INLS 151.003: Retrieving and Analyzing Information

Fall 2017 - Syllabus

Instructor: Sarah Arnold
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Meeting Times: Tuesdays/Thursdays, 3:30-4:45 PM
Classroom Location: Manning Hall, Room 307

Office: Davis 124 (see Sakai for directions)
Office hours: By appointment only (email to *schedule*)

Course site for all class related materials: Sakai, sakai.unc.edu

Course description from Bulletin

Introduction to and application of the processes that can be used in seeking information, evaluating the quality of the information retrieved, and synthesizing the information into a useful form.

Course description

The purpose of this course is to guide you in the development of information and search literacy skills that can be applied beyond these classroom walls. In this course, you will learn to explain and refine your information needs, select appropriate information sources to meet these needs, evaluate and use the information you have accessed in order to contribute to your own personal knowledge or the knowledge of others.

Course objectives

By the end of this 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.

Course materials

There is no required textbook for this course. Readings and videos for class can be found through the Lessons tab on our Sakai site. You can also see a listing on the class schedule under Resources.

Course grades

Grades will not be rounded up or down. 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.

For more information, visit registrar.unc.edu/academic-services/grades/explanation-of-grading-system

Grading rubric

A = 94-100 points	B = 84-86 points	C = 74-76 points	D = 64-66 points
A- = 90-93 points	B- = 80-83 points	C- = 70-73 points	D- = 60-63 points
B+ = 87-89 points	C+ = 77-79 points	D+ = 67-69points	F = 0-59 points

Note: If your grade falls between a letter grade, it will not be rounded up to the next letter grade.

Assignments

Additional details for each assignment will be discussed in class and available on our class Sakai site. Your total grade will be based on the following components:

Assignment	Description	Due Date	Total Points = 100
Class Participation	In support of the diverse topics we will discuss in class, we will be reading a variety of works, watching several videos, and doing group or individual exercises in and out of class. You are responsible for completing all of these as assigned. All in class exercises should be turned in via Drop Box on Sakai. Your participation is critical to the success of this class. Contributing your ideas, reactions, and questions to each topic will build your skills and comfort with presenting your thoughts verbally. Be courteous to your classmates and instructor by not talking with others during class lectures. Turn off cell phones and other devices that might disrupt class. Use laptops and other devices to support current course activities only. **During the 1 hour and 15 minutes you are in class, your attention should be completely devoted to the course**. 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, being prepared for class, making observations about the readings and videos, asking questions, taking notes, working on exercises in and out of class, and actively listening. If an unexpected problem arises for you during the course of the semester (serious illness, etc.), please let me know *immediately* so that we can discuss an appropriate schedule for you.	**Every class period**	10
Homework (12 points total)	Finding the Best Information: Your Job May Depend on It	**Aug. 29**	3
	Factitious: Fake News Quiz	**Oct. 5**	3
	Statistics	**Nov. 2**	3
	Usability Assessment of a Library Tool	**Nov. 16**	3

Quizzes	Throughout the course of the semester, you will have 3 pop quizzes at the beginning of class. Quiz questions will be about the day's readings. **Quizzes cannot be made-up for any reason.** If you arrive late to class and the quiz is still in session, you can start the quiz. However, you will not receive extra time to complete it. Your quiz will be collected along with everyone else's.	**In class**	**3**
Database Discovery	Small group assignment involving a short presentation and demonstration of a library database	**Oct. 17**	**10**
Everything but the Paper Project (50 points total)	5 Research Journals (1 point each)	**In class**	**5**
	Topic Idea	**Sept. 7**	**3**
	Research Statement & Question	**Sept. 19**	**10**
	Encyclopedia Summary & Concept Map	**Sept. 28**	**7**
	Draft Annotated Bibliography	**Nov. 9**	**5**
	Annotated Bibliography & Research Outline	**Nov. 28**	**10**
	Academic Poster	**Nov. 30**	**10**
Final Exam	Room: Manning 307, Time: 4 PM	**Dec. 14**	**15**

Turning in Assignments:

Please turn in all assignments via Assignments on our class Sakai site. Each assignment should be turned in before the beginning of class on the day it is due unless instructed otherwise. This method ensures that you have sent the assignment and that I have received it.

Save and submit your assignment files using the following format:
LastName_INLS151_AssignmentName.extension (e.g. Arnold_INLS151_ResearchStatement.pdf).

In addition to saving your assignments in this format, include your name and the assignment name at the top of each assignment.

All in class exercises should be turned in via Drop Box on Sakai before the end of class. These count towards your participation grade.

Late Assignments:

Due dates for all assignments are included in this syllabus. Since the due dates for assignments are known from the first day of class, there is little reason why assignments cannot be completed on time. Therefore, **all late assignments will be penalized one point per day late (including weekend days)**.

Attendance:

"Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any class meetings except for excused absences for authorized University activities or religious observances required by the student's faith." **You will be penalized for more than 2 unexcused absences and tardiness.**

For more information, visit catalog.unc.edu/policies-procedures/attendance-grading-examination

SILS Diversity Statement:

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. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. 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.

~The faculty of the School of Information and Library Science

For more information, sils.unc.edu/about/diversity and policies.unc.edu/files/2013/04/PPDHRM.pdf

UNC Honor Code:

My responsibilities as your instructor are to communicate community-wide expectations regarding academic integrity; to ensure that each of you understand what is expected of you; to assist you in complying with your responsibilities; to report any student misconduct to the appropriate parties; and to contribute to a strong, campus-wide understanding and commitment to academic integrity.

Your responsibilities as a student are to uphold UNC's Honor Code; to consult with me, another instructor, or a librarian if you have any questions or uncertainty about plagiarism, citation, and other related academic integrity issues; to "treat all members of the University community with respect"; and to report any instance in which a student has received aid on graded work or violated the Honor Code in some other way.

For more information, visit catalog.unc.edu/policies-procedures/honor-code and studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf

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Fall 2017 – Schedule

You are expected to complete all readings and viewings by the day they are listed so we can discuss them in class. All due dates for homework and Everything but the Paper assignments are listed on the day they are due.

Schedule is subject to change.

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Aug. 22	Class 1: Welcome, Overview of Course	
Aug. 24	Class 2: Information Explosion	Read: Darnton, R. (2011). *5 Myths About the "Information Age."* Retrieved from http://chronicle.com/article/5-Myths-About-the-Information/127105/ Read (Course Reserves on Sakai): Tufte, E. R. (1990). Escaping flatland. *Envisioning information* (pp. 18–23). Cheshire, Conn.: Graphics Press.
Aug. 29	Class 3: What is information?	Watch: MAYAnMAYA (2009). *Information*. Retrieved from https://youtu.be/WytNkw1xOIc Read: Bates, M. J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science, 50*(12), 1043-1050. **Homework 1 Due:** Finding the Best Information: Your Job May Depend on It
Aug. 31	Class 4: Information Seeking & Behavior/Information Seeking in Real Life	Read: Bohannon, J. (2011). Searching for the Google effect on people's memory. *Science, 333*, 277. Read: Case, D.O. (2012). Common examples of information behavior. In *Looking for information: A survey of research on information seeking, needs, and behavior* (3rd ed.) (**pp. 20-42**). London: Emerald Group Publishing Limited.

Sept. 5	Class 5: Getting Ready for Research	Read (Course Reserves on Sakai): McAdoo, M. L. (2015). Selecting a research topic. *The student's survival guide to research* (pp. 59-72). Chicago: Neal-Schuman. Read (Course Reserves on Sakai): Wurman, R. S. (2001). Learning is remembering what you're interested in. *Information anxiety 2* (pp. 249-255). Indianapolis, Ind: Que. Watch: Developing Your Topic tutorial, library.unc.edu/support/tutorials/topic
Sept. 7	Class 6: Developing a Research Question	Read (Course Reserves on Sakai): Wildemuth, B. (2009). Developing a research question. *Applications of social research methods to questions in information and library science* (pp. 11-47). Westport, Conn.: Libraries Unlimited. **EBTP Due:** Topic Idea
Sept. 12	Class 7: What's a catalog? What's in a catalog?	Read (Course Reserves on Sakai): Quaratiello, A. R. (2011). Book Bonanza: Using the Library Catalog. In *The college student's research companion: finding, evaluating, and citing the resources you need to succeed* (pp. 71-87). New York: Neal-Schuman Publishers. Review: Library of Congress Classification, loc.gov/catdir/cpso/lcc.html and Outline, loc.gov/catdir/cpso/lcco
Sept. 14	Class 8: Davis Library Scavenger Hunt **Guest speaker: Joanneke Elliot**	**Meet in Room 214 of Davis Library**
Sept. 19	Class 9: Tools for Background Information	Read (Course Reserves on Sakai): Jemielniak, D., & Aibar, E. (2016). Bridging the gap between wikipedia and academia. *Journal of the Association for Information Science and Technology, 67*(7), 1773-1776. doi:10.1002/asi.23691 Skim: "Reliability of Wikipedia" entry on Wikipedia Watch: Building Your Knowledge Base tutorial, library.unc.edu/support/tutorials/knowledge-base **EBTP Due:** Research Statement & Question

Sept. 21	Class 10: Getting Organized	Review (Library Guide on Sakai): Using Zotero subject guide, guides.lib.unc.edu/usingzotero Review (Library Guide on Sakai): Citing Information tutorial, guides.lib.unc.edu/citing-information
Sept. 26	**No class – Away for conference**	
Sept. 28	Class 11: Annotated Bibliographies	Read: writingcenter.unc.edu/handouts/annotated-bibliographies and writingcenter.unc.edu/handouts/annotated-bibliographies/apa-examples **EBTP Due:** Encyclopedia Summary & Concept Map
Oct. 3	Class 12: Evaluating Information	Read (Course Reserves on Sakai): Quaratiello, A. R. (2011). Reliable Resources: Evaluating Information. In *The college student's research companion: finding, evaluating, and citing the resources you need to succeed* (pp. 19-29). New York: Neal-Schuman Publishers. Read: Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources. *Journal of Information Science. 39*(4), 470-478. doi:10.1177/0165551513478889 Watch: Evaluating Your Sources tutorial, library.unc.edu/support/tutorials/evaluating-your-sources
Oct. 5	Class 13: Evaluating Information continued	Watch: Starting Your Search in the Right Place, library.unc.edu/support/tutorials/starting-your-search **Homework 2 Due:** Factitious Fake News Quiz
Oct. 10	Class 14: Periodicals and Databases	Read: Rosenberg, K. (2010). Reading games: Strategies for reading scholarly sources. In *Writing spaces: Readings on writing*. Retrieved from http://writingspaces.org/rosenberg-- reading-games
Oct. 12	Class 15: Database Discovery	Review: UNC's E-Research by Discipline page, guides.lib.unc.edu/sb.php
Oct. 17	Class 16: Database Discovery – Presentations	
Oct. 19	**No Class – Fall Break**	

Oct. 24	Class 17: Effective Search Strategies	Read: Ford, N. (2012). Mapping search approaches & techniques to information needs. In *The essential guide to using the web for research* (pp. 103-131). London: SAGE Publications Ltd. Doi: 10.4135/9781446287927.n7 Watch: Recognizing the Potential in Your Search Results, library.unc.edu/support/tutorials/search-results
Oct. 26	Class 18: Ethical Use of Information	Read (Course Reserves on Sakai): McAdoo, M. L. (2015). Conducting ethically and legally responsible research. *The student's survival guide to research* (pp. 141-155). Chicago: Neal-Schuman. Read: Identifying Plagiarism tutorial, guides.lib.unc.edu/plagiarism
Oct. 31	Class 19: Statistics, Statistics, Statistics **Guest Speakers: Renee Bosman,** Government Information Librarian & **Michele Hayslett,** Numeric Data Services and Data Management Librarian	Read (Course Reserves on Sakai): Fulton, C. (2010). Counting on our numeric literacy. *Information pathways* (pp. 99–110). Lanham, MD: The Scarecrow Press, Inc.
Nov. 2	Class 20: Academic Posters	Review/read: Design Guide: Academic Posters, http://guides.lib.unc.edu/academicposters **Homework 3 Due:** Statistics
Nov. 7	Class 21: Archives and Special Collections **Meet in Wilson Library** **Guest Speaker: Sarah Carrier**, NC Research & Instructional Librarian	Read: TBD

Nov. 9	Class 22: Usability and User Experience/Interface Design	Read: Krug, S. (2013). Don't make me think. In *Don't make me think, revisited: a common sense approach to Web usability* (Chapter 1). Retrieved from Safari Books Online database. Read: Krishna, G. (2015). Screen-based thinking: Let's make an app!. In *The best interface is no interface* (Chapter 2). Retrieved from Safari Books Online database. **EBTP Due:** Draft Annotated Bibliography
Nov. 14	**No class – Away for conference**	
Nov. 16	Class 23: In-Class Workshop: Annotated Bibliography	**Homework 4 Due:** Usability Assessment of a Library Tool
Nov. 21	Class 24: Future of Scholarly Communication	Read: Priem, J. (2016, March 27). Scholarship: Beyond the paper. *Nature*, *495*(7442), 437–440. doi: 10.1038/495437a
Nov. 23	**No class – Thanksgiving Break**	
Nov. 28	Class 25: Managing Information: Multi-tasking and Productivity	Read: Mizrachi, D. and Bates, M. J. (2013). Undergraduates' personal academic information management and the consideration of time and task-urgency. *Journal of the Association for Information Science and Technology, 64*(8), 1590–1607. doi:10.1002/asi.22849 **EBTP Due:** Annotated Bibliography & Research Outline
Nov. 30	Class 26: Poster Session/Presentations	**EBTP Due:** Academic Poster
Dec. 5	Class 27: Poster Session/Presentations	
Dec. 14	**FINAL EXAM – Manning 307, 4 PM**	