

SILS 690
“Open Access for Library & Information Professionals”

Fall 2019: October 14 – December 9

Classroom: Manning 014
Class Hours: Monday 3:35-6:15 PM

Instructor: Jennifer Solomon
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Office: By appointment
Office Hours: By appointment

Course Description and Goals

What is Open Access and how do libraries “do” Open Access?

In this 1.5 credit course, we will explore the current state of the Open Access movement, examine best practices for library services, and develop strategies to prepare for the future. Throughout the course we will learn about the human, technical, and structural challenges to Open Access, and also why Open Access is an important part of scholarly communications. This course aims to provide an intensive opportunity to become conversant in foundational topics related to Open Access. Although the course will have a lecture component that will provide a topical overview, the majority of the content will be devoted to in-class activities, role-playing scenarios, and discussions. By the end of the course, students will be able to define and explain core concepts related to Open Access. Students will critically engage with the Open Access movement, tackling issues such as underrepresented voices, accessibility, and labor. Last, but not least, this course aims to help students become more comfortable engaging with a topic that is dynamic, and rapidly evolving.

A participant in this course will at the end of the course be able to:

- Define Open Access
- Articulate how Open Access differs from “free” resources
- Describe multiple benefits of Open Access in order to be conversant with faculty members and stakeholders of varying backgrounds and interests
- Describe the strengths and weaknesses of different Open Access technology solutions and repositories, including issues of organization, discoverability, and access
- Articulate the pedagogical benefits of Open Access
- Describe the legal challenges around Open Access policies
- Recognize the importance and implications of labor, reward structures, analytics, accessibility in order to critique the larger open movements
- Evaluate their local context in order to propose a tailored Open Access implementation program

Contact Information

You can reach me by email at jsolomon@unc.edu for general questions. For more in-depth concerns please come see me after class, or make an appointment for office hours.

We will have a general forum within the “Discussion Board” on the Blackboard page. You can send messages to the entire class or to selected students through the “Send Email” option under the “Communication Center” on the Blackboard page.

How to succeed in ILS 690

I believe strongly that these issues are wonderfully exciting and important, specifically because they relate to our everyday lives as library and information professionals. Moreover, this will not be an isolated or individual pursuit, but something that we will do as a class community. In other words, we are responsible not just to ourselves, but to each other.

Attendance is required. You will a good deal of class time in collaboration with your peers. The success of our class depends on everyone’s participation.

To be responsible members of the community, please come to class prepared. Do the readings before class, think critically about the material, turn in assignments on time, actively participate in discussions, and be personally invested in both the material and your own education.

Honor Code

The University Honor Code will be in effect through all exams, quizzes, and written assignments. Please read the provisions of the Honor Code (<http://instrument.unc.edu>), making certain you understand and adhere to them, and ask me to clarify any questions you have regarding the Code. The Code is a long and valuable tradition at UNC -- protect it! Remember, it’s better to be safe than sorry. If you’re going to pull from outside sources then please reference them. The Honor Court is a terrible process for everyone but I will pursue it if I suspect you of plagiarism.

Texts

There are no textbooks for this course. All reading assignments are listed by week and are available online as Open Access resources.

Evaluation

Your course grade is based upon reading notes and a final project with a presentation.

1. Reading Notes (40%):

Due for each class period, or as noted on the detailed schedule. The purpose of the reading notes is to help you prepare for in-class discussions and group assignments, as well as to communicate with me individually.

- 1-2 pages double-spaced.

- For each reading assignment, I will pose several questions that you can use for your reflection, but you may also choose to focus on a question of your own.
- Complete reading notes will receive a check – regardless of whether or not you liked/disliked or agreed/disagreed with the author(s). If something is missing you'll receive a check-minus. No reading notes = zero.

Each point you reflect on should include the **quote** and **page number** from the reading, so that I am clear which sections you are critically analyzing. In your reflections you can relate the reading to your own life, compare it to another reading we've done, or take a specific point raised in the reading and respond to it.

In general, your notes should NOT be mere summaries of the readings - I want to see that you're critically engaging the reading material. I ask that you type them up, print them out, and turn them into me at the end of each class. In exchange, I will return them to you at the next class session with feedback on your thoughts and questions. I hope that these notes will be invaluable for you as another method of communication with me, a resource for class discussion and activities, and helpful to you in planning your course project.

2. Final Project (30%) and Presentation (30%):

As this is an inquiry-based course designed for your professional development, you will work on a project individually or in-groups throughout the semester. During the final exam period, you will deliver a short presentation about your project. I will share more information about the projects and presentation expectations during Week 2.

Components of Your Grade:

Following is the breakdown of each component that will be used to calculate your final grade:

Reading Notes:	40%
Project:	30%
Presentation:	30%
Total	100%

Grading Scale

At the end of the term, you will receive a letter grade, based on the following scale: High Pass/ Pass / Low Pass / Fail

Course Schedule

Date	Topic	Assignments
Oct 21	What is Open Access? What makes it OA? Why is OA important?	Read: Open Access by Peter Suber, Chapters 1-3 <i>No reading notes this week</i>
Oct 28	How do I do OA? Institutional Repositories, Green vs. Gold, Author Addendums, OA Policies	Read: Pathways to OA by University of California Libraries, pages 1-40 Reading Notes #1 Due: <i>Consider the following questions or use your own.</i> --Which strategy interests you the most? What seems the most cost-effective? --How would you explain publishers' OA policies to a faculty member? Guest Lecture: Anne Gilliland Discuss projects and presentation (due on the final exam date)
Nov 4	What are OERs? How are OERs connected to OA?	Read: What is OER? Defining the "Open" in Open Content and Open Educational Resources Hilton, J. Education Tech Research Dev (2016) 64: 573. https://doi.org/10.1007/s11423-016-9434-9 Reading Notes #2 Due --What are the challenges of OER? Why has it not become the norm? --What are the advantages of student-created OERs? Report on group or individual project plans (2-3 minutes per group/person) Guest Lecture: Jacqueline Solis
Nov 11	Institutional Repositories and Publishing	Read: Drabinski, Emily. "Flipping to Open Access for Survival." <i>College & Research Libraries News</i> 77(10), 2016. Available at: http://crln.acrl.org/index.php/crlnews/article/view/9568/10924 Bonn, Maria and Mike Furlough. "The Roots and Branches of Library Publishing Programs." In <i>Getting the Word Out: Academic Libraries as Scholarly Publishers</i> , 2015, pp. 17-42. Available at: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/9780838986981_getting_OA.pdf Reading Notes #3 Due --How do you translate this type of professional information into strategies for working with different stakeholders?

		Guest Lecture: Rebekah Kati
Nov 18	OA Outreach for faculty and students	<p>Read: Otto, J.J., (2016). A Resonant Message: Aligning Scholar Values and Open Access Objectives in OA Policy Outreach to Faculty and Graduate Students. <i>Journal of Librarianship and Scholarly Communication</i>. 4, p.eP2152. DOI: http://doi.org/10.7710/2162-3309.2152</p> <p>Yang, Z., & Li, Y. (2015). University faculty awareness and attitudes towards open access publishing and the institutional repository: A case study. <i>Journal of Librarianship and Scholarly Communication</i>, 3(1). https://doi.org/10.7710/2162-3309.1210</p> <p>ACRL Scholarly Communication Toolkit: Open Access Policies & Publishing</p> <p>Reading Notes #4 Due --What do faculty need to know about Open Access for their discipline? --What challenges do students face when publishing OA?</p> <p>Guest Lecture: Lynnee Argabright Guest Lecture: Haley Walton</p>
Nov 25	Diversity, Equity, and Inclusion in OA	<p>Read: Roh, Charlotte. "Library publishing and diversity values: Changing scholarly publishing through policy and scholarly communication education." <i>College and Research Libraries</i> 2016. Available at: https://crln.acrl.org/index.php/crlnews/article/view/9446/10680</p> <p>Ezema, Ifeanyi J. & Onyancha, Omwoyo Bosire. "The Open Access Movement and the Future of Africa's Knowledge Economy." Available at https://www.codesria.org/IMG/pdf/ezema_onyancha.pdf</p> <p>Watch: Diversity, Equity, Inclusion Panel at OpenCon 2017</p> <p>Reading Notes #5 Due --How can OA help transform diversity, equity, and inclusion strategies? --What are specific actions that you can take to enhance diversity, equity, and inclusion in your own work?</p>
Dec 2	Presentation Day	Group and Individual Presentations and Feedback
Dec 9		Final Exam Projects Due by 5 PM