INLS 200: Retrieving & Analyzing Information (3 credits)
Summer Session II 2014, Course Syllabus and Schedule

Instructor:	Kathy Brennan
Email:	kbrennan@unc.edu
Logistics:	Class meets Monday-Friday (daily) from 11:00 am – 12:30 pm
	Manning Hall, Room 304
Course Website:	https://sakai.unc.edu/portal/site/inls200s214
Office:	Room 08, Manning Hall
Office Hours:	By appointment

Course description

As a student in this course, you will learn how to clarify your own information needs, access information sources, critically evaluate those information sources, and use the information accessed to fulfill your information needs.   My goal is to help you learn how to actively construct knowledge about context-specific situations by engaging with a broad range of information sources.

The information sources used in this course will be predominantly electronic, though, on occasion, we may use print resources. You will learn to formulate effective search strategies, master basic search logic and commands, and gain hands-on experience searching databases and other information sources. You will learn to access information in both bibliographic and non-bibliographic resources, including citation, full-text, numeric, and multimedia databases. The assignments will enable you to focus on information resources on various topics.

This course is a core requirement for both the SILS major and minor. It is designed to be useful in the context of all your other coursework, both in and out of SILS. To whatever extent possible, search and analysis topics may be taken from other courses you are taking during this semester.

Course materials

There is no textbook required for this course. Course readings, videos, and other materials will be available on the open web, the UNC library, or the Sakai course website.

Course objectives

By the end of the course, you will be able to:
1. Consider and reflect upon the meanings and roles of information and human information interaction.
2. Understand information retrieval systems and principles.
3. Expand and enhance information and search literacy skills:
   a. Identify and select information sources appropriate for answering research and personal information questions;
   b. use search tools effectively and be able to clarify and refine queries and strategies based on real-time feedback received from search systems;
   c. critically evaluate information resources for quality, accuracy, and authority; and
   d. analyze and incorporate new information in response to your original information need.
4. Synthesize and articulate results into forms that others with similar information needs can use as a resource.
5. Learn about and understand issues of ethics and integrity surrounding the use of information

Attendance

Attendance at all classes is mandatory. If an unexpected problem arises for you during the course of the semester (e.g., serious illness, etc.), please let me know *immediately* so that we can discuss an appropriate schedule for you. If you need to miss class because of a religious holiday, we can make alternative arrangements for this as well. It is your responsibility to communicate with me about any attendance issues that may come up, including coming late to class, missing class, or needing to leave early. *I reserve the right to reduce your final semester grade if you fail to abide by this clear set of instructions.*

If you are a university athlete, cheerleader, or marching band member and will need to miss class because of scheduled athletic events, in addition to providing me with official documentation (such as a travel letter), I also require that you REMIND ME in person or via email *at least one class before your scheduled absence.* Sending an email the morning of a class or after the class has already taken place is not acceptable.

Communications

There are numerous ways to communicate with me outside of class time. Your selection of communication mode should be based on your information need.

For short-answer and clarification questions, email is a great way to communicate with me. I will do my best to respond to your email within a 24-hour period, but in some cases it may take 2-3 days. Please keep this in mind when you are scheduling your activities, especially those related to assignments. If you wait until the day before an assignment is due to ask a clarification question about the assignment, there is a good chance you will not receive a response before the assignment is due.

If you need assistance with understanding a concept or an assignment or have another potentially complicated question, then coming to my office hours will probably work best. My office hours are on the first page of this document. My office is on the Garden Level of Manning Hall, in Room #08 – since I share this office with others, it is best to leave me a written note rather than asking one of my office mates to let me know you stopped by. If you are unable to meet during office hours, please make a separate appointment with me. I will do my very best to find a good time that works with both of our schedules.

Course grades

All grades are in accord with UNC University policy*:

A - Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he or she may be strongly encouraged to continue.

B - Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.

C - A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.

D - A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.

F - For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

IMPORTANT NOTE: If you have questions about how an assignment was evaluated, then <u>you must visit me in person</u> to have this discussion. I will not discuss your grades and my evaluation of your work via email.   For the mid-term and final exams, I have a one-day wait policy for grade discussions. That means that I will not discuss your exam grade with you on the same day that I give you back your exam.

*These definitions are from:
http://www.unc.edu/faculty/faccoun/reports/2000-01/R2001GradingStandardsAddendum.htm

The total grade will be based on the following components:

Component	Description	When Graded	% of Final Grade
Individual and group participation	Your participation in class is critical to the success of this course. Contributing your ideas, reactions and questions to the topic will nurture you skills at presenting your thoughts orally. We all benefit from dialogue that includes diverse and even occasionally conflicting perceptions. **You are responsible for reading/viewing all of these PRIOR to the scheduled class.** Plan to attend class and arrive on time. You will be penalized for unexcused absences and tardiness. Be courteous to your classmates and course instructor by not conversing with others during class lectures. Silence all electronic devices that might disrupt class. Use laptops and other devices to support current course activities only. **During the 90 minutes minutes you are in class, your attention should be completely devoted to the course**. Please note that I do not give warnings about misuse of technology during class time (e.g., using Facebook and other social media for non-class purposes, checking smartphones, texting, IM/chatting, etc.) and will reduce your grade should I determine it necessary. *Your participation grade is based on my perception of your participation in and out of class. Class participation consists of doing the following: attending class, arriving to class on time and staying for its duration, being prepared for class, making observations about the readings, asking questions, taking notes, actively working on in-class exercises and actively listening.*	Each class	10%
Mid-term exam	The mid-term will take place during class time. If you anticipate some problem with taking the exam on this day or in this location (e.g., you typically take your exams in the LDS office), then *you need to let me know at least 2 weeks in advance.*	Thursday, July 03, during regular class time	30%
Paper Trail Project	Project description and instructions will be discussed in classes and will be available on Sakai.	In parts	30%
Final exam	The Final Exam is cumulative. The Final Exam is scheduled for Thursday, July 24 at 8:00 am and will be administered in our regular classroom (Manning 304). I expect you to be there. If you do not attend you will receive an automatic F, no questions asked. If you anticipate some problem with taking the exam on this day or in this location (e.g., you have a conflict with another scheduled exam or you typically take your exams in the LDS office), then *you need to let me know at least 2 weeks in advance.* You will need to provide documentation on why you cannot take the exam during the regularly scheduled period.	Thursday, July 24 8:00 – 11:00 am	30%

UNC Honor Code

Faculty and students at the University of North Carolina at Chapel Hill adhere to their Code of Student Conduct. Accordingly, you all should recognize that most software applications available in the computer lab are copyrighted and cannot be copied.   We can learn much from each other and we will do that. I expect each of you to help each other. We'll discuss what we expect in terms of cooperative, collaborative, shared work and the honor code.

The Code of Student Conduct -- It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity. It shall be the further responsibility of every student to abide by the philosophy of the code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

Faculty Responsibilities -- I have a role to play as well, and I will fulfill these responsibilities.

What it means to us -- The system rests on several central tenets:

- The university community, including faculty and students, share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; other individuals are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared both students and faculty must play active roles in fostering a culture in which honor is prized and acting to remedy violations of community norms relating to academic misconduct, injuries to members of the University community, and conduct that adversely affect University operations and resources.

- The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for the most significant Carolina tradition your reward is in the practice of these principles.

- Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code you are encouraged to work together with your fellow students and to share knowledge and learning however, academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

Class # and Date	Topic of Lecture & Discussion	Required Materials to Review BEFORE class time	DUE DATES
#1. Thursday, Jun. 19	Course overview & introductions	*There are no required readings or videos for this class* • Video: YouTube: Information. • Current research on technology and learning	
#2. Friday, Jun. 20	The science of information	• Scholarly Article: Bates, Marcia (1999). The invisible substrate of information	
#3. Monday, Jun. 23	Information behavior	• Book Chapter: Case, D. O. (2012). Information behavior: An introduction. In Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. 3rd edition. London: Emerald Group Publishing. *(available on Sakai). Read Chapter 1, pages 3-14.*	
#4. Tuesday, Jun. 24	Understanding research	• Textbook Chapter: Neuman, W.L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches.* Boston, MA: Pearson/Allyn and Bacon. Chapter 1, "Science and Research" *(available on Sakai)*	
#5. Wednesday, Jun. 25	Conducting research	• Book Chapter: Ford, N. (2012). *Using the Web for Research.* Chapter 3: Clarifying What is Required of You. Sage Publications, Thousand Oaks, CA. *(available on Sakai)*	
#6. Thursday, Jun. 26	Finding information for your research – how information is organized	• Scholarly Article: Glushko, R. J., Maglio, P., Matlock, T., & Barsalou, L. (2008). Categorization in the wild. *Trends in Cognitive Sciences* 12(4), 129-135. *(available on Sakai)* • Book Chapter: Taylor, A.G. (1999). *The Organization of Information.* Englewood, CO: Libraries Unlimited, Inc. Chapter 1: Organization in human endeavors *(available on Sakai)*	
#7. Friday, Jun. 27	Identifying types of information sources	• Book Chapter: Ford, N. (2012). *Using the Web for Research.* Chapter 6 – Information sources and search tools. Sage Publications, Thousand Oaks, CA. *(available on Sakai)*	*Paper Trail Project (PTP) components DUE:* 1. Research statement 2. Research question AND journal entry

Class # and Date	Topic of Lecture & Discussion	Required Materials to Review BEFORE class time	DUE DATES
#8. Monday, Jun. 30	Evaluating information – approaches and techniques for the individual	• Scholarly Article: Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources. *Journal of Information Science.* (39) 4, 470-478. DOI:10.1177/0165551513478889 *(available on Sakai)* • Tutorial: UNC Libraries' Evaluating Information tutorial. Evaluation information tutorial.	
#9. Tuesday, Jul. 01	Evaluating information – approaches and techniques of research communitities	• Methods of peer review • Academic peer review processes • Informal peer review	*PTP component DUE:* 3. Encyclopedia assignment and concept map AND journal entry
#10. Wednesday, Jul. 02	Using and managing information	• Avoiding plagiarism • Proper citation techniques • Annotated bibliographies • Video: Overview of Citation Management Software	*PTP component DUE:* 4. Table of contents
#11. Thursday, Jul. 03	**MID-TERM EXAM**		
July 4, 2014	**July 4 – Holiday – NO CLASS TODAY**		
#12. Monday, Jul. 07	Finding information: understanding search systems in general	• Textbook Chapter: Croft, B., Metzler, D., & Strohman, T. (2010). Search Engines: Information Retrieval in Practice. *Read Chapter 1 (Search engines and information retrieval, pp. 1-12) .* • Textbook Chapter: Croft, B., Metzler, D., & Strohman, T. (2010). Search Engines: Information Retrieval in Practice. *Read Chapter 2 (Architecture of a search engine, pp. 13-29).*	*PTP component DUE:* 5. Research outline

Class # and Date	Topic of Lecture & Discussion	Required Materials to Review BEFORE class time	DUE DATES
#13. Tuesday, Jul. 08	Finding information: search approaches and techniques	• Video: UNC Library tutorial: Choosing good keywords • Book Chapter: Ford, N. (2012). *Using the Web for Research.* Chapter 7 -- Mapping search approaches & techniques to information needs. Sage Publications, Thousand Oaks, CA. *(available on Sakai)*	
#14. Wednesday, Jul. 09	Finding information: understanding specific search systems "free"	**Commercial Search Sytems: Google, Bing, Yahoo!, etc.** • Video: YouTube: History of the Internet • Google, Bing, and Google Scholar • Yahoo! and other resources	
#15. Thursday, Jul. 10	Finding information: understanding specific search systems "fee"	**General Academic Search Systems** • Videos: Academic Search Complete: Intro to EBSCO Host, MyEBSCO Host, Advanced Search • Videos: LexisNexis: LexisNexis Academic introduction, • Videos: Web of Science: Introduction, Citation Report and h-index, Citation Maps	*PTP Components DUE:* 6. Annotated biblio of relevant sources AND journal entry
#16. Friday, Jul. 11	Finding information: understanding specific search systems "fee"	**Specialized Academic Search Systems** • Online Tutorial: Take the PubMed tutorial • Videos: Sage Reference: Knowledge Base, Basic Search, Video Content • Video: ACM Digital Library: How to Use ACM Digital Library	*PTP Components DUE:* 7. Annotated biblio of NONrelevant sources AND journal entry
#17. Monday, Jul. 14	Finding information: understanding specific search systems – discpline-specific systems	**Specialized Academic Search Systems** • To be announced • To be announced	

Class # and Date	Topic of Lecture & Discussion	Required Materials to Review BEFORE class time	DUE DATES
#18. Tuesday, Jul. 15	Finding information: understanding specific search systems - government and global	**Government & Global Search Systems** • To be announced • To be announced	
#19. Wednesday, Jul. 16	Paper Trail Project work day – in class	Review of Paper Trail Project requirements, suggestions for pulling everything together, in-class review of your current work.	**PTP LAB WORK DAY – bring everything related to your project to class**
#20. Thursday, Jul. 17	Access – digital divide	• Research report: Smith, A. (2014). Older adults and technology use. Pew Internet and American Life Project, Pew Research Center. (*available on Sakai*). **READ PAGES 1-14.** • Scholarly article: Enis, Rose, Denis, et. al. (2012). Can't surf, won't surf: the digital divide in mental health. *Journal of Mental Health. 21*(4). 395-403. *(available on Sakai)*	
#21. Friday, Jul. 18	Privacy	• News Article: Singer, N. (2012). Your online attention, bought in an instant. *The New York Times*, November 17. • News Video: Difference Engine: Swamped with data. • Scholarly Article: Schmidt, E., & Cohen, J. (2013). The Central Paradox of the New Digital Age. *New Perspectives Quarterly, 30*(3), 9-13. doi: 10.1111/npqu.11379	*PTP FINAL PROJECT IS DUE TODAY:* - **All components should be compiled and turned in upon entering class this morning**
#22. Monday, Jul. 21	Privacy	• News video: Economist video with Facebook's Sheryl Sandberg • Research report: Price, T. (2013). Big data and privacy. *CQ Researcher*. *23*(38), 909-932. *(available on Sakai).* **READ THE FOLLOWING SECTIONS:** • Big Data and Privacy – p. 909 • The Issues – pp. 911-918 • Crunching Data Sheds New Light on History – box inset, p. 920 • From Yottabytes to Googolplexes: Big Data Explained – box inset, pp. 922-923 • At Issue – p. 925 • Outlook, Internet of Things – pp. 926-927	

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#23. Tuesday, Jul. 22	Intellectual property and copyright – policy and technology	• Boyle, J. (2008). Chapter 1. Why intellectual property? In the Public Domain: Enclosing the Commons of the Mind. New Haven, CT: Yale University Press. **READ CHAPTER 1, pp. 1-16.** • Online article: Cory Doctorow: It's time to stop talking about copyright. Locus online. Posted November 2, 2011. • Online article: Layton, Julia. (2006). How Digital Rights Management Works. HowStuffWorks.com. http://computer.howstuffworks.com/drm.htm • Video: Margaret Gould-Stewart - How YouTube thinks about copyright. February, 2010.	
Wednesday, July 23	*Reading Day*	*Reading Day – NO CLASS*	
#24. Thursday, Jul. 24	**FINAL EXAM**		

Commitment to Diversity and Non-discrimination

The University of North Carolina at Chapel Hill is committed to equality of educational opportunity. The University does not discriminate in offering access to its educational programs and activities on the basis of **race, color, gender, age, national origin, religion, creed, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression**. The Equal Opportunity/ADA Office (100 E. Franklin Street., Unit 110, CB #9160, Chapel Hill, NC 27599-9160 or (919) 966-3576) has been designated to handle inquiries regarding the University's non-discrimination policies.

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- integrate diversity into the curriculum and research;
- foster a mutually respectful intellectual environment in which diverse opinions are valued;
- recruit traditionally underrepresented groups of students, faculty and staff; and
- participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

In addition, Professor Brennan is a Safe Zone Ally. The Safe Zone program is a symbol of this University's commitment to diversity and inclusiveness. The purpose of Safe Zone is to create a network of allies for lesbian, gay, bisexual, transgender, intersex, queer, and allied (LGBTQIA) students.

Some useful links:

UNC Non-discrimination policies   UNC LGBTQ Center   Report harassment

The desired outcome for the Safe Zone program is ultimately to make the University community a safer and more supportive place for people of all sexual orientations, gender identities, and gender expressions. Safe Zone ally trainings are open to faculty, staff, and students and are held throughout the year. Allies receive a Safe Zone sign to display in their offices and living space.