

INLS 501-01 Information Resources and Services – Spring 2024

School of Information and Library Science at UNC Chapel Hill
Stephanie Willen Brown, M.S. in LIS (Simmons College, Boston)

Wednesdays 8:00 a.m. – 10:45 a.m. • 014 Manning Hall
Email Stephanie for Office Hours!

[PDF version of this syllabus](#), a/o 02/27/24



Course Description

Welcome to INLS501! We will learn about using information resources (i.e., library databases) and providing services (helping other people find information). Together, we will explore search techniques, question negotiation, interviewing, and instruction for all kinds of patrons. I hope that you will learn strategies that will help you in your personal life and as an information specialist.

Class sessions will be a mix of lecture, structured group activities, and discussion.

 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 9:15-9:45, based on what we are covering.

Course Objectives

Resources

- ★ Understand the basics of **online search techniques**.
- ★ Use, compare, and **evaluate sources**.
- ★ Learn about **subject-specific databases** at UNC and beyond.
- ★ Recognize **which types of sources to consult in various scenarios**.

Services

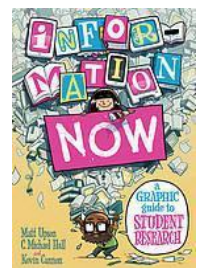
- ★ Develop **communication skills** for conducting effective reference interviews.
- ★ Explore **consultations, instruction**, and other ways to **address patrons' information needs**
- ★ Increase awareness of **effective reference techniques** and patron services

Course Books & Readings

Upson, Matt. *Information Now : a Graphic Guide to Student Research*. Chicago; London: University of Chicago Press, 2015.

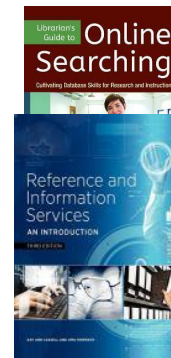
[later edition ok, but not required]

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 3rd or 4th edition is fine, but NOT any later editions.



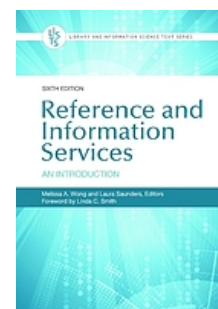
Cassell, Kay Ann. *Reference and Information Services: An Introduction*. Fourth ed. Chicago: Neal-Schuman / American Library Association, 2018.

Terrific overview of hundreds of essential sources & services. We will read a few chapters – beyond that, this is a good supplement to the sources and services we do not cover. This is [available online](#) in addition to being on reserve at Davis Library. Use only the fourth / 2018 edition.

ADDED 01/20/24

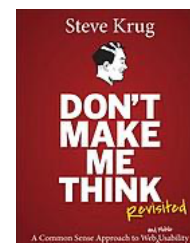
Wong, Melissa A. and Laura Saunders. *Reference and Information Services*. 6th ed. ABC-CLIO LLC 2020.

Another textbook providing an overview of sources and services. We will read a few chapters – beyond that, this is a good supplement to the sources and services we do not cover. This is [available online](#) in addition to being on reserve at Davis Library. Use only the sixth / 2020 edition.



Krug, Steve et al. *Don't Make Me Think Revisited : A Common Sense Approach to Web Usability*. ANY edition.

Krug does a lovely job of presenting useful examples of good & bad web usability. We'll read a few chapters in preparation for working on our LibGuide. ANY edition is fine. There are multiple copies of the different editions at UNC, but none is online.



 I know that textbooks and course materials are expensive, so **all of these items are on print reserve** at Davis Library. Suzanne Bell's book is **NOT available online**. I recommend purchasing a used copy OR be prepared to consult it at Davis Library.

These and all class readings are listed in Canvas Modules under the week they are due. There are some videos and interactive exercises mixed in with traditional written material. Readings are designed to complement in-class work and familiarize you with a variety of resources and services. I include questions designed to guide you through the readings. Often, we will talk about these readings in class, but sometimes they simply provide background for further work we will do in class.

In-class discussions

Come to class prepared to discuss the readings assigned for that day. Take notes on the readings (either online or on paper) 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 all benefit from a vibrant conversation.

This is a 3-credit hour course; thus, you should expect to **spend an average of 5-8 hours per week on this course outside of class time.**

Class Ground Rules

I welcome everyone to class, and I am confident that all members of this class will contribute to a **respectful, welcoming, and inclusive environment.**

We will discuss ground rules in our first class – I would like us all to contribute to a set of acceptable (and non-acceptable) behavior in class.

Professional Conduct, Discussions, and Class Preparation

This skills class will prepare you to do online research and work **in a professional environment.** Thus, I expect professional conduct in class from all of us. More details include:

- ★ During discussions, let's treat each other with respect and courtesy.
- ★ I strongly discourage private conversations while I am lecturing; I have a hearing impairment and can only truly hear one conversation at a time.
- ★ We will not have time to thoroughly address all elements of each topic during class, so discussion will need to be continued after class – and throughout your career.
- ★ Please commit to being an active participant in this course, in person and/or in Canvas.

The **UNC Honor Code** (<http://honor.unc.edu>) outlines University expectations for academic honesty. For INLS501, this includes:

- ★ Completing the assigned readings prior to the deadline;
- ★ Dedicating sufficient time for your participation (both in-class and out-of-class);
- ★ Putting forth effort, care, and thought in preparing assignments.

Attendance

I expect you to attend each class session. I've designed classes with a lot of engagement and active learning activities which are difficult to replicate in a classmate's notes or on a handout.

More formally, 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 realize that things happen that may require you to miss class. For that reason, I recommend you identify a “**note buddy**” with whom you can share class notes if you or they have missed class. The class PowerPoints are available online – but they will not provide details of everything we discuss.

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. If there’s anything I can do to help with your attendance, please let me know.



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

ChatGPT (Chat Generative Pre-trained Transformer)

We will discuss ChatGPT as it relates to our profession in March.

If you use ChatGPT for any of your assignments, you must:

- ★ Write an additional paragraph indicating that you used ChatGPT and explain how you used it in the context of your assignment.
- ★ Provide citations to the results of your use of ChatGPT
- ★ If ChatGPT references any external research, provide citations to that work as well.

Communication

I expect you’ll have questions about the work & assignments in this class – **your responsibility is to ask for help.** #Adulting.

Please consider posting to the Canvas discussion thread, “**Ask a question, answer a question...**” If you have a question, it’s likely that someone else in the class has either a similar question OR has a good idea of the answer. This is what librarians do IRL!



Call me Stephanie or Professor Brown.

The best way to communicate with me is by email. I generally respond to emails quickly, but I may not answer email on weekends or not after 8 p.m. on weekdays. I strive for a healthy work/life balance, and I want that for all of us.

You may make an appointment with me to meet after class on Wednesdays or to meet via Zoom. During an **individual meeting**, we can discuss specific assignments, brainstorm paper/project topics, talk about how to succeed in class, just chat about librarianship or life. Research tells us that student achievement is correlated with individual support from a faculty member.

➡ **Important Syllabus Note!** I worked hard to design this syllabus, but I know from experience that things will change. When that happens, I will email or post changes as a Canvas Announcement. I will note **major changes to the syllabus in red**. **Check your @unc** email regularly. If you do not, please forward your @unc mail to your preferred email.

Canvas

Contains resources for class such as:

- ★ Announcements
- ★ Assignments and supporting materials
- ★ Calendar for all assignments
- ★ Links to weekly reading lists
- ★ Discussion board.



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

Tablets, Laptops, and Phones (oh my)

I invite you to use a laptop or tablet for accessing our readings, note-taking, and other class activities ... as long as you don't disturb other students in the class when using these devices.

The classroom should be a place apart from the outside world and its many 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.

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.

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 reach out to me early in the semester**; this will help me ensure class is accessible to all.

I want all of you to
succeed and thrive
in this class. Truly.

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



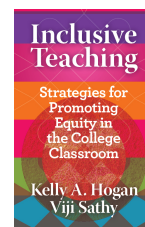
you may face that interfere with your success on campus as it relates to issues surrounding sexual orientation and gender identity.

I have completed ally training for **UndocuCarolina**. This collaboration of UNC students, faculty, staff, and community members works to increase visibility, support, and resources for members of the Carolina community living with the effects of undocumented status. List of UNC allies & organizations designed to help undocumented students:



<https://undocucarolina.unc.edu/applying/campus-allies/>

Inclusive Teaching: I have read and studied *[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, highly recommend it!



I

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 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>.

See this map of gender-inclusive restrooms at UNC: <https://lgbtq.unc.edu/resources/gender-neutral-restrooms>

UNC's Writing Center

Most class assignments require good written communication; this will be true in your professional environment as well. I strongly recommend UNC's Writing Center (<https://writingcenter.unc.edu>) for guidance on strengthening your written communication. They offer support in concise writing, editing & proofreading, and more. You can make an appointment to meet with a writing coach or submit a draft for review; plan ahead & take advantage of this excellent resource.



new: SILS graduate students can make same-day appointments (not in advance tho)

English Language Services

Check out the Writing Center's English Language Services for students whose primary language is not English 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.

Food & Other Basic 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 for information about discrimination, harassment, sexual violence, interpersonal violence, and stalking. It includes material about the response and prevention work of EOC, and also of our campus and community partners.

Letters of Recommendation

I would be glad to write one for you after the completion of this semester. I have designed the assignments in this course to allow you to demonstrate your communication, intellectual rigor, and knowledge of library resources. Approach participation and assignments with this in mind.

- ★ 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.

Assignment Overview

I have designed assignments to familiarize you with reference sources and search strategies.

- ★ The week-by-week class schedule at the end of this document includes an outline of all assignments with their due dates.
 - I will assign readings for each week.
 - I would like you to answer questions for each reading and for assignments in advance of class.
 - I will assign a search question to be submitted & discussed every 2-3 weeks

- Other assignments are described below.
- ★ I'll share complete instructions in class and post them in the "Assignments" tab in Canvas.
- ★ Each class ends with **a review of what material is due the following week**. This information is also available in Canvas under Due [Date] (i.e., Due Jan. 17 (Reference Basics; Finding Books))

Assignment Due Dates & Canvas

All of the assignments are in Canvas, and due dates are in the Canvas calendar.

- ★ **Post assignments to Canvas by 8:00 a.m. on the due date.** I may deduct points for assignments that are **submitted late**. The reason for the point reductions is to keep everyone on schedule – plus, we often discuss the assignments in class. As a result, students who turn in late assignments will not be prepared to participate in class and will have the benefit of extra ideas for their assignments when they do turn them in. 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. 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.

Assignment Summary

Search Quiz, 50 points (5% of grade)

changed Due Jan. 31

This quiz invites you to search the UNC Library catalog and other online resources.

- ★ Complete the quiz in Canvas.
- ★ I will ask each student to present & discuss one question in class.

Librarian Interview, 200 points (20% of grade)

Due Jan. 17 – Feb. 14

Identify a librarian whose work includes assisting others with an information need, either one-on-one (reference), via instruction, or in another way. Interview this person about their work as it relates to INLS501 course objectives.

- ★ Identify a librarian to interview and speak with them about their work.
- ★ Write a two-page paper about the conversation
- ★ Present one aspect of this conversation in class

Database Presentation, 200 points (20% of grade)

Due Feb. 28

- ★ I will assign a database for you to evaluate and present to the class
- ★ The presentation will:
 - Provide an overview of the database(s)
 - Demonstrate why the resource(s) would be useful
 - Share a sample search.
- ★ We will work on this project in class

LibGuide, 250 points (25% of grade)

Due between Mar. 6 – Apr. 24

- ★ You will curate a set of resources on a topic you select
- ★ You may use Springy's LibGuides software or another platform
- ★ We will work on this project in class

LibGuide Assignment Pieces

1. Select a topic.
2. Write a one-page outline and evaluate two library databases you will use on the guide.
3. Ask Prof. Brown 3 questions about the assignment
4. Present your final guide to the class.
5. Post a link to your guide to Canvas for the class to see
6. Submit final guide and formal reflection.

Sample Topics

- ★ ChatGPT resources for teachers.
- ★ Craft Beer Guide in North Carolina
- ★ Researching at an Archives: Beginners

We will have training to learn LibGuides.

Respond to Five Reference Consultations (50 points each; 25% of grade)

Bi-weekly

You will receive five reference consultations to answer (roughly every other week).

- ★ Reply to the “patron” following reference service guidelines
- ★ Identify the appropriate source(s) to answer the information need.
- ★ Describe how you decided to provide the response you did, including:
 - Your search strategy
 - Assumptions made as you worked through the scenario.
- ★ We will review questions & responses in class on the day the assignments are due.
- ★ There will be one extra-credit consultation at the end of the semester.

Each question is worth 50 points, or 5% of your grade; taken together, these reference consultations account for 25% of your grade [not including the extra credit].

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

End of Semester

Please commit to being an active participant in this course, in person and/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 the classroom experience. Elements of participation I value include:

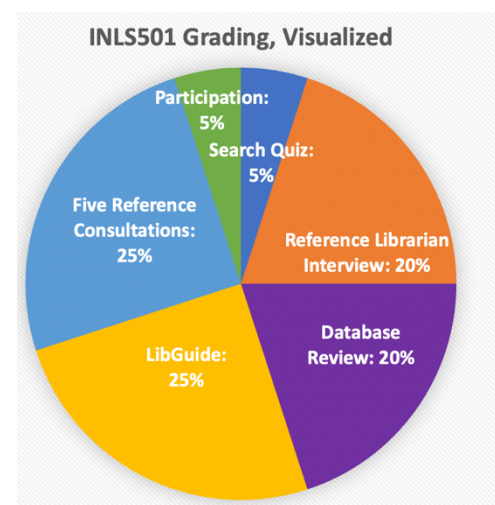


- ★ Raising hands and responding to questions
 - If you're a frequent-sharer, step back and let others participate
- ★ Discussing assigned readings in the classroom or on Canvas
- ★ Engaging in-class group work

- ★ Posting links or insights on Canvas
- ★ Asking questions during guest presentations
- ★ Meeting with Prof. Brown outside of class
- ★ Completing any extra credit work on offer

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.

- ★ H = Superior work: complete command of subject, unusual depth, or exceptional creativity or originality (> 960 points / 1,000)
- ★ P = Satisfactory performance that meets course requirements (800-959 points)
- ★ L = Unacceptable graduate performance: substandard in significant ways (700-759 points)
- ★ F = Performance that is seriously deficient and unworthy of graduate credit (<700 points)

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
1. Wed, Jan. 10	Introduction to INLS501	
2. Wed, Jan. 17	Resources: • Search basics (finding books)	Assign: Librarian Interview
	Services: • Providing reference service • Reference standards	Due & Discuss: Readings on today's topic(s). • Syllabus Quiz • Student Info. Survey
3. Wed, Jan. 24	Services: • Reference Interview • Reference practice	Due & Discuss: • Readings on today's topic(s).
	Resources: • Academic Search Premier	Assign: Search Quiz

Week by Week Activities

Date	Topics	Assigned / Due
4. Wed, Jan. 31	Services: • Consultations (lecture & practice) Resources: • Subject databases • Search practice	Due & Discuss: • Search Quiz • Librarian Interview contact • Readings on today's topic(s). Assign: Reference Consult 1
5. Wed, Feb. 7	Resources: • Election research (news, Google) Practice presenting: • Reference Consult 1	Due & Discuss: • Reference Consult 1 • Readings on today's topic(s). • Conduct Librarian Interview by today Assign: Database Evaluation
6. Wed, Feb. 14	Services: • Instruction Resources: • Online video, audio, books	Due & Present: • Librarian Interview • Readings on today's topic(s). Assign: Reference Consult 2
7. Wed, Feb. 21	Resources: • Work on Database Evaluation Services: • LibGuides	Due & Discuss: • Reference Consult 2 • Readings on today's topic(s). Assign: LibGuide
8. Wed, Feb. 28	Services: • LibGuides Login & Practice • Outreach & Marketing	Due & Present: • Database Evaluation • Readings on today's topic(s).
9. Wed, Mar. 6	Resources: • Reader's Advisory: April Mazza, Novelist, speaker – added 02/27/24 • Revisit reference interview, standards	Due & Discuss: • Topic for LibGuide • Readings on today's topic(s). Assign: Reference Consult 3
Wed, Mar. 13	SPRING BREAK	
10. Wed, Mar. 20	Services: • Instruction • Information Literacy Writing database descriptions (LibGuides) – added 02/27/24	Due: • Reference Consult 3 • 1-3 questions about LibGuide • Readings on today's topic(s). Assign: Reference Consult 4
11. Wed, Mar. 27	Resources • ChatGPT	Due: • LibGuide Frame • 2 database evaluations for LibGuide

Week by Week Activities

Date	Topics	Assigned / Due
	Practice LibGuides	• Readings on today's topic(s).
12. Wed, Apr. 3	Resources: • Google Scholar • Scopus • EBSCO • Summon/Articles+	Due: • Readings on today's topic(s). AND • 1-3 questions about LibGuide • Reference Consult 4
	Services: • Data Visualization @ 10 am with Lorin Bruckner	
13. Wed, Apr. 10	Services: • Racism in Libraries	Due & Present: LibGuide • Post LibGuide link to Discussion Board • Readings on today's topic(s).
		Assign: Reference Consult 5
14. Wed, Apr. 17	Services • Assessment Services • Book Challenges	Due & Discuss: Reference Consult 5 • Readings on today's topic(s).
15. Wed, Apr. 24	Services: • Serving People with Disabilities • Search practice	Due: • Final LibGuide & Reflection • Readings on today's topic(s).
		Assign: Reference Consult 6 (extra credit)
16. Wed. May 1 • LDOC	Services: • Vocational Awe • Reference Librarian Panel	Due: • Reference Consult 6 (extra credit) • Readings on today's topic(s).
Color codes:	Green = services	Orange = Resources
	Pink = is when items are DUE	Yellow = is when items are ASSIGNED