

## **INLS 501: Information Resources and Services**

Fall 2021 | Tuesday: 2:00-4:45pm | **Zoom:** <https://unc.zoom.us/j/2720833877>

School of Information and Library Science at UNC - Chapel Hill

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

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**Office hours are by appointment**

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

### **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 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*, 5<sup>th</sup> 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/> 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 (Detailed assignments prompts for each project will be posted on Sakai)	Course Grade %
9/14	<b>Project #1:</b> 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%

10/12	<b>Project #2:</b> 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%
11/30	<b>Project #3:</b> Library Instruction: 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 presentations and course pages/ LibGuides.	30%
Ongoing	<b>Discussion Facilitation:</b> 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 will do this assignment in pairs.	15%
Ongoing	<b>Participation:</b> 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%
<b>Total</b>		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:

<b>H</b>	Superior work: complete command of subject, unusual depth, great creativity or originality.
<b>P+</b>	Above average performance: solid work that extends somewhat beyond what was required to complete the assignment, good command of the material, etc.
<b>P</b>	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.
<b>P-</b>	Marginal performance: not wholly satisfactory (on the whole good, but flawed in some respect)
<b>L</b>	Unacceptable performance: substandard in many respects (seriously deficient)
<b>F</b>	Performance substandard in many/all respects; completely lacking in merit (unworthy of credit)
NOTE: Most students earn a "P" of some variety.	

\*\*\*Undergraduate grading scale: 95-100 (A), 90-94 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 70-79 (C, same +/- ranges as above), 60-69 (D, same +/- ranges as above), <60 (F)

Attendance at each class session is expected. If you must miss a class, please make arrangements with one of your classmates to take notes. 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 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 it may take up to 48 hours. Feel free to send a follow-up email after 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: accessibility.unc.edu.](http://accessibility.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 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](#)

## [SAFE.UNC.EDU](http://SAFE.UNC.EDU)

The main portal for undergraduate and graduate students, faculty, staff, and visitors at UNC-Chapel Hill for resources and information about discrimination, harassment, sexual violence, interpersonal violence, and stalking. It includes information not only about the response and prevention work of EOC, but also of our campus and community partners.

### Course Schedule

*Schedule is subject to change; all changes will be announced in class and/or via email.*

(S) = Sakai; (RIS) = Reference and Information Services: An Introduction

#### Week 1: Course Overview & Introduction to Reference Services

8/24

#### For class

Reading(s): N/A

Assignment(s): N/A

#### In class

- Welcome to INLS 501!
- Course & syllabus overview
- Discussion facilitation overview
- What is reference?

**Reference services virtual tour at Davis Library  
by Joanneke Elliot, African Studies and West  
European Studies Librarian (3:45-4:45pm)**

#### Week 2: Reference Services History and Concepts

8/31

#### For class

Reading(s):  
(RIS)

- Ch.1 - History of Reference
- Ch. 6 - Models of Reference
- Ch. 13 - Selection and Evaluation of Reference Sources
- Ch. 15 - Search Strategies for Online Resources
- Ch. 18 - Sources for Facts and Overviews

(S) : [Definitions of Reference - Reference and User Services Association \(RUSA\)](#)

Assignment(s):

- Reference book examination due in Sakai Assignments by 12:00pm.
- ["About me" questionnaire](#)

#### In class

- Project #1: Reference Scenario and Source Collection and Analysis assignment overview
- What makes for an effective class discussion?
- Reference librarian interview and observation overview

Discussion facilitators:

- Part I: Yolanda and Belle
- Part II: Yee Wing and Rebecca

#### Week 3: Ethics

9/7

#### For class

#### In class

	<p>Reading(s): (RIS):</p> <ul style="list-style-type: none"> <li>Ch. 2: Ethics</li> </ul> <p>(S):</p> <ul style="list-style-type: none"> <li>Code of Ethics, <a href="http://www.ala.org/tools/ethics">http://www.ala.org/tools/ethics</a></li> <li>"Reference in the Age of Disinformation," Warisse Sosulski and Tyckoson</li> <li>"Bias in Readers' Advisory Services," Tarulli</li> <li>Core Values of Librarianship, <a href="http://www.ala.org/advocacy/intfreedom/corevalues">http://www.ala.org/advocacy/intfreedom/corevalues</a></li> <li>Freedom to Read, <a href="http://www.ala.org/advocacy/intfreedom/freedomreadstatement">http://www.ala.org/advocacy/intfreedom/freedomreadstatement</a></li> <li>Liberty, Privacy &amp; Surveillance, <a href="http://www.ala.org/advocacy/privacy">http://www.ala.org/advocacy/privacy</a></li> </ul> <p>Assignment(s): Peer review: prepare a draft of your reference scenario analysis and scenario response.</p>	<ul style="list-style-type: none"> <li>Ethical considerations of reference and information services discussion</li> <li>Peer review, project #1</li> </ul> <p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>Part I: Georgie, Robin, and Zoe</li> <li>Part II:</li> </ul>
Week 4: Diverse Populations and User Needs		
9/14	<p><b><u>For class</u></b></p> <p>Reading(s): (RIS):</p> <ul style="list-style-type: none"> <li>Ch. 11 - Children and Young Adults</li> <li>Ch. 12 - Reference Services for Diverse Populations</li> <li>Ch. 24 - Readers' Advisory</li> </ul> <p>(S):</p> <ul style="list-style-type: none"> <li>Prison Libraries, <a href="https://libguides.ala.org/PrisonLibraries/Home">https://libguides.ala.org/PrisonLibraries/Home</a></li> </ul> <p>Assignment(s): <b>Due - Project #1: Selection and Evaluation of Reference Sources - Please submit into Sakai Assignments by 12:00pm</b></p>	<p><b><u>In class</u></b></p> <p><b>*Re-scheduled to Week 13*</b></p> <ul style="list-style-type: none"> <li>Diverse populations and user needs discussion</li> <li>Transition to Project #2: Reference Librarian Interview and Analysis</li> </ul> <p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>Part I: Darwin, Chelsea, and Rosalie</li> <li>Part II: Brandi, Brianne, and Dani</li> </ul>
Week 5: Reference Services in the 21st Century - GIS & Data Visualization // "Problem Patron"		
9/21	<p><b><u>For class</u></b></p>	<p><b><u>In class</u></b></p>



	<p>Reading(s): (S):</p> <ul style="list-style-type: none"> <li>• “The Evolution of GIS Services within North American Academic Libraries: Documenting Change through the Decades (1995–2016),” March and Scarletto</li> <li>• “Data Visualization as a Library Service: Embedding Visualization Services in the Library Research Lifecycle,” Ogier and Stamper</li> <li>• “The “Problem Patron” Public Libraries Created. The Reference Librarian,” Chelton</li> <li>• “Detect, Diffuse, and Delight Difficult Patrons,” _ <a href="https://floridalibrarywebinars.org/detect-diffuse-and-delight-difficult-patrons-ondemand/">https://floridalibrarywebinars.org/detect-diffuse-and-delight-difficult-patrons-ondemand/</a></li> </ul> <p>Assignment(s): N/A</p>	<ul style="list-style-type: none"> <li>• “Problem Patron” discussion</li> </ul> <p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>• Part I: Wesley, Danny, and Amelia</li> <li>• Part II: Josh, Kevin, and Erin</li> </ul>
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#### Week 6: The Reference Interview & Chat

9/28	<p><b><u>For class</u></b></p> <p>Reading(s): (RIS):</p> <ul style="list-style-type: none"> <li>• Ch. 3. The Reference Interview</li> <li>• Ch. 9 - Training and Continual Learning for Reference Services</li> </ul> <p>(S):</p> <ul style="list-style-type: none"> <li>• “Setting the Stage for the Reference Interview,” Ross, Nilsen, and Radford</li> <li>• “Finding Out What They Really Want to Know,” Ross, Nilsen, and Radford</li> </ul> <p>Assignment(s): Continue working on Project #2.</p>	<p><b><u>In class</u></b></p> <ul style="list-style-type: none"> <li>• Laura March will be subbing. Here's the Zoom link for this class session: <a href="https://unc.zoom.us/j/92023276968?pwd=dzRVVEJMNk9ieFNXdE5SKzRMaHRQUT09">https://unc.zoom.us/j/92023276968?pwd=dzRVVEJMNk9ieFNXdE5SKzRMaHRQUT09</a></li> <li>• Reference interview discussion</li> <li>• <b>Virtual Chat Discussion and Overview with Chad Haefele, Head of User Experience and Assessment (3:45-4:45pm)</b></li> </ul> <p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>• Part I: Kevin</li> <li>• Part II: Maggie</li> </ul>
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#### Week 7: Archives and Special Collections

10/5	<p><b><u>For class</u></b></p> <p>Reading(s): (RIS): Ch. 27 - Primary and Archival Sources (S):</p> <ul style="list-style-type: none"> <li>• “A Reference Librarian in Special Collections: Making the Most of a Learning Opportunity,” Perry</li> <li>• Guidelines: Competencies for Special Collections Professionals, <a href="http://www.ala.org/acrl/standards/competencies/speccol">http://www.ala.org/acrl/standards/competencies/speccol</a></li> <li>• ‘You’re a guide rather than an expert’: Archival reference from an archivist’s point of view,” Duff and Fox</li> <li>• “Here, there and everywhere: an analysis of reference services in academic archives,” Oliver, Jamieson, and Daniel</li> </ul> <p>Assignment(s): Continue working on project #2.</p>	<p><b><u>In class</u></b></p> <ul style="list-style-type: none"> <li>• Archives and special collections reference services discussion</li> <li>• Transition to project #3 <ul style="list-style-type: none"> <li>◦ Form teams, choose topics</li> </ul> </li> </ul> <p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>• Part I: Mariah, Isabella, and Alia</li> <li>• Part II: Chris and Kelly</li> </ul>
Week 8: Instruction		
10/12	<p><b><u>For class</u></b></p> <p>Reading(s): (RIS):</p> <ul style="list-style-type: none"> <li>• Ch. 4: Instruction</li> </ul> <p>(S):</p> <ul style="list-style-type: none"> <li>• Instruction Services &amp; Information Literacy, <a href="https://uri.libguides.com/instruction/teaching">https://uri.libguides.com/instruction/teaching</a></li> <li>• “Are They Learning? Are We? Learning and the Academic Library,” Oakleaf</li> <li>• “Designing a Meaningful Reference and Instruction Internship The MLIS Student Perspective,” Lewey</li> <li>• “Dangers and Opportunities: A Conceptual Map of Information Literacy Assessment Tools,” Oakleaf</li> </ul> <p><b>Assignment(s): Project #2 due. Please submit into Sakai Assignments by 12:00pm</b></p>	<p><b><u>In class</u></b></p> <p><b>NO CLASS - UNIVERSITY DAY</b></p>

	<ul style="list-style-type: none"> <li>Mid-semester evaluation</li> </ul>	
Week 9: Critical Librarianship		
10/19	<p><b><u>For class</u></b></p> <p>Reading(s):</p> <ul style="list-style-type: none"> <li>Keeping up with... Critical Librarianship, <a href="http://www.ala.org/acrl/publications/keeping_up_with/critlib">http://www.ala.org/acrl/publications/keeping_up_with/critlib</a></li> <li>critlib-critical librarianship, in real life &amp; on the twitters, <a href="http://critlib.org/">http://critlib.org/</a></li> <li>"Including the Voices of Librarians of Color in Reference and Information Services Research," VanScoy and Bright</li> <li>"Purposeful and Productive Care: The Feminist Ethic of Care and the Reference Desk," Howard</li> <li>"Behavioral Expectations for the Mommy Librarian: The Successful Reference Transaction as Emotional Labor," Emmelhainz, Pappas, Seale</li> </ul> <p>Assignment(s): Continue working on project #3.</p>	<p><b><u>In class</u></b></p> <ul style="list-style-type: none"> <li>Critical librarianship definition and discussion</li> <li><b>GIS and Data Viz with Lorin Bruckner (3:45-4:45pm)</b></li> </ul> <p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>Part I: Shaina, Katie, and Gwen</li> <li>Part II:</li> </ul>
Week 10: Information Literacy & LibGuides		
10/26	<p><b><u>For class</u></b></p> <p>Reading(s):</p> <p>(S):</p> <ul style="list-style-type: none"> <li><a href="#">LibGuide Design: Best Practices and Guidelines</a></li> </ul>	<p><b><u>In class</u></b></p> <ul style="list-style-type: none"> <li>LibGuide student &amp; popular culture examples</li> <li>Information literacy discussion</li> <li>LibGuide discussion</li> </ul>

	<p>Practices in Guide Creation, Use, and Reference Interactions,” Meeks</p> <ul style="list-style-type: none"> <li>• “The Mother of All LibGuides: Applying Principles of Communication and Network Theory in LibGuide Design,” Leibiger and Aldrich, <a href="http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/LeibigerAldrich_Mother.pdf">http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/LeibigerAldrich_Mother.pdf</a></li> </ul> <p>Please visit these websites and read through the different pages/tabs:</p> <ul style="list-style-type: none"> <li>• “What is Information Literacy?,” <a href="https://www.library.illinois.edu/staff/infolit/">https://www.library.illinois.edu/staff/infolit/</a></li> </ul>	<p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>• Part I: Sarah</li> <li>• Part II: Samantha</li> </ul>
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#### Week 11: Open Access & OER

11/2	<p><b><u>For class</u></b></p> <p>Reading(s): (S):</p> <ul style="list-style-type: none"> <li>• Open Education Resources, <a href="https://en.wikipedia.org/wiki/Open_educational_resources">https://en.wikipedia.org/wiki/Open_educational_resources</a></li> <li>• “Navigating OER: The Library’s Role in Bringing OER to Campus,” Hess, Nan, and Riddle</li> <li>• “Engaging with Our Communities: Future Trends and Opportunities for Reference Services,” Thorpe</li> <li>• “Open Educational Resources: Enabling Universal Education,” Caswell, Henson, Jensen, &amp; Wiley, <a href="http://www.irrodl.org/index.php/irrodl/article/view/469/1009">http://www.irrodl.org/index.php/irrodl/article/view/469/1009</a></li> </ul> <p>Assignment(s): Continue working on project #3</p>	<p><b><u>In class</u></b></p> <p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>• Part I: Caroline</li> <li>• Part II: Annie</li> </ul>
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#### Week 12: Makerspaces and Reference Services / The Future of Reference

11/9	<b><u>For class</u></b>	<b><u>In class</u></b>
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	<p>Reading(s): (RIS): Ch. 29. Creating the Future of Reference Service (S):</p> <ul style="list-style-type: none"> <li>• “Unifying Space and Service for Makers, Entrepreneurs, and Digital Scholars,” Nichols, Melo, and Dewland</li> <li>• “Makerspaces: a beneficial new service for academic libraries?,” Curry, <a href="https://www.emerald.com/insight/content/doi/10.1108/LR-09-2016-0081/full/html">https://www.emerald.com/insight/content/doi/10.1108/LR-09-2016-0081/full/html</a></li> <li>• “Engaging with Our Communities: Future Trends and Opportunities for Reference Services,” Thorpe</li> </ul> <p>Assignment(s): Peer review is due on 11/12 by 12pm in Sakai "Assignments"</p>	<p>1:1 Conference sign-ups</p> <p><b>Instruction with Sam Mandani, NYU (3:45-4:45)</b></p> <p>Discussion facilitators:</p> <ul style="list-style-type: none"> <li>• Part I: Ariel</li> <li>• Part II:</li> </ul>
Week 13: <b>*Diverse Populations and Users (re-scheduled from week 4)*</b> & Week 14: Conferences		
<p>11/16</p> <p>11/23</p>	<p><b><u>For class</u></b></p> <p>Reading(s): N/A</p> <p>Assignment(s): N/A</p>	<p><b><u>In class</u></b></p> <p><b>1:1 Meetings with Maggie</b></p>
Week 15: Project #3 Presentations		
11/30	<p><b><u>For class</u></b></p> <p>Reading(s): N/A</p> <p>Assignment(s): Project #3 due. Please submit into Sakai Assignments by 12:00pm.</p>	<p><b><u>In class</u></b></p> <p><b>Project #3 Presentations</b></p>