When & Where

Wednesdays 8:00 a.m. – 10:45 a.m. • 307 Manning Hall

Email: swbrown@unc.edu • Text: 413-237-1945

Office Hours:

Check my schedule & make an appointment.
We'll meet in Zoom at https://go.unc.edu/zoom-INLS501-f23

Course Description

You will learn how to analyze, use, and evaluate information and reference tools in multiple disciplines and library types. You will gain a foundation in search techniques, question negotiation, interviewing, and instruction for all kinds of patrons.

Course Objectives

Each week we will discuss **information resources** as well as an **aspect of information service**.

Resources

★ Understand the basics of **online searching**.
★ Use, compare, and **evaluate sources**.
★ Recognize **which types of sources to consult in various scenarios**, especially for a particular subject matter or discipline.

Services

★ **Hone communication skills** for conducting effective reference interviews.
★ Explore **library instruction**, **programming**, **consultations**, and **other reference services**
★ Increase **awareness of effective reference techniques** and **patron services**.

Course Materials

We will read from the following books, in this order of importance:

Upson, Matt. *Information Now : a Graphic Guide to Student Research*. Chicago; London: University of Chicago Press, 2015. [later edition ok, but not required]

Terrific overview of search, including searching the free web, using the library catalog, evaluating information, discerning scholarly, trade, popular articles, and a review of plagiarism & citation managers.
Essential chapters are available in Canvas.
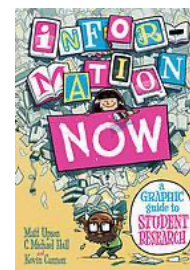
Bell, Suzanne S. *Librarian's Guide to Online Searching.* **Third or Fourth editions. Santa Barbara, CA: Libraries Unlimited, 2012 or 2015.**

Covers search strategies, database specifics, and offers good all-around 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. The 3rd or 4th edition is fine, but NOT the 5th edition.
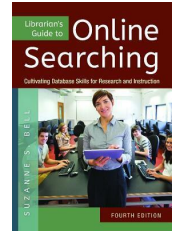
Cassell, Kay Ann. *Reference and Information Services: An Introduction.* **Fourth ed. Chicago: Neal-Schuman / American Library Association, 2018.**

Terrific overview of hundreds of essential sources. We will not cover all of them in class, but you will ultimately use more sources in your work than we cover in class. This book is a good supplement to what we do not cover. Online at https://go.unc.edu/cassell-2018.
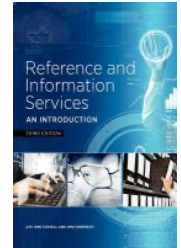
I know that textbooks and course materials are an expense for students, so **all of these items are on print reserve** at Davis Library.

Our readings are listed in the course LibGuide at http://guides.lib.unc.edu/inls501-brown/readings. The book chapters and articles are designed to complement in-class work and familiarize you with information resources and services. Most are required but some are supplemental (*not required, but read them if you are interested in the topic*). There are questions designed to guide you through the readings.

Most of the readings are online, but a few are in Davis Library on reserve. A few of the readings are online through Canvas. All are listed on the LibGuide at http://guides.lib.unc.edu/inls501-brown/readings

In-class discussions
Come to class prepared to discuss the readings assigned for that day. Bring the readings with you so that you can refer to and cite specific content. If you don't understand or agree with something in the reading, please speak up – we will all benefit from a vibrant conversation.

Professional Conduct, Preparation, and Attendance
- ★ This class will be a mix of lecture with structured group activities and discussion.
- ★ 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.

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 sufficient 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 5-8 hours per week on this course outside of class time**.

Communication

Call me Stephanie or Professor Brown.

Email

I encourage you to contact me by email if you have a question. I will try to respond to your email within 24 hours, but in some cases, it may take 2-3 days.

I may email deadline reminders, schedule changes, and other important information – **YOU should check your @unc** email regularly. If you do not, please set up email forwarding to your preferred email account.

I expect you'll have questions about the work & assignments – your responsibility is to ask for help. Please email to make an appointment to talk when you start to have questions; I am glad to talk to you on the phone, via Zoom, or in person.

When you contact me with questions, I may post a de-identified response to Canvas if the answer will benefit others.

Canvas

This is for online material whose access needs to be limited to class members, like our online conversations, our Zoom recordings, and some scanned readings. I will post assignments to Canvas, and you will upload your completed assignments there too.

Before you begin work on an assignment, **please check Canvas and your UNC email** to see if there are any updates.

Attendance

Attendance at each class session is expected. UNC's Faculty Council adopted the following:

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.

I recommend you identify a **"note buddy"** with whom you can share class notes if you miss class or are late. Zoom recordings should help – watch them at 1.25 or 1.5 speed and skip through to the parts you want to focus on. The class PowerPoints are available online, as well.

If you miss two consecutive class meetings OR more than three classes in the semester, I will check in with you and may report the facts to your academic dean for appropriate action.

Running late? Going to miss class? Please let me know!

If you will be late, must miss class, or have an urgent question, please email or text me at 413-237-1945. I turn texting off between 9 pm & 6 am but otherwise will reply promptly.

Many of you rely on a bus to get to campus – please allow enough time to be prompt for class!

Notes about Zoom

I would like to record classes on Zoom to facilitate your learning (recordings permit y'all to revisit some segments later at your convenience). My goal is to put recordings in Canvas for you by the Friday following each class.

If you are not feeling well enough to attend class in person, you are welcome to join by Zoom. I urge you to **do this only if you are too ill to join class in person**, AND if you are feeling well enough to sit through a 3-hour class.

If we all meet in Zoom due to Covid, RSV, the flu, etc., I will have my camera on. I encourage you to have your cameras turned on during class, but I do not require it. Feel free to use a Zoom background when your camera is on to improve privacy. In ANY Zoom session, I recommend you use Zoom's "Hide self view" feature so you don't have to stare at yourself during class.

All that said: I will ask the class if you would like me to record our Zoom sessions for later use.

Use of laptops & other technologies

I welcome you to use your laptop for note-taking and other work assigned in class.

Our devices connect us to our friends and family (a wonderful thing!) but the classroom should be a place apart, however briefly, from the outside world and distractions. You will learn more if you concentrate on the course while you are here and your classmates will thank you for not impeding their ability to learn.

Please **restrict your use of digital devices to course content only**. If I see that you or your classmates are distracted, I will ask you to put your device away and might ask you to leave class for the day.

Final Exam Date

Our final exam is scheduled for Dec. 8. We will meet on that date, from 9-10:45. We will wrap up class & enjoy a panel of reference librarians / informationists.

Accessibility Resources and Services (ARS)

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.

I want all of you to

All accommodations are coordinated through the Accessibility Resources and Service Office at https://ars.unc.edu.

Relevant policy documents regarding registration and accommodations determinations and the student registration form are available from: https://ars.unc.edu/about-ars/policies.

If you need accommodation for a disability or have any other special need, please discuss this with me early in the semester.

Class ground rules

I consider this classroom to be a place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class should contribute to a **respectful, welcoming, and inclusive environment** for every other member of the class.

We will start class promptly at 8 a.m. and will end at 10:45 a.m. We will have a 15-minute break between 9:15-10:00, based on what we are covering.
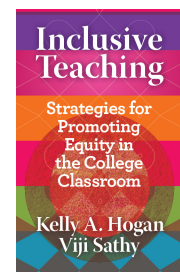
Ally statements

Safe Zone: I am a member of UNC's Safe Zone Ally community network, and I am available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus to address problems you may face that interfere with your success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

UndocuCarolina: I have completed ally training for **UndocuCarolina**. This is a collaboration of UNC students, faculty, staff, and community members working to increase visibility, support, and resources for members of the Carolina community living with the effects of undocumentation. If you are an undocumented student, check out their list of UNC allies & organizations designed to help undocumented students. https://undocucarolina.unc.edu/applying/campus-allies/

Inclusive Teaching: I have both read and encouraged others to read *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom* by UNC professors Kelly A. Hogan and Viji Sathy. This greatly informs my teaching; if you're interested in teaching, I highly recommend it!

Diversity statement from SILS

In support of the University's diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces and promotes diversity and inclusion in all their forms. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. SILS is committed to preparing our graduates to be leaders in an increasingly multicultural and global society.

To this end, we strive to:

★ Ensure that our leadership, policies, and practices are inclusive

★ Integrate diversity into the curriculum and research;
★ Promote and nurture an environment in which diverse perspectives and experiences are respected and valued
★ Recruit and retain students, faculty, and staff from traditionally underrepresented groups
★ Participate in outreach to underserved communities in North Carolina and beyond

We are committed to cultivating an academic environment that is open, representative, and equitable to all. From https://sils.unc.edu/diversity.

For a list of gender-inclusive restrooms, see:
https://lgbtq.unc.edu/resources/gender-neutral-restrooms/

English language services

To support students whose primary language is not English, services are available on campus including language workshops and individual appointments. For more information, check out UNC's English Language Services at https://writingcenter.unc.edu/esl/. They offer writing groups, an intercultural speaking group, as well as individual consultations. These are available to graduate students, and the Writing Center offers resources for undergraduate students as well.

I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve; I appreciate any suggestions.

Food & other needs

Students who face challenges affording groceries or accessing sufficient food to eat every day, and/or lack a safe and stable place to live are encouraged to contact the Office of the Dean of Students. Please notify me as well if you are comfortable in doing so.

Other resources you may find helpful:
★ Student Support at UNC's Office of the Dean of Students: https://dos.unc.edu/student-support/
★ Carolina Cupboard Community Food Pantry (on-campus): https://carolinacupboard.web.unc.edu
★ Groceries for Neighbors in Need (in Carrboro): https://www.ifcweb.org/services/food-pantry

SAFE.UNC.EDU

This is the main portal for UNC undergraduate and graduate students to access 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.

Letters of recommendation

I consider it an honor to write letters of recommendation, and I would be glad to write one for you after the completion of this class. I have designed the assignments in this course to allow you to demonstrate your leadership, communication, intellectual rigor, and social adeptness. Please approach class assignments with this in mind if you intend to ask me for a letter of support.

★ Please give me two weeks' lead time to write the letter.
★ Attach your CV/resume, description of the program/opportunity you're applying for, and instructions on the letter submission process.

I'm excited you're here, and I look
forward to a great semester

Assignments & Grading

I will assign work designed to familiarize you with reference sources, search strategies, and the foundations of reference service.

Group Work

In real life, librarians work collaboratively to solve reference problems; **you will find class easier if you collaborate with classmates**. Share insights, struggles, and wisdom with someone else – you'll both benefit!

Due Dates in Canvas

All of the assignments are in Canvas, and due dates are in the Canvas calendar. Consider importing the calendar into your own calendar so you don't forget when things are due.

Some assignments are especially well-suited to group work. When you do group work, I will ask you to indicate how you divided the work, and all team members will receive the same grade for the assignment.

I have planned some structured activities to facilitate group work.

Assignments & Due Dates

★ The week-by-week class schedule including a listing of all assignments is in the final two pages of this document and online.
★ I'll share complete instructions in class and post them in the "Assignments" tab in Canvas.
★ I **welcome questions about these assignments**; please contact me to set up a time to talk in person or via Zoom.
★ Put your name on ALL attachments & assignments to ensure you get credit for the work.

Due Dates

Post assignments to our Canvas site by 7:55 a.m. ET on the due date. I may deduct points for assignments that are **submitted late**, and I am very reluctant to accept assignments turned in more than three days past the due date. That said, I know that Life may interfere with class – so if you anticipate a challenge to completing your assignment on time, please let me know. #Adulting

I have attempted to avoid conflicts with major religious holidays. Due dates for all assignments are on the final two pages of the syllabus. If I have scheduled a deadline that creates a conflict with your religious observances, please let me know as soon as possible so that we can make other arrangements.

Two Source Quizzes, 50 points each (10% of grade total)

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

- Complete and submit quizzes in Canvas.
- We will discuss the results in class on the day they are due: for that reason,
I will not accept late quiz responses.
Catalog Quiz 1 covers **searching for books @ UNC**
Database Quiz 2 covers **advanced searching** in online databases

Resource & Service Librarian Conversation, 150 points (15% of grade)

Identify an information professional whose work includes online searching and/or services whose work includes instruction and interview them.
- ★ You may conduct the interview in person, via telephone, or in Zoom.
- ★ Write a two-page paper about the conversation
- ★ You will present one aspect of this conversation in class

Database Review Team Presentations, 200 points (20% of grade)

- ★ I will assign databases for small groups to evaluate.
- ★ We will have time to work on this project in class
- ★ Each team will:
  - ○ Provide an overview of the database(s)
  - ○ Persuade the class why the resource(s) would be useful
  - ○ Share a sample search.

Topic Guide, 250 points (25% of grade)

You will curate a set of resources on a topic you select using LibGuides or another web platform, and you may select any topic. Examples:
- ★ Virtual reality book resources for teachers.
- ★ Resources for teens in Orange County, N.C.
- ★ Describe the North Carolina Runaway Slave Advertisements available in the N.C. Agricultural & Technical State University archives.

   We will have training in class to learn LibGuides.

Topic Guide Assignment Pieces
1. Select a topic.
2. Write a one-page outline and evaluate two resources for the guide.
3. Stephanie returns the outline & two resources with comments
4. Present your [almost final] guide to the class. Receive feedback.
5. Submit final guide and formal reflection.

Responses to Reference Consultation Queries

You will receive two sets of reference consultations to answer.
- ★ Reply to the "patron" following RUSA guidelines, and identify the appropriate source(s) to answer the information need.
- ★ Describe how you decided to provide the response you did, including your search strategy and assumptions made as you worked through the question.
- ★ We will review all questions & responses in class on the day the assignments are due.

Response ONE, 50 points (5% of grade); due mid-semester
Response TWO, 200 points (20% of grade); due at the end of the semester

The first assignment counts as practice – hence the 5% for its grade. By the end of the semester, your ability to answer questions will have increased substantially, which is why the second assignment counts as 20% of your total grade.

Class Participation & Engagement, 50 points (5% of grade)

Please commit to being an active participant in this course, either in person or in Canvas. This is so important to me that I link a portion of your grade to your participation. This portion of your grade will reflect the value you add to your classmates' educational experiences.
This includes, and is not limited to:

★ Attendance
★ Discussion of assigned readings
★ In-class group work
★ Postings on Canvas
★ Participation in class activities such as "think, pair, share."

Grading Policies

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

Based on the UNC Registrar Policy for courses, semester grades **for graduate students** 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).

★ H = Superior work: complete command of subject, unusual depth, or exceptional creativity or originality
★ P = Satisfactory performance that meets course requirements
  (the median grade of graduate students in this course).
★ L = Unacceptable graduate performance: substandard in significant ways
★ F = Performance that is seriously deficient and unworthy of graduate credit

For **undergraduate students**, I will use the traditional letter grades of A, B, C, D, and F, per UNC Registrar Policy.

Week by Week Activities

Date	Topics	Assigned / Due
Wed, Aug. 23	Introductions to people, resources, services	**Assign**: Reference Librarian Conversation
Wed, Aug. 30	Services: • Providing reference • Reference standards	
	Resources: • Finding books • Search basics	**Assign**: Catalog Quiz
Wed, Sep. 6	Services: • Chat Reference • Reference practice	
	Reference Interview	**Post** your Reference Librarian Interviewee name to Canvas
Wed, Sep. 13	**Due & Present:** Catalog Quiz (Catalog Searching)	
	Resources: • Database overview	
Wed, Sep. 20	MEET IN ZOOM! (Stephanie in ABQ)	
	Due & Present: Reference Librarian Conversation	
Wed, Sep. 20	Resources: • Subject searching • Search practice	**Assign**: Database Review (team)
Wed, Sep. 27	Services: • Consultations (lecture & practice)	**Assign**: Reference Consult 1
	Resources: • News sources	

Week by Week Activities

Date	Topics	Assigned / Due
Wed, Oct. 4	Resources: • Time for Team work on Database Review • Online video, audio, books Services: • Election Research, Programming	
Wed, Oct. 11	**Due & Present:** Database Review (team) Resources: • Data sources • Reader's Advisory	**Assign**: Quiz 2 (Databases)
Wed, Oct. 18	**Due & Present:** Reference Consult 1 and Quiz 2 (Databases) Services: • Topic Guides & Displays	**Think About**: Subject for Topic Guide; midsemester eval
Wed, Oct. 25	Resources: • Google search • Evaluating websites • Misinformation Services: • LibGuides administrative overview	**Assign**: Topic Guide **Topic due Oct. 30**
Wed, Nov. 1	Services: • Libraries & traditionally underrepresented patrons Resources: • LibGuide - login & practice • UX & review other LibGuides	**Topic Guide** topic due Oct. 30
Wed, Nov. 8	Services: • Instruction Resources: ChatGPT	Frame / outline of **Topic Guide &** 2 Source Evaluations

Week by Week Activities

Date	Topics	Assigned / Due
Wed, Nov. 15	**Due & Present:** Topic Guide	**Due & Present:** Topic Guide
	Services: • Serving People with Disabilities	**Assign**: Reference Consult 2
Wed, Nov. 22	**THANKSGIVING HOLIDAY;** Stephanie returns topic guide outline with feedback	
Wed, Nov. 29	Services: • Programming • Outreach & Marketing	**Submit** final Topic Guide & Reflection Paper
	Sources: • Google Scholar • Scopus • Summon/Articles+ • EBSCO	
Wed, Dec. 6 **LDOC**	**Due & Present:** Reference Consult 2	
	Services: • INLS ethics & legal issues • Vocational Awe	
Fri, Dec. 8 - EXAM Date	MEET IN ZOOM! Reference Librarian Panel	Time change! 9-10:45

Color codes:	Green = services	Orange = Sources
Blue = placeholder	Purple = meet in ZOOM!	Yellow = something due or assigned