# INLS 501: Information Resources and Services

Spring 2019 | MW: 1:25-2:40 pm | Manning Hall 208

School of Information and Library Science at UNC - Chapel Hill

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**Instructor:** Maggie Melo, Ph.D.

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**Office:** 214A, Manning Hall

**Office hours are by appointment**. Students are welcome to schedule Zoom meetings as well.

**Course website:** https://sakai.unc.edu

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## Course description

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

## Prerequisites

None. This course is required for the MSLS program and is recommended to be taken during the first or second semester of the program.

## Course and learning objectives

By the end of this course, students will:
- Explore the characteristics of reference services and work.
- Utilize, compare, and evaluate reference sources through inspection and observation.
- Know the functions and arrangements of various information sources and services through reading, observation, and inspection.
- Recognize which types of sources to consult for specific types of questions and how to access them.
- Hone communication skills to facilitate effective consultation interviews and library instruction.
- Understand the relationship between library instruction, consultation, and special information services.
- Develop increased awareness of effective reference techniques and programs, including reference desk trends, the expansion of special information services, and the use of emerging technologies.
- Reflect on and outline a professional and personal philosophy of reference service work.
- Engage professionally with class colleagues, librarians, and information professionals.

- Identify the ethical considerations associated with reference and information services.

**Course materials**
**Required textbook:**
- Smith, L.C. and Wong, M.A. (Eds.) (2016). *Reference and Information Services: An Introduction,* 5ᵗʰ ed. Santa Barbara, CA, Libraries Unlimited. Available at the UNC Student Stores and on Reserve in the SILS Library.

**Optional textbooks**:
- Upton, M., Hall, C.M., and Cannon, K. (2015). *Information now: A graphical guide to student research.* Chicago; London: University of Chicago Press. Available at the UNC Student Stores and on Reserve in the SILS Library.
- Ross, Nilsen, and Radford (2009). *Conducting the Reference Interview.* New York, NY, Neal-Schuman Publishers. Available at the UNC Student Stores and on Reserve in the SILS Library.

*All* other *readings are available via the UNC Library system* [http://www.lib.unc.edu/](http://www.lib.unc.edu/) *or on Sakai.*

**Professional Conduct and Class Preparation**
Each week we will discuss reference sources as well as an aspect of reference service.
- This class will be a combination of lecture, discussion, and group activities.
- Please 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.
- Many viewpoints, perspectives, and ideas will be shared in this course. All persons will be treated with respect.
- Since this is not a seminar, classroom discussion may need to be continued after class and into your library career.
- 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.

**Course Requirements and Deliverables**

| Due | Project Overview<br>(Detailed assignments prompts for each project will be posted on Sakai) | Course Grade % |
|---|---|---|
| 2/11 | **Project #1:** Reference Scenario and Source Collection Analysis - this foundational unit will orient students to traditional reference processes. Students will choose a reference scenario, and in response will collect and analyze appropriate sources to fulfill the reference inquiry. | 20% |

| 3/18 | **Project #2**: Reference Librarian Interview and Analysis - in this unit, students will prepare, facilitate, and document an interview with a reference librarian; moreover, the interview will be further examined through an analysis of the interview responses as they relate to course readings, field excursions, and discussions. | 25% |
|---|---|---|
| 4/24 | **Project #3**: Library Instruction: Lesson plan, LibGuides and Class Facilitation: this final unit will expose students to the end-to-end development of a few key documents and responsibilities of reference librarians. Students will develop lesson plans, presentations, and course pages/LibGuides. | 30% |
| Ongoing | **Discussion Facilitation**: Throughout the semester, students will lead a class discussion on the assigned readings for class. I'll meet with students a week prior to their facilitation date to offer feedback, to provide any necessary materials for activities, and to offer any strategies and ideas. Students are encouraged to do this assignment in pairs. Students will sign up for a class discussion date in week 2. | 15% |
| Ongoing | **Participation:** Regular attendance and participation in class activities are critical. Participation also includes the completion of Sakai forum responses, in-class activities, and thoughtful engagement with class discussions. | 10% |
| **Total** | | 100% |

**Grading policies and Attendance**

Semester grades will be determined by the level of participation in class discussions and the quality of written assignments.

Grades will be assigned on an H/P/L/F basis. Under this scheme few students will obtain an "H" grade, which signifies a higher level of achievement than an "A" might in other schools' A-F grading systems. This is not to say that earning an "H" is an impossible task, but rather, that the attainment of an "H" in any SILS course denotes a significant academic achievement. Incompletes will not be assigned on an automatic basis. Rather, they will only be issued in cases of extenuating circumstances such as severe health problems late in the semester. In general, the following grading framework will apply:

| H | Superior work: complete command of subject, unusual depth, great creativity or originality. |
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| **P+** | Above average performance: solid work that extends somewhat beyond what was required to complete the assignment, good command of the material, etc. |
| **P** | Completely satisfactory performance: good solid coverage and work. A "P" will be given when a student completes an assignment satisfactorily and according to the instructions. |
| **P-** | Marginal performance: not wholly satisfactory (on the whole good, but flawed in some respect) |
| **L** | Unacceptable performance: substandard in many respects (seriously deficient) |
| **F** | Performance substandard in many/all respects; completely lacking in merit (unworthy of credit) |
| NOTE: Most students earn a "P" of some variety. | |

**For assignment grades:**

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| H+ = | 99-100 (a true rarity except in very objective test situations for any class) | |
| H= | 97-98 | |
| H-= | 96 | |
| P+/H= | 95 | <u>These are all A's in most</u> |
| <u>schools.</u> P+= | 93 | |
| P/P+= | 90 | |
| | | |
| P= | 87 | |
| P/P-= | 85 | <u>These are all B's in most</u> |
| <u>schools.</u> P-= | 83 | |
| P-/L= | 80 | |
| L= | 70-79 | <u>This is a C in most schools.</u> |
| F= | 69 and below | <u>This is an F in most schools.</u> |

**For semester grades:**

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| H= | 94.5 and above (due to rounding up to 95) |
| P+= | 89.5-94.49 (+/- will not show on your grade transcript) |
| P= | 84.5-89.49 |
| P-= | 79.5-84.49 |
| L= | 69.5-79.49 |
| F= | anything below 69.5 |

Attendance at each class session is expected. If you must miss a class, please make arrangements with one of your classmates concerning note taking. It is probably a good idea for everyone to have a "note buddy" in case in the event of illness and/or emergencies Moreover, 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 a student misses three consecutive class meetings or misses more classes than the instructor deems advisable, the instructor will report the facts to the student's academic dean for appropriate action…

If you need to miss a class in order to attend a conference, symposium, etc. just let me know. If you happen to miss an in-class writing assignment or activity during your absence, you could make up for it with a short 3-5 minute share-out about the conference you attended and what you learned and did there.

**Email correspondence**
Email is my preferred method of contact outside of the classroom. Typically I respond to emails within 24 hours, but in some instances in make take up to 48 hours. Please check your UNC email often for updates about deadlines, feedback, and schedule modifications.

**Diversity and inclusion**
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.

**Accessibility Resources and Services**

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS Website for contact information: accessibillity.unc.edu.

Relevant policy documents as they relation to registration and accommodations determinations and the student registration form are available on the ARS website under the About ARS tab.

**Honor Code**

All students are expected to follow the Honor Code: http://honor.unc.edu/.

**Letters of recommendation**

As a professor, I consider it an honor to write letters of recommendation for students. It brings me joy to help support students in this capacity! However, I found letter writing to be especially tricky when I've only known a student for a semester. As such, I have designed the assignments in this course to allow students to demonstrate their leadership, communication, intellectual rigor, and social adeptness. Please take advantage of these assignments with this in mind if you intend to ask me for a letter of support. Moreover, here are other items to note:
- Please allow me a month lead time to write the letter.
- Please attach your CV/resume, description of the program/opportunity you're applying for, and instructions on the letter submission process.
- Please keep me updated! Despite the outcome of your application, I would love to hear the results and if there any other ways I could help support you.

**Basic needs security**

Any student who faces challenges affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in this course, is encouraged to contact the Office of the Dean of Students. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide other resources I may know of. Other resources you may find helpful:
- Student Support: Office of the Dean of Students
- Carolina Cupboard: Community Food Pantry (on-campus)
- Groceries for Neighbors in Need

| Course Schedule |
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| Schedule is subject to change; all changes will be announced in class and/or via e-mail. |
| (S) = Sakai; (RIS) = *Reference and Information Services: An Introduction* |

**Week 1 -** Course Introduction - Information Resources and Services

| | For Class | In Class |
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| Wed. 1/9 | Reading(s): Course Syllabus<br><br>Assignment(s): "About Me" questionnaire into the Sakai Dropbox before 12:00 pm. | **No Class – Maggie will be at the University of Oklahoma, Academic Tech Expo** |

**Week 2 -** Course Introduction and Reference Services: History and Concepts

| | For Class | In Class |
|---|---|---|
| Mon. 1/14 | Reading(s):<br>(RIS):<br>● Ch.1 - History of Reference<br>● Ch. 6 - Models of Reference<br>● Ch. 13 - Selection and Evaluation of Reference Sources<br>(S): Definitions of Reference - Reference and User Services Association (RUSA)<br>Assignment(s): N/A | ● Welcome to INLS 501!<br>● Course introduction<br>● Syllabus overview<br>● Reference book examination overview<br>● Project#1- Selection and Evaluation of Reference Sources |
| Wed. 1/16 | Reading(s):<br>(RIS):<br>● Ch. 15 - Search Strategies for Online Resources<br>● Ch. 16 - Bibliographic Sources<br>● Ch. 17 - Indexes and Abstracts<br>● Ch. 18 - Sources for Facts and Overviews<br><br>Assignment(s):<br>● Begin working on project #1. | **UNC Library Webpage and Database Navigation at the SILS Library** (Please meet at the SILS Library)<br><br>Facilitator: Rebecca Vargha, SILS Librarian |

| **Week 3 -** Diverse Populations and User Needs | | |
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| Mon.<br>1/21 | <u>For Class</u><br><br>Reading(s):<br>(RIS):<br>● Ch. 19 - Dictionaries<br>● Ch. 20 - Geographic Sources<br>● Ch. 21 - Biographical and Genealogical Sources<br><br>Assignment(s):<br>Continue working on project #1. | <u>In Class</u><br><br><br>**No Class –<br>Dr. Martin Luther<br>King, Jr. Day** |
| Wed.<br>1/23 | <u>For Class</u><br><br>Reading(s):<br>(RIS):<br>● Ch. 11 - Children and Young Adults<br>● Ch. 12 - Reference Services for Diverse Populations<br>● Ch. 24 - Readers' Advisory<br><br>Assignment(s):<br>**Due - Reference Book Examination; please submit into the Dropbox in Sakai by 12:00 pm.** | <u>In Class</u><br><br>● In-class writing: "What is your professional/personal philosophy for reference services?" (v.1)<br>● Diverse populations and user needs discussion<br>● Discussion Facilitator overview and sign-up<br>● What makes for an effective class discussion? |
| **Week 4 -** Ethics | | |
| Mon.<br>1/28 | <u>For Class</u><br><br>Reading(s):<br>(RIS): Ch. 2: Ethics<br>(S):<br>● Code of Ethics, http://www.ala.org/advocacy/proethics/codeofethics/codeethics<br>● "Reference in the Age of Disinformation", Warisse Sosulski and Tyckoson | <u>In Class</u><br><br>● Ethical considerations of reference and information services discussion<br>● Reference librarian interview sign-ups<br>● Project #1 - Peer Review |

| | For Class | In Class |
|---|---|---|
| | ● "Bias in Readers' Advisory Services" Tarulli<br><br>Assignment(s): Peer review: bring a draft (hard copy or digital) of your reference scenario analysis and scenario response. | |
| Wed. 1/30 | For Class<br>Reading(s):<br>(S):<br>● Core Values of Librarianship, http://www.ala.org/advocacy/intfreedom/statementspols/corevalues<br><br>● Freedom to Read, http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement<br><br>● Liberty, Privacy & Surveillance, http://www.ala.org/advocacy/privacyconfidentiality<br><br>Assignment(s): Integrate the feedback you received during the peer review session into project #1. | In Class<br>● In-class writing<br>● Ethical considerations of reference and information services discussion<br><br>Discussion Facilitator: |

| Week 5 – Critical Librarianship | | |
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| Mon. 2/4 | For Class<br>Reading(s):<br>(S):<br>● Keeping up with… Critical Librarianship<br>● critlib-critical librarianship, in real life & on the twitters<br>● "Including the Voices of Librarians of Color in Reference and Information Services Research", VanScoy and Bright | In Class<br>● What does critlib have to do with reference services?<br><br>Discussion Facilitator: |
| Wed. 2/6 | For Class<br>Reading(s):<br>(S):<br>● "Purposeful and Productive Care: The Feminist Ethic of Care and the Reference Desk," Howard<br>● "Behavioral Expectations for the | In Class<br>● In-class writing<br>● Defining and discussing critlib<br><br>Discussion Facilitator: |

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| | Mommy Librarian: The Successful Reference Transaction as Emotional Labor", Emmelhainz, Pappas, Seale | |

## Week 6 – Makerspaces and Reference Services

| | For Class | In Class |
|---|---|---|
| Mon. 2/11 | Reading(s): (S): "Unifying Space and Service for Makers, Entrepreneurs, and Digital Scholars", Nichols, Melo, and Dewland<br><br>Assignment(s):<br>**Due - Project #1: Selection and Evaluation of Reference Sources - Please submit into the Dropbox in Sakai by 12:00pm.** | **BeAM makerspace tour. Please meet outside of the Kenan Science Library BeAM makerspace.**<br><br>Facilitator: David Romito, Science Librarian |
| Wed. 2/13 | Reading(s):<br>"Makerspaces: a beneficial new service for academic libraries?," Curry<br><br>Assignment(s): N/A | • Transition to Project #2 - Reference Librarian Interview and Analysis<br>• In-class writing: "What is your professional/personal philosophy for reference services?" (v.2) |

## Week 7 - The Reference Interview and Chat

| | For Class | In Class |
|---|---|---|
| Mon. 2/18 | Reading(s):<br>• (RIS): Ch. 3. The Reference Interview<br>• (S): "Setting the Stage for the Reference Interview" Ross, Nilsen, and Radford<br><br>Assignment(s): Continue working on project #2. | • Reference interview case studies<br>• Interview scenarios and challenges<br><br>Discussion Facilitator: |
| Wed. 2/20 | Reading(s):<br>• (S): "Finding Out What They Really Want to Know" Ross, Nilsen, and Radford<br><br>Assignment(s):<br>Prepare questions you may have | **Virtual Chat Discussion and Overview. Please meet at Davis 247 (2nd floor of Davis Library)** *Please bring a laptop.*<br><br>Facilitator: Chad Haefele, Head of User Experience and Assessment |

| | regarding virtual chat and reference services for our guest speaker. | |
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| **Week 8 – Project #2 Working Sessions** | | |
| Mon. 2/25 | <u>For Class</u><br>Reading(s): N/A<br><br>Assignment(s):<br>• Complete the mid-semester course evaluation by 3:00 on 2/25 (See Sakai "Assignments")<br><br>• Post a draft of project #2 into the Dropbox in Sakai by 3:00pm on 2/27. | <u>In Class</u><br><br>*Maggie is at "Principles for the Equitable Design of Digitally-Distributed, Studio-based STEM Learning Environments"* |
| Wed. 2/27 | | |
| **Week 9 – Archives and Special Collections** | | |
| Mon. 3/4 | <u>For Class</u><br><br>Reading(s):<br>(S):<br>● "A Reference Librarian in Special Collections: Making the Most of a Learning Opportunity", Perry<br><br>● Guidelines: Competencies for Special Collections Professionals<br><br>Assignment(s): Please bring questions you may have relating to special collections and reference services for our guest speaker. | <u>In Class</u><br><br>**Special Collections tour. Please meet at the outside steps of Wilson Library.**<br><br>Facilitator(s): Emily Jack, Community Engagement Librarian |
| Wed. 3/6 | <u>For Class</u><br>Reading(s):<br>(RIS): Ch. 27 - Primary and Archival Sources<br>(S):<br>● 'You're a guide rather than an expert': Archival reference from an archivist's point of view", Duff and Fox<br>● "Here, there and everywhere: an analysis of reference services in academic archives", Oliver, Jamieson, and Daniel | <u>In Class</u><br><br>● Peer review - project #2<br>● Archives and reference services discussion<br>● Project #3 overview<br><br>Discussion Facilitator: Andrew Rabkin |

| | Assignment(s): Peer review: bring a draft (hard copy or digital) of your reference librarian interview and analysis. | |
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## Week 10 – Spring Recess

| | For Class | In Class |
|---|---|---|
| Mon. 3/11 | Reading(s): N/A | **No Class – Enjoy Spring Break!** |
| Wed. 3/13 | Assignment(s): N/A | |

## Week 11 - Instruction

| | For Class | In Class |
|---|---|---|
| Mon. 3/18 | Reading(s): (RIS): Ch. 4: Instruction (S): <br> ● Instruction Services & Information Literacy <br> ● Creative Instructional Design: Practical Applications for Librarians, Callison (SILS Reserve) <br> ● Are They Learning? Are We? Learning and the Academic Library, Oakleaf <br><br> Assignment: <br> **Due - Project #2: Reference Librarian Interview and Analysis - Please submit into the dropbox in Sakai by 12:00 pm.** | ● Topic sign-ups for project #3 <br> ● In-class group project planning <br><br> Discussion Facilitator: |
| Wed. 3/20 | Reading(s): (S): <br> ● "Designing a Meaningful Reference and Instruction Internship The MLIS Student Perspective", Lewey <br> ● "Dangers and Opportunities: A Conceptual Map of Information Literacy Assessment Tools", Oakleaf | ● Pulling from past experiences--what does effective library instruction look like? <br> ● In-class writing <br><br> Discussion Facilitator: |

| | Assignment(s): Continue working on project #3. | |
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## Week 12 - Pathfinder/LibGuides/Course Pages

| | For Class | In Class |
|---|---|---|
| Mon. 3/25 | Reading(s):<br>(S):<br>● Library Instructors' Toolkit: Creating a LibGuide<br>● "Feminist LibGuides: Towards Inclusive Practices in Guide Creation, Use, and Reference Interactions", Meeks<br><br>Assignment(s): Sakai forum response due by 12:00 pm. | ● In-class writing<br>● Project #3 check-in and group work<br><br>Discussion Facilitator: |
| Wed. 3/28 | Reading(s):<br>(S): "The Mother of All LibGuides:' Applying Principles of Communication and Network Theory in LibGuide Design", Leibiger and Aldrich<br><br>Assignment(s):<br>Continue working on project #3. | ● LibGuide examples<br>● Program/website options for the creation of LibGuides<br><br>Discussion Facilitator: |

## Week 13 - Information Literacy/ Open Educational Resources

| | For Class | In Class |
|---|---|---|
| Mon. 4/1 | Reading(s):<br>(S):<br>● Please visit these websites and read through the different pages/tabs:<br>● What is Information Literacy?<br>● Professional Skills for Educators: Information Professionals | ● Integrate learning outcomes into library instruction sessions<br>● Peer review - project #3<br><br>Discussion Facilitator: |
| Wed. 4/3 | Reading(s):<br>(S):<br>● Open Education Resources<br>● "Navigating OER: The Library's Role in Bringing OER to Campus", Hess, Nan, | ● Project #3 presentation sign-ups<br>● In-class writing<br><br>Discussion Facilitator: |

| | and Riddle<br><br>Assignment(s): Integrate the feedback you received during the peer review session into project #3. | |
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| **Week 14 – GIS and the "Problem Patron"** | | |
| Mon. 4/8 | For Class<br><br>Reading(s):<br>● "The Evolution of GIS Services within North American Academic Libraries: Documenting Change through the Decades (1995–2016)", March and Scarletto<br><br>● "Data Visualization as a Library Service: Embedding Visualization Services in the Library Research Lifecycle", Ogier and Stamper<br><br>Assignment(s): Peer review due by 12:00pm in Sakai Dropbox. | In Class<br><br>**Geographic Information Systems (GIS) and Data Visualization overview and discussion: What and why are these services in academic libraries? Please meet at the Research Hub in Davis Library.**<br><br>Facilitator:<br>　　Lorin Bruckner, Data Visualization Services Librarian |
| Wed. 4/10 | For Class<br><br>Reading(s): (RIS): Ch. 9 - Training and Continual Learning for Reference Services<br>(S):<br>　● Reference Training Tools<br>　● "The "Problem Patron" Public Libraries Created. The Reference  Librarian", Chelton<br><br>Assignment(s): Integrate the feedback you received during the peer review session into project #3. | In Class<br><br>● In-class writing<br>● In-class working session for projects |
| **Week 15 – Project #3 Presentations** | | |
| Mon. 4/15 | For Class<br><br>Reading(s): N/A<br><br>Assignment(s): Please submit presentation slidedeck and materials by 12:00 pm in the Dropbox in Sakai. | In Class<br><br>**Lesson Plan Presentations** |

| | For Class | In Class |
|---|---|---|
| Wed. 4/17 | <u>For Class</u><br><br>Reading(s): N/A<br><br>Assignment(s): Please submit presentation slidedeck and materials by 12:00 pm in the Dropbox in Sakai. | <u>In Class</u><br><br>**Lesson Plan Presentations** |

**Week 16**

| | For Class | In Class |
|---|---|---|
| Mon. 4/22 | <u>For Class</u><br><br>Reading(s):<br>(RIS): Ch. 29. Creating the Future of Reference Service<br><br>(S): "Where did the Reference Desk Go? Transforming Staff and Space to Meet User Needs", Bunnett<br><br>Assignment(s): In-class writing. | <u>In Class</u><br><br>● In-class writing<br>● Semester synthesis: making meaning of the course readings, experiences, and analyses<br>● Course evaluation |
| Wed. 4/24 | <u>For Class</u><br><br>Reading(s):<br>(S): "Engaging with Our Communities: Future Trends and Opportunities for Reference Services", Thorpe<br><br>Assignment(s):<br>**Due - Project #3: Library Instruction: Lesson plan, LibGuides, and Class Facilitation - Please submit into the Dropbox in Sakai by 12:00 pm.** | <u>In Class</u><br><br>● In-class writing: "What is your professional/personal philosophy for reference services?" (v.3) |
| | *Have a wonderful summer break!* | |