

INLS 200: Retrieving & Analyzing Information, 3.0 credits
Fall 2013 – T/H, 9:30 – 10:45 Manning Hall, rm 117

INSTRUCTOR

Ericka Patillo, Lecturer. patillo@unc.edu. Office hours: Tuesdays, 11-12 and by appointment.

COURSE DESCRIPTION

Viewing information as a social cultural construct, this course covers the processes used in seeking information by evaluating the quality of the information retrieved, and synthesizing it into a useful form. This course is a prerequisite for enrollment in the SILS major and is required for the Information Systems minor. It provides a foundation for all additional courses in SILS.

COURSE OBJECTIVES

Students will:

- Consider the meaning(s) and role(s) of information and human information interaction
- Develop an understanding of information retrieval principles and systems
- Expand and enhance your information literacy skills by learning to:
 - Clarify and scope specific information needs
 - Strategize and construct effective information search plans
 - Select appropriate information sources
 - Conduct efficient search techniques
 - Evaluate information resources for quality and usefulness
 - Analyze and incorporate new information in response to the original need
- Develop your confidence and expertise in addressing issues of ethics and integrity surrounding the use of information
- Learn about unique and specialized resources available through the University of North Carolina

INSTRUCTIONAL METHODS

Reading, Lecture, Labs, Tours, Activities

TEXTBOOKS

Quaratiello, Arlene R. *The college student's research companion: Finding, evaluating and citing the resources you need to succeed*, 5th edition. Neal-Schuman:2011

ASSIGNMENTS AND EVALUATION

Submit written work electronically in PDF form to your Sakai dropbox. Documents should be double-spaced. Further information on the individual assignments will be provided in separate documents.

Your grade in the course will come from the following components:

Assignments	Brief Description	Due Date	% of grade
In-class	Your participation grade is based on my perception of your	Ongoing	15

participation	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, asking questions, taking notes, actively working on in-class exercises and actively listening. If an unexpected problem arises for you during the course of the semester (serious illness, etc.), please let me know so that we can discuss an appropriate schedule for you. If you need to miss class because of a religious holiday, then we can make alternative arrangements for this as well.		
Discussion questions	<p>At least five times during the semester you should submit a discussion question related to the weekly reading material. These <i>thoughtful and well-written</i> questions can be general discussion questions or they can be questions about specific details of the readings. You might integrate ideas from other classes and how they relate to things we are discussing in our Retrieving & Analyzing Information class. They should be well thought out and may even be provocative. But they may also express tentative and exploratory thoughts – we won't hold you to any hard and fast opinions.</p> <p>These questions are due by 5:00 PM on the day before the reading/media is to be discussed for the first time. Go to the course website and add your question as a comment in the schedule.</p>	<p>Weeks 1-3: 9/5, Weeks 4-6: 9/26, Weeks 7-8: 10/10, Weeks 10-12: 11/7, Weeks 13-15: 12/3</p>	10
Quizzes	Throughout the semester, pop quizzes will be administered at the start 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' then you can start the quiz. However, you will not receive extra time to complete it. Your paper will be collected along with everyone else's. There will be a total of 5 quizzes, each worth about 2 points.	Unpredictable	10
Midterm exam		Oct. 15, 11 AM	15
Data-to-story project	<p>Through this multi-step project you will:</p> <ol style="list-style-type: none"> 1. explore, manipulate and carefully examine an existing structured data set relevant to a topic of interest to you 2. document and evaluate the source and credibility of the data set; document and describe the method of data collection – identify possible problems or bias 3. analyze the data to identify/uncover some interesting information, comparisons or findings 4. conduct a background and literature search on the topic to add relevant contextual information; keep a search log documenting your search strategies, parameters, processes and results 		35

	<p>5. after evaluating the material you have collected, select the items that are most relevant and trustworthy; craft an annotated bibliography in APA format describing how you evaluated the material and why you decided to include each item</p> <p>6. craft an interesting news-type story describing your findings (you are welcome to approach any aspect of the topic)</p> <p>7. share the information to the class in a visual presentation in the form of a PechaKucha (presentation format that is based on a simple idea: 20 slides x 20 seconds). We'll discuss details in class.</p> <ul style="list-style-type: none"> • Description: due Tues, Oct. 8 • Information search logs: due Thursday, Nov. 7 • Annotated bibliography: due Tuesday, Nov. 19 • PechaKucha presentation: Tues, Nov. 26 • Contribution to team will be taken into account <p>[Small groups to be assigned; concept approval by instructor]</p>		
Final exam		Dec. 10, 8 AM	15

Failure to complete any of the work will result in a zero for that assignment.

Final course grade will be assigned according to the following scale:

For undergraduate courses:

- A = 97-100
- A- = 90-96
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C = 70-79, with + and - ranges the same as for B
- D = 60-69, with + and - ranges the same as for B
- F = 59 and below

For participation

- A = Presence with pizzazz. You attend regularly and frequently have thoughtful things to say.
- B = Presence with a pulse. You attend regularly and speak often (and on topic).
- C = Presence period. You attend regularly but rarely speak.
- D = Dubious participation. You attend sporadically and do not contribute.

F = No participation. You have exceeded the maximum number of allowed unexcused absences: 3 consecutive class sessions, or 6 class sessions in total throughout the semester (see the [Class Attendance Policy](#) section of the Undergraduate Bulletin.

For online discussion

There are 3 broad types of contributions to a course discussion:

1. Student-Content
 - Post a few salient sentences on the topic;
 - Link posts to course theories, lectures or texts (synthesis & analysis);
 - Cite new or existing sources (not just your opinion) whenever possible.
2. Student-Student
 - Draw out a colleague's assumptions through probing follow up queries;
 - Dispute positions with which you do not agree;
 - Defend your position.
3. Student-Group
 - Provoke thought (not emotions) about a new idea or issue;
 - Contribute to the civil discourse or edification of the class;
 - Encourage participation of others.
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A = High quality post/comment; using all aspects of a type.

B = Good quality post/comment; using 2 of 3 aspects of a type.

C = Average quality post/comment; using 1 aspect of a type.

D = Poor quality post/comment.

F = Not participating at all.

EXPECTATIONS OF PROFESSIONALISM

Ethics

You are expected to abide by the Honor Code of the University, and violations are subject to severe penalties. See <http://honor.unc.edu> for details.

Study groups are encouraged, but all formal written assignments must be your individual work.

Model these behaviors

Attendance is expected, but also be intellectually present (not just in body)

Arrive on time for class

Display preparedness for class by completing reading assignments

Respect yourself, classmates and the instructor

Take responsibility for your own learning

Participate! (Involve yourself in the subject in your own way – don't tune out)

Avoid these disruptive behaviors

Cellphones are disruptive - put them on "silent" while in class

Laptops and smartphones can be disruptive; while in class, use them to supplement your learning, not to distract you from learning

Avoid side conversations

Due dates

All work is due at class time on the day assigned unless an extension is arranged in consultation with the instructor before that date. PAPERS AND MAJOR ASSIGNMENTS TURNED IN LATE WITHOUT PRIOR PERMISSION WILL AUTOMATICALLY RECEIVE A LOWERED GRADE.

If you miss a class, it is your responsibility to obtain materials and information covered during your absence. Exchange contact information with a colleague in the course who can provide assistance.

STATEMENT REGARDING DISABILITY-RELATED ACCOMMODATIONS

If you feel you may need an accommodation based on the impact of a disability, please contact us privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

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.

COMMUNICATING WITH THE INSTRUCTOR:

Sending a message via Sakai is preferred; even then do not expect an immediate response. I will do my best to get back to you within 48 hours, but you should plan for longer.

Sometimes the fastest, most effective way to reach me is to simply come by my office.