



UNC
SCHOOL OF INFORMATION
AND LIBRARY SCIENCE

School of Information and Library Science
The University of North Carolina at Chapel Hill
Fall Semester 2005
August 30 – December 17

Note: Course information as listed below takes precedence over all other listings and/or bulletins Unless otherwise noted courses are held in Manning Hall

07/15/05

HOURS	MONDAY AND WEDNESDAY	ROOM	TUESDAY AND THURSDAY	ROOM
8:00-9:15	INLS 172 Losee INLS 181-001 Kelly	304 208		
9:30-10:45	INLS 201-002 Losee INLS 098 Solomon INLS 145-002 (Wed. 9:00-11:30) Lee	208 214 PE 217	INLS 055 Barreau INLS 102-001 Bergquist INLS 162-001 Haas INLS 252 Greenberg (Tuesday, 9:30-12:15)	304 117 307 208
11:00-12.15	INLS 105 Wildemuth (MWF)* INLS 151-002 Spurgin INLS 201-001 Kelly INLS 111L-402 Norberg (Wednesday)	304 208 307 117	INLS 131 Moran INLS 040 Pomerantz	MU 116 304
12:30-1:45	INLS 102-002 Blake INLS 153 Carr	117 307	INLS 050 Staff INLS 060 Dunn INLS 180-001 Barreau INLS 279 MacMullen	117 208 307 304
12:30-3:15	INLS 150* Greenberg (Wednesday 12:30-3 :15) (Fri 10/21, 11/4 9am-3pm) INLS 210-096 Marshall (Wednesday 12 :30-3 :15) INLS 357 Marchionini (Wednesday, 12:30-3:15)	208 214 304		
2:00-3:15	INLS 204 Wilkins-Jordan (MWF)*	307	INLS 111-001 Pomerantz INLS 258 Chaffin (some lab)	208 304
2:00-4:30	INLS 156 Blake (Monday 2-4:30) INLS 254 Doyle (Monday, 2-4:30)	117 304	INLS 301 Gollop (Tuesday, 2-4:30) INLS 210-046 Tibbo (Tuesday, 2-4:30) INLS 244 Tibbo (Thursday, 2-4:30)	214 307 307
3:30-4:45	INLS 111-002 Norberg INLS 303 Staff (Mondays only) INLS 110-037 Daniel*	307 208 304	INLS 92 Barrett INLS 111L-401 Pomerantz	208 117

Evening	INLS 121 Sturm (Monday, 6-8:30)	307	INLS 040-002 ¹ Oakleaf (Tuesday, 6-8:30)	117
	INLS 182* Hays (Monday, 6-8:30)	208	INLS 187 Meyers (Thursday, 6-8:30)	208
	INLS 228* Van Fossen (Wednesday, 6-8:30)	208	INLS 110-127 Fenton (Tuesday, 6-8:30)	307
	INLS 180-002 Marchionini (Wednesday 6-8:30)	307	INLS 123 Sturm (Thursday, 6-8:30)	307
	INLS 151-001 Wisser (Monday 6-8:30)	304	INLS 157 Chaffin (6-7:15)	304
			INLS 040-951 Kameri (Tues/Thurs 7:30-8:45)	Friday Center
			INLS 145 Pyatt (Tues 6-8:30)	208
			INLS 210-052 Solomon (Tues 5:30-8:30)	214
Saturday	INLS 144 Carr (Saturdays: 9:00-11:45, 1:00-3:45: 9/17, 10/1, 10/15, 10/29, 11/12 and 12/3, 12/10)	208		
Web	INLS 210-03W Schardt/Myatt		INLS 241-02W Staff (<i>Registration Closed</i>)	
	INLS 180-01W Palmquist		INLS 102-990 Fenton (<i>extra fee required</i>)	
[*] Course has a pre- or co-requisite. See reverse or SILS Catalog. ¹ Limited to Undergraduates only ² Students must register for INLS 111 and 111L concurrently			Classes begin: August 30 (Tuesday); University Day, Oct 12; Fall Break, begins at 5pm on Oct 19 (Wednesday) and ends at 8am on Oct 24 (Monday); Thanksgiving Holiday, begins at 1pm on Nov 23 and ends at 8am on Nov 28 Classes end: December 9 (Monday); Reading day: December 14 (Wednesday) Exam period: December 10 (Saturday) – December 17 (Saturday)	

*These course will accommodate students enrolled the Circulating International Program, who will be beginning class at or near October 1, 2005. These courses are arranged to adjust to their schedule.

School of Information and Library Science University of North Carolina at Chapel Hill Fall 2005

Course	Call #	Title	Notes	Instructor
040-001	86417	Retrieving and Analyzing Information		Pomerantz
040-002	86418	Retrieving and Analyzing Information		Oakleaf
040-951	93932	Retrieving and Analyzing Information	Friday Center - restricted	Kameri
050	86419	Tools for Information Literacy		Staff
055	86420	Information Use for Organizational Effectiveness	Prerequisite: INLS 40	Barreau
060	86421	Information System Analysis & Design	pre- or co-requisite: INLS 50	Dunn
090	86424	Independent Study	undergraduates only; prerequisite: permission of instructor	Faculty
091	86426	Information Science Internships		Carr
092		Emerging Topics in Information Science		Barrett
098	86427	Research Methods in Information Science		Solomon
102-001	86429	Information Tools		Bergquist
102-002	86430	Information Tools		Blake
102-990	94040	Information Tools	Friday Center- extra fee required	Fenton
105	93629	Information Ethics		Wildemuth
110-037	94585	Circulating International Program	Only students participating in program	Daniel
110-127	86438	Visual Communication & Design		Fenton
111-001	86440	Information Resources and Services	Pre- or co-requisite: INLS 102; also register for INLS 111L a .5 credit lab	Pomerantz
111-002	86441	Information Resources and Services	Pre- or co-requisite: INLS 102; also register for INLS 111L a .5 credit lab	Norberg
111L-401	86442	Information Resources and Services Lab	concurrent with INLS 111	Pomerantz
111L-402	86443	Information Resources and Services Lab	concurrent with INLS 111	Norberg
121	86444	Principles & Techniques of Storytelling		Sturm
123	86446	Children's Literature & Related materials		Sturm
131	86447	Management of Information Agencies		Moran
144	86448	Cultural Institutions		Carr
145-001	94830	Intro to Archives		Pyatt
145-002	95440	Intro to Archives		Lee
150	86450	Organization of Information		Greenberg
151-001		Organization of Materials	Prerequisite: Ability to effectively utilize email. Word processing, spreadsheet, & internet browsing software	Wisser
151-002	93689	Organization of Materials	Prerequisite: Ability to effectively utilize email. Word processing, spreadsheet, & internet browsing software	Spurgin
153-001	86452	Resource Selection and Evaluation		Carr
156-001	86453	Introduction to Database	50 or INLS 102 as pre- or co-requisite	Blake
157	94584	Database Systems I	Prerequisite: INLS 60 or INLS 162, INLS 156	Chaffin
162-001	86456	Systems Analysis		Haas
172	86458	Information Retrieval		Losee
180-001	86459	Human Information Interactions		Barreau
180-002	86460	Human Information Interactions		Marchionini
180-01W	95439	Human Information Interactions		Palmquist
181	86461	Internet Applications	Prerequisite: INLS 102	Kelly
182	86462	Introduction to Local Area Networks	Prerequisite: INLS 102	Hays
187	86463	Information Security		Meyers
201-001	86464	Research Methods	Prerequisite: completion of 12 credit hours including INLS 180 and either 111 or 172	Kelly
201-002	86465	Research Methods	Prerequisite: completion of 12 credit hours including INLS 180 and either 111 or 172	Losee
204	93796	International & Cross-Cultural Perspectives		Wilkins-Jordan
210-03W	86467	Evidence-based Medicine		Schardt/Garrison/Kochi
210-046	86468	Access, Outreach, & Service in Cultural Heritage		Tibbo
210-052	94846	Practical Metadata	Permission of instructor	Solomon
210-096	93793	Evidence Based Information Practice		Marshall
228	86472	Government Documents	Prerequisite: INLS 111	Van Fossen
110-037	94585	CIP Core course	Enrolled in Circulating International Program	Daniel
241-02W	86474	School Library Media Center		Staff
244	93798	Digital Preservation & Access		Tibbo

252	93800	Metadata Architecture and Applications	Prerequisite: INLS 150, 151, or 172	Greenberg
254	86478	Preservation of Library & Archive Materials		Doyle
258	86479	Database Systems II	Prerequisite: INLS 256	Chaffin
279		Bioinformatics Research Review		MacMullen
299	86482	Supervised Field Experience	Prerequisite: completion of 24 semester hours & Permission of Advisor	Staff
300		Study in Library and Information Science	Prerequisite: Permission of Instructor	Faculty
301/302	86509	Research Issues and Questions I/II	Prerequisite: doctoral student status or permission of instructor	Gollop
303	86510	Research Colloquium		Staff
309	86511	Seminar in Teaching Practice	Prerequisite: permission of instructor	Staff
357	86513	Seminar in Human-Computer Interaction	Prerequisite: INLS 257 or permission of instructor	Marchionini
392		Master's Paper	Prerequisite: permission of faculty member	Faculty
394	86538	Doctoral Dissertation	Prerequisite: advanced doctoral student status	Faculty
399		Research in Information and Library Science	Prerequisite: permission of faculty member	Faculty

Fall 2005 COURSE DESCRIPTIONS

INLS 110 127 Intermediate Selected Topics: Visual Communication and Design (3) Introduction to visual communication design with an emphasis on creating usable and effective information interfaces for Internet and computer applications. Course includes an overview of visual communication techniques, graphic design history and theory, hands-on exploration of design basics, information architectures and visual display of information.

Fenton

INLS 210 03W Intermediate Selected Topics: Evidence-Based Medicine and the Medical Librarian (3) This course may be taken either for credit (through the normal University registration procedure--call # 86276) or 10 CEUs (continuing education units) from the Medical Library Association (as a UNC Continuing Education offering via the SILS Office). This course is designed as an introduction to the practice of evidence-based medicine (EBM). Evidence-based Medicine promotes the use of the scientific literature in the clinical decision making process. EBM specifically addresses issues of developing good clinical questions; identifying reliable resources and effective searching strategies; and evaluating the quality of research studies. In particular, the role of the librarian in the practice of EBM will be covered. The course runs for 7 consecutive weeks. It will take a total of approximately 30 hours to complete the course (plus the final project), depending on previous knowledge of EBM and other factors. Instructors are Julie Garrison (garrj008@mc.duke.edu) and Connie Schardt (schar005@mc.duke.edu) from the Duke University Medical Center Library and Julia Kochi (kochi@library.ucsf.edu) of the Library and Center for Knowledge Management at University of California, San Francisco.

INLS 210-096 Evidence Based Information Practice (3)

Evidence-based practice is being adopted by a variety of health and other professions as a quality improvement mechanism that makes use of the best available research evidence for decision making. This course will explore the application of evidence-based practice in both library and other information practice settings. Students will have the opportunity to review existing models from other fields and to discuss their applicability to EBIP. A framework for EBIP will be developed and students will have the opportunity to apply the framework to an area of information practice in which they have a particular interest. In addition to the research literature, the students will be encouraged to think about how best library and information management practices could contribute to EBIP.

Textbook: Andrew Booth and Anne Brice, eds. Evidence based information practice. 2004.

INLS 210-046, Intermediate Selected Topics: Access, Outreach, and Public Service in Cultural Heritage Repositories (3) This class will focus on determination of users needs, information seeking behaviors, and provision of access to primary source materials in archives, manuscript repositories, and museums. Students will design and conduct a user study in a local repository, analyze various databases and access tools, and assess remote access and web presence for a number of different types of repositories. User education will be a major focus of the class.

Tibbo

INLS 210-052, Practical Metadata (3) This course will center on a research project to test a metadata language constructed by NC ECHO to bring together disparate metadata records for museum, libraries, and archives. This course will explore the challenges of constructing a testing plan, crosswalking metadata, relevancy and precision and recall measurements, and providing effective representation for cultural heritage materials in an online environment. Course will focus on group problem solving methods mirroring the real world environment. Class will meet weekly to discuss individual accomplishments, research, and review the plan. Students interested in database design, metadata, cultural heritage institutions, and information retrieval, and hands-on active learning are encouraged to enroll. Limited to five students. By permission of instructor.

Solomon

NEW FACULTY, ADJUNCT AND CLINICAL FACULTY, AND TEACHING FELLOWS

Megan Winget Barrett, Teaching Fellow.

Ron Bergquist, Teaching Fellow, has a B.A. in Geography from the University of Texas at Austin and an M.A. in Middle East Studies from the Naval Postgraduate School (Monterey, CA). He received his M.S.L.S. from SILS in May 1999 and started the SILS doctoral program in the fall of the same year. His research interests center around information visualization, situational awareness, and North Carolina public library policy and planning. His email address is: bergr@ils.unc.edu and his homepage is: <http://ils.unc.edu/~bergr/>

Beth Doyle, Adjunct Assistant Professor of Practice, is the Collections Conservator for the Duke University Libraries. She is responsible for building and managing the library's new conservation lab. Her responsibilities include equipping the new lab, training conservation technicians, and serving on the library disaster response team. She also performs conservation treatments on both general and rare materials. Prior to this position, Ms. Doyle was the Conservator for Special Projects at the Harvard University Library Weissman Preservation Center. She is a co-chair of the ALA-ALCTS Physical Quality and Treatment Discussion Group, and teaches workshops for the Triangle Research Library Network. Ms. Doyle holds a B.A. in photography from the University of Dayton (Ohio), and an MLIS and a Certificate of Advanced Study in Library and Archives Preservation from the University of Texas at Austin. Email: b.doyle@duke.edu

Joel Dunn, Adjunct Assistant Professor of Practice, is a SILS doctoral student with a B.S. in Business and M.Sc. in Computer Science from the University of North Carolina at Chapel Hill. A member of the University staff since 1983, he has served for the past several years as Director, Systems & Communications, Administrative Information Services, where he manages a large, diverse staff supporting operating systems, network communications, distributed computing, system security and a special projects/prototypes group working in administrative information management. In addition to his UNC responsibilities, he is also a member of the NCNI technical staff (www.ncni.net), working on issues in advanced networking. Email: joel_dunn@unc.edu

Serena Fenton, Adjunct Assistant Professor of Practice, has a MSIS from the University of North Carolina at Chapel Hill a M.A., I in Architecture, from the University of Washington and a B.A., in Art Education, from Western Washington University. Fenton joined the UNC-Chapel Hill faculty in January 2003, following three years as Senior Information Designer and Web Programmer for [ibiblio.org](http://biblio.org). Her teaching areas include visual communication, graphic design and digital/web media. Fenton has over 20 years of experience in design, visual communication and fine art. She has worked in the studios of Milton Glaser, and Pasanella and Klein, as well as running her own architectural firm. Recent Publications include *A Case Study In The Organizational Development Of A Digital Library: SunSITE - MetaLab - Ibiblio*; *The Problem of Access in Contributor-Run Digital Libraries* (co-author with M. Efron and P. Jones) and *Information Archeology*. Her research interests include visual communication, digital storytelling and gaming theory. Email: sfenton@unc.edu Personal URL: <http://www.ibiblio.org/fents>

J. William Hays, Instructor, is the Network Manager for the Department of Computer Science. In addition to providing network support, he is also experienced in workgroup server and database administration and desktop support under a variety of operating systems. He received a B.S. in Biology from William and Mary in 1983, and an MA in Comparative Literature from UNC-CH in 1986. Email: bil_hays@unc.edu.

Teresa Leonard, Adjunct Assistant Professor of Practice, is Director of News Research at The News & Observer. She began her career with the News & Observer in 1987 and was named director in 1993. Ms. Leonard received her B.A. in journalism from UNC-CH in 1982 and M.S.L.S. from UNC-CH in 1987. She is active in SLA, having served as

both chapter president and division chair, and has served as visiting faculty to the Poynter Institute for Media Studies.
Email: tleonard@nando.com

W. John MacMullen, Teaching Fellow, is a SILS doctoral student with a B.S. in Liberal Arts and Business from Northeastern University and an M.S.I.S. from SILS. He has been a project manager in several different industries, most recently data communications and web development. He has also worked in the health sciences library environment, planning new service offerings for biomedical scientists. His research is focused on problems of information integration and overload in biomedicine.
Homepage: <http://ils.unc.edu/~macmw/>

Bill Meyers, Clinical Lecturer, is a long-time computer enthusiast and recovering software developer. He has worked primarily in language processing and computer security, where he co-holds two U.S. patents, but enjoys any interesting technology. He also plays homemade music with friends and practices and teaches Tai Chi.

Lisa Norberg, Adjunct Assistant Professor of Practice, is the Coordinator of Instructional Services for the Academic Affairs Library at UNC-Chapel Hill. She received her MLS from Indiana University and is working on an M.Ed. in Training and Development. Before coming to UNC, she served as the Public Affairs Librarian for George Mason University and Public Affairs/Government Information Librarian at Penn State University's Capital College. She is active in ALA and has published and presented papers on information access, reusable learning objects, and instructional design. Email: stimatz@email.unc.edu

Megan Oakleaf, Teaching Fellow, is the Librarian for Instruction and Undergraduate Research at North Carolina State University and the Library Fellow serving NCSU Libraries' administration. Megan joined the SILS doctoral program after earning her MLS at Kent State University. She also holds a BA in English literature, English education, and Spanish as well as a BS in Spanish education from Miami University. Prior to her career in librarianship, Megan taught advanced composition in public secondary schools. Her research interests include user education, web-based instruction, usability studies, and the assessment of information literacy skills. megan_oakleaf@ncsu.edu

Ruth Ann Palmquist, Adjunct Assistant Professor of Practice, has taught Information Resources and also Research Methods in past summers at UNC-CH. She holds an M.A. in Library Science from the University of Iowa and a Ph.D. in Information Transfer from Syracuse University. rpalmquis@hotmail.com

Tim Pyatt, Adjunct Assistant Professor of Practice, is University Archivist for Duke University. Previously he was Curator of Manuscripts and Director of the Southern Historical Collection for the UNC-CH Academic Affairs Library. Pyatt has an M.L.S. from North Carolina Central University and a B.A. in history from Duke University. Pyatt is an active member of the Society of American Archivists, past President of the Society of North Carolina Archivists and has served on North Carolina's State Historical Records Advisory Board since 2000. Along with SILS professor Helen Tibbo, he is co-principal investigator for the NHPRC-funded Managing the Digital University Desktop project, a study of how university employees manage electronic records.
E-mail: tim.pyatt@duke.edu

Connie Schardt, Adjunct Assistant Professor of Practice, is the Education Coordinator at the Medical Center Library at Duke University. She is a distinguished member of the Academy of Health Information Professionals, and holds a BA from the University of California at Berkeley and an M.L.S. from San Jose State University. She has created several web-based tutorials to support the teaching of Evidence-based Medicine that are used by academic libraries across the country. She has published and presented number papers and workshops on hospital library standards, the JCAHO accreditation process, evidence-based medicine and distance education. Email: schar005@mc.duke.edu

Kristina Spurgin, Teaching Fellow, is a SILS doctoral student. She has a BA in Commercial Art/Graphic Design from Brenau Women's College and an MLS from the State University of New York at Albany. In fall of 2004, she co-taught INLS 151 with Dr. Jerry Saye. Her research interests include organization of information, personal information management, blogs as information tools, and applications of metadata in these areas.

Michael Van Fossen, Adjunct Assistant Professor of Practice, is the State/International Documents Librarian at UNC-CH's Davis Library. Previously, he was a Cataloger of State Publications at the State Library of North Carolina. Mr. Van Fossen received his B.A. in Political Science from the University of North Carolina, Greensboro and a M.L.S. from the University of North Carolina, Chapel Hill. He is a Contributing Indexer to the "Hispanic American Periodicals Index," and edits an annual column in the "Journal of Government Information." He is on the Editorial board of "North Carolina Libraries: and is active in the Documents Section of the North Carolina Library Association. Email: mike_vanfossen@unc.edu

Mary Wilkens Jordan, Teaching Fellow, has a B.A. in psychology and a B.S. in Political Science from Quincy University. She also holds a J.D. from Case Western Reserve University and a M.L.I.S from the University of Wisconsin – Milwaukee.

Katherine Wisser, Teaching Fellow, received a BA in 1989 from Bates College and a MA in 1997 from University of New Hampshire, in Southern History. She completed her MSLS degree in August 2000 at SILS and entered the doctoral program in Fall 2000. Her current research projects include topics in cataloging and classification, subject analysis and other forms of document representation. She is the NC ECHO Metadata Coordinator at Duke University. Email: katherine.wisser@duke.edu