We will discuss all questions in class.

For all assignments:

- Additional instructions will be distributed and discussed in class and available in the "Assignments" tab in Sakai.

- You are welcome to **meet with me to discuss these assignments**; please contact me to set up a time to talk.

Citations

- In every case where you use the written words of others, you must properly quote and cite them. When you build arguments upon the ideas of others, you should also cite the originators of those ideas.
- Please use the MLA (Modern Language Association) citation style for 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.

Class Participation (5 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.

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

Grading Policies

Semester grades will be determined by: your participation in class, mastery of course materials, and the quality of your written assignments.

Based on [UNC Registrar Policy for graduate-level courses](#), 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 (this is higher than an "A" in an A-F system).

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 students**.

Let's enjoy this class!



INLS 501 • Spring 2018 Semester Schedule

Date	Topics	Assigned	Due
Mon, Jan. 22	Introductions Resources: • Library catalogs Services: • Providing reference • Reference standards	Review syllabus, Sakai site, & other course materials. Assign: Search Quiz 1 (in Sakai)	
Mon, Jan. 29	Due & Present: Search Quiz 1 Resources: • Essential sources • Evaluating sources • Source evaluation forms	Assign: Reference Librarian Conversation	Due & Present: Search Quiz 1
Mon, Feb. 5	Resources: • Database overview • EBSCO & ProQuest sources Services: Reference interview		Post your Reference Librarian Interviewee name in Sakai
Mon, Feb. 12	Due & Present: Reference Librarian Conversation Resources: • Review searching • News • Current events	Assign: Database Review (team)	Due & Present: Reference Librarian Conversation
Mon, Feb. 19	Resources: • Advanced searching Services: • Chat Reference • Reference practice	Identify and attend a library program @ UNC, CHPL, or elsewhere	
Mon, Feb. 26	Due & Present: Database Review (team) Services: Instruction		Due & Present: Database Review (team)
Mon, Mar. 5	Resources: Dictionaries & Encyclopedias & Ready Reference @ Davis Library Services: Serving people of color	Assign: Search Quiz 2 & Reference Question Response 1	
Mon, Mar. 12	Break!		
Mon, Mar. 19	Due & Present: Search Quiz 2 & Reference Question Response 1 Services: • Topic Guides & Displays • Consultations	Assign: Topic Guide	Due & Present: Search Quiz 2 & Reference Question Response 1 Topic for Topic Guide *due March 23*
Mon, Mar. 26	LibGuides training (Sarah Arnold?) Services: Challenging Situations	Select Class Choice Topics	Outline of Topic Guide & 2 Source Evaluations *due March 30*
Mon, Apr. 2	Resources for the general public: • Reader's Advisory • Genealogy • NC Live Services: • Outreach & Programming • Services to veterans & the homeless		<i>[swb returns topic guide outline]</i> Discuss: library program attended @ UNC, CHPL, or elsewhere
Mon, Apr. 9	Due & Present: Topic Guide		Due & Present: Topic Guide

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

updated 1/4/18

INLS 501 • Spring 2018 Semester Schedule

Date	Topics	Assigned	Due
	Sources: Compare <ul style="list-style-type: none"> • Google Scholar • Scopus • Summon/Articles+ • EBSCO 	Assign: Reference Question Response 2	
Mon, Apr. 16	Services: <ul style="list-style-type: none"> • Assessment • Serving people with disabilities Class choice. Options include: <ul style="list-style-type: none"> • Art / Music resources • Open Access • Copyright • Data visualization 		Submit final Topic Guide & Reflection Paper
Mon, Apr. 23	Services: Ethics and legal issues Resources: Data, Geography, and the Government		
LDOC, Date & Time TBA	Due & Present: Reference Question Response 2 Future: Yours & Reference Tour of Davis, UL?		Due & Present: Reference Question Response 2