INLS 501: Information Resources and Services

Fall 2023 | Tuesday and Thursday: 8:00-9:15 am | **Manning 303**

School of Information and Library Science at UNC - Chapel Hill

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Instructor: Sarah Morris, M.S.L.S.

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Office hours by appointment: https://calendar.lib.unc.edu/appointments/humanities?g=6647

Course website: canvas.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 recommended 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 (Electronic edition available at UNC- Library below. Unlimited users so you all should be able to log in and read at the same time. I'd only buy if you're the type of person that needs a print edition!)
- In Saunders, L., & In Wong, M. A. (2020). *Reference and information services: An introduction.*
- https://catalog.lib.unc.edu/catalog/UNCb11175081

Optional textbooks (on reserve so please don't feel the need to buy):
- 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 theUNC 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.
- For Youth Services: The School Librarian's Compass: Stories and Reflections to Help You Find Your Way: Rebecca J. Morris

All other *readings are available via the UNC Library system* http://www.lib.unc.edu/ *or on Canvas.*

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.
- 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

All assignments are to be **uploaded in Canvas by 7:59am on the due date** (which you will notice is usually before class). **The exception to this is the questions for guests which are due at 11:59pm the night before class.**

Due	Project Overview (Detailed assignments prompts for each project will be posted on Sakai)	Course Grade %
9/12/23	**Project #1:** Research Assistance and Source Collection Analysis - this foundational unit will orient students to traditional research assistance processes. Students will choose a research scenario, and in response will collect and analyze appropriate sources to fulfill the reference inquiry.	20%
10/10/23	**Project #2**: Reference Librarian Interview and Analysis - in this unit, students will prepare, facilitate, and document an interview with a public services 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%
11/28/23	**Project #3**: Library Instruction: Class Resource 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 a lesson plan and present part of it to their class, along with an asynchronous tool like a course page, tutorial, or resource guide.	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.	15%
Ongoing	**Participation:** Regular attendance and participation in class activities are critical. Participation also includes the completion of Canvas forum responses, in-class activities, and thoughtful engagement with class discussions. This also includes required questions for guest speakers. To receive full credit for participation you must be prepared for the discussions of the readings.	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.
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.	

***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, it's your responsibility to make arrangements with one of your classmates to take notes. It's a great idea to have a "note buddy" or to combine notes communally after class. 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…

In many ways this is a professional degree and your participation in conferences and symposiums is encouraged. 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 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 and appointments

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. 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. As I am also a working librarian, you may visit me at my office, 123 Davis library. But I do ask that you email in advance or schedule an appointment; I am not always there.

Diversity and Inclusion

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 our 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.

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 librarian, I consider it an honor to write letters of recommendation for students. Especially if you intend to move on in academia or academic librarianship, letters are important parts of applications. The assignments in this class are well-suited to give you experience with various aspects of research and instruction as well as to allow you to foster larger skills like leadership, communication, collaboration, and organization. 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's 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 are 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

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.
(C) = Sakai; (RIS) = *Reference and Information Services: An Introduction*

Week 1: Course Overview & Introduction to Research and Instruction/ Reference

8/22	**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?
8/24	**For class** Reading(s): N/A Assignment(s): • "About me"questionnaire • Questions for Guest	**In class** **Meet in Davis Library 247 at 8!** • Project #1: Reference Scenario and Source Collection and Analysis assignment overview **Reference services tour at Davis Library by Joanneke Fleischauer, African Studies and West European Studies Librarian (8:30- 9:15)**

Week 2: Reference Services History and Concepts

8/29	**For class**
	
	Reading(s):
	(RIS)
	  • Ch.1 - History of Reference
	  • Ch. 6 - Models of Reference
	  • Ch. 14 - Selection and Evaluation of Reference Sources
	
	(T) : [Definitions of Reference - Reference and User Services Association (RUSA)](#)
	
	Assignment(s):
	  • Catalog "Quiz"
	  • **Project 1A Due:** Research Database/Book Selection, description, analysis, & use-case
		In class
		
		  • Discussion Assignment Revisit. What makes for an effective class discussion?
		  • Project 1B/C
		  • Reference librarian interview and observation overview
		  • History of Reference discussion
		  • Consultation workshop

8/31	**For class**
	
	  • Ch. 16 - Search Strategies for Online Resources
	  • Ch. 17 –Ready Reference
	  • Overviews
	  • Explore library.unc.edu "E-resources by discipline" and the catalog
	
	Assignment(s):
	2 Questions for our guest speaker.
		In class
		
		  ● **Guest: Tommy Nixon**
		  ● Exploration of sources and metadata
		  ● Segue to ethics

Week 3: Ethics

9/5 Wellnes day	**For class- NO CLASS**	**In class- NO CLASS**

9/7	**For class**	**In class**
	Reading(s): (RIS): • Ch. 2: Ethics (C) : • Code of Ethics, http://www.ala.org/tools/ethics • "Reference in the Age of Disinformation," Warisse Sosulski and Tyckoson • Core Values of Librarianship, http://www.ala.org/advocacy/intfreed om/corevalues • Freedom to Read, http://www.ala.org/advocacy/intfreed om/freedomreadstatement • Liberty, Privacy & Surveillance, http://www.ala.org/advocacy/privacy Assignment(s): **Peer review (1C): prepare a draft of your reference scenario analysis and scenario response.**	• Ethical considerations of reference and information services discussion • What are the supposed "values" of our field? • Peer review, project #1 Discussion facilitator: •

Week 4: Ethics pt 2 & Diverse Populations and User Needs

9/12	**For class**	**In class**
	Readings: "NOT THE SHARK, BUT THE WATER how neutrality and vocational Awe intertwine to uphold white supremacy" by Anastasia Chiu, Fobazi M. Ettarh, and Jennifer A. Ferretti (from Knowledge Justice): https://direct.mit.edu/books/oa-edited-volume/5114/chapter/3075315/Not-the-Shark-but-the-Water-How-Neutrality-and "Bias in Readers' Advisory Services," Tarulli Assignment(s): **Due - Project #1B: Selection and Evaluation of Reference**	• Ethics scenarios classroom exercise. Real library scenarios • Discussion of institutional bias within libraries. • Transition to Project #2: Reference Librarian Interview and Analysis Discussion Facilitator:

	Sources - Please submit into Canvas Assignments by 8:00 AM 9/12/23	
9/14	**For class** Reading(s): - (RIS): • Ch. 11 - Children and Young Adults • Ch. 12 - Reference Services for Diverse Populations • Ch. 24 - Readers' Advisory (C) : • Prison Libraries, - https://libguides.ala.org/PrisonLibrarie s/Home - Assignment(s): Questions for Guest Speaker -	**In class** Diverse populations and user needs discussion • • **Guest Speaker: Criss Guy**

Week 5: Reference Services in the 21st Century - GIS & Data Visualization // "Problem Patron"

9/19	**For class** • "The "Problem Patron" Public Libraries Created. The Reference Librarian,"Chelton • "Detect, Diffuse, and Delight Difficult Patrons," https://floridalibrarywebinars.org/dete ct-diffuse-and-delight-difficult-patrons- ondemand/	**In class** • Problem Patron discussion • GIS & Data Viz tools classroom activity Discussion facilitator:

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| 9/21 | Reading(s):
(C) :
• "The Evolution of GIS Services within North American Academic Libraries: Documenting Change through the Decades (1995–2016)," March and Scarletto
• "Data Visualization as a Library Service: Embedding Visualization Services in the Library Research Lifecycle," Ogier and Stamper

Assignment(s): **Project #2- Selection of interviewee and personal justification.** Due in Canvas 8:00 9/21. | • GIS and Data Viz discussion
• **<u>Guest Speakers: Lorin and Phil</u>** |

Week 6: The Reference Interview and Chat Reference,

| 9/26 | **<u>For class</u>**

Reading(s):
(RIS):
• Ch. 3. The Reference Interview
• Ch. 9 - Training and Professional Development
(C) :
• "Setting the Stage for the Reference Interview," Ross, Nilsen, and Radford
• "Finding Out What They Really Want to Know," Ross, Nilsen, and Radford

Assignment(s): Continue working on Project #2. | **In class**
• Reference interview discussion
• Practice Reference Interview
• Chat reference

Discussion facilitator:
• |

9/28-CHPL	**For class** Prepared questions for Adult Services and Youth Services Librarian.	**In class** **VISIT WITH CHAPEL HILL PUBLIC-** We will take a poll in the first week of class for a time for visiting Chapel Hill Public Library. They are only open 10-8 so this visit will occur outside of class time in lieu of class.

Week 7: Archives and Special Collections

10/3	**For class** Reading(s): (RIS): Ch. 30- Primary and Archival Sources (C): • "A Reference Librarian in Special Collections: Making the Most of a Learning Opportunity," Perry • "Here, there and everywhere: an analysis of reference services in academic archives," Oliver, Jamieson, and Daniel Assignment(s): Continue working on project #2.	**In class** • Archives and special collections reference services discussion • Metadata/ complications • Transition to project #3 o Form teams, choose topics Discussion facilitator: _____

10/5	**For class** Reading(s): **-Teaching with Primary Sources, Ithaka report summary (see canvas)** Guidelines: Competencies for Special Collections Professionals, http://www.ala.org/acrl/standards/comp4specollect 'You're a guide rather than an expert': Archival reference from an archivist's point of view," Duff and Fox Assignment(s): Questions for guest speaker	**In class** **Guest Speaker: Aaron Smithers** Class meets in Wilson Library 901 (or just in the lobby)

Week 8: Instruction & Pedagogy

10/10	**For class** Reading(s): (RIS): • Ch. 4: Instructional Strategies for the Reference Interview (C) : • Instruction Services & Information Literacy, https://uri.libguides.com/instruction/teaching • "Dangers and Opportunities: A Conceptual Map of Information Literacy Assessment Tools," Oakleaf **Assignment(s): Project #2 due. Please submit into Canvas Assignments by 8:00 10/10**	**In class** • Parts of a Lesson Plan • Discussion Facilitator

| 10/12- (University day in the afternoon) | **For class** **"Are They Learning? Are We? Learning and the Academic Library,"** Oakleaf Please visit these websites and read through the different pages/tabs: "What is Information Literacy?," https://www.library.illinois.edu/staff/infolit/ | **In class** INSTRUCTION BOOTCAMP
 - Chunking
 - Flipped classroom
 - Exploratory learning
 - Gamification |

| | • Mid-semester evaluation | |

Week 9: Critical Librarianship

10/17	**For class**	**In class**
	<mark>Reading(s):</mark> • Keeping up with… Critical Librarianship, http://www.ala.org/acrl/publications/keeping_up_with/critlib • critlib-critical librarianship, in real life & on the twitters, http://critlib.org/ • "Including the Voices of Librarians of Color in Reference and Information Services Research," VanScoy and Bright • "Purposeful and Productive Care: The Feminist Ethic of Care and the Reference Desk," Howard • "Behavioral Expectations for the Mommy Librarian: The Successful Reference Transaction as Emotional Labor,"Emmelhainz, Pappas, Seale Assignment(s): Continue working on project #3.	• Critical librarianship definition and discussion Discussion facilitator: •

10/19		**NO CLASS FALL BREAK**

Week 10: Asynchronous Learning and Remote Instruction

10/24	**For class**
	
	Reading(s):
	(C) :
	   • [LibGuide Design: Best Practices and Guidelines](#)
	
	Practices in Guide Creation, Use, and Reference Interactions,"Meeks
	   • "The Mother of All LibGuides:' Applying Principles of Communication and Network Theory in LibGuide Design," Leibiger and Aldrich, [http://www.ala.org/acrl/sites/ala.org.a crl/files/content/conferences/confsand preconfs/2013/papers/LeibigerAldrich _Mother.pdf](http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/LeibigerAldrich_Mother.pdf)
	
	Please visit these websites and read through the different
		In class
		
		   • LibGuide student & popular culture examples
		   • Information literacy discussion
		   • LibGuide/ tutorial discussion
		
		Discussion facilitator:

	pages/tabs: • "What is Information Literacy," https://www.library.illinois.edu/staff/i nfolit/	

| 10/26 | **For class**

Remote Instruction and Research Assistance Resources
(C):

A silver lining for pandemic-weary libraries: How blended and flipped instructional programs have improved upon pre-pandemic norms, Walker

Assignment(s): Reflection on one asynchronous resource due on Canvas by 11:59pm 10/25 | **In class**

• **Flex Guest Speaker**
• Discussion of pandemic, lessons learned |

Week 11: Open Access & OER

| 10/31 | **For class**

Reading(s):
(C) :
• Open Education Resources, https://en.wikipedia.org/wiki/Open_e ducational_resources
• "Navigating OER: The Library's Role in Bringing OER to Campus," Hess, Nan, and Riddle
• "Engaging with Our Communities: Future Trends and Opportunities for Reference Services," Thorpe
• "Open Educational Resources: Enabling Universal Education," Caswell, Henson, Jensen, & Wiley, http://www.irrodl.org/index.php/irrodl/article/view/469/1009

Assignment(s): Continue working on project #3 | **In class**
• Discussion of OERs
• Schedule Week 13 & 14 Conferences.
• Sign up for Project Presentations

Discussion facilitator:

• |
| 11/2 | **For class**
Reading(s):

(C):
==Open Access Resources==

UC breaks with Elsevier:

https://www.universityofcalifornia.edu/news/ucs-deal-elsevier-what-it-took-what-it-means-why-it-matters | **In class**

*FLEX GUEST SPOT |

Week 12: Makerspaces and AI Reference / The Future of Reference

11/7	**For class** Reading(s): (RIS): Ch. 32. Creating the Future of Reference Service (C) : • "Unifying Space and Service for Makers, Entrepreneurs, and Digital Scholars," Nichols, Melo, and Dewland • "Makerspaces: a beneficial new service for academic libraries?," Curry, https://www.emerald.com/insight/content/doi/10.1108/LR-09-2016-0081/full/html Assignment(s): Questions for Jordan Green	**In class** • **Visit to makerspace with Jordan Green**

11/9	**For class** Chat GPT and AI resources UNC AI guidance: https://provost.unc.edu/generative-ai-employee-resources/ Op-Ed: https://www.choice360.org/libtech-insight/do-we-need-librarians-now-that-we-have-chatgpt/	**In class** • Play with Chat GPT and fact-check -Standard reference question Discussion facilitator: •

Week 13 & Week 14: Conferences

	For class	In class
11/14 11/16 11/21	**For class** Reading(s): N/A Assignment(s): work on project 3 (11/21 no class)	**In class** **1:1 Meetings with Sarah. To be scheduled. Please Submit Lesson plan before you meeting with me.**

Week 15: Project #3 Presentations

	For class	In class

11/28
& 30
	For class
	Reading(s): N/A
	Assignment(s): **Project #3 due. Please submit into Canvas Assignments by 8:00am 11/28.**
		In class
		
		Project #3 Presentations
		11/28: 1
		       2
		       3
		       4
		       5
		11/30
		       1
		       2
		       3
		       4
		       5

Week 16: Project #3 Presentations/ Evaluations/ Last day reflections

	For class	In class

12/5	**For class**
	Reading(s): N/A
		In class
		Evaulations!
		
		Project #3 Presentations
		12/5 1
		      2
		      3