

INLS 882, Research Issues and Questions II Spring 2013

Syllabus

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Class meetings: Tuesday, 2:00-4:30; 214 Manning Hall

Overview

The goal of this year-long course is to prepare students to become productive scholars. Students will be introduced to the range of research questions and issues that arise in the field of information and library science, with particular emphasis on the research interests of the current SILS faculty and doctoral students. The role of both theory and prior empirical research in generating research questions will be discussed. The variety of methods available to conduct ILS research will be reviewed.

The class members will participate in reading, reviewing, analyzing, and discussing, in some detail, relevant research literature. A part of this process of examination and discovery is formulating questions, and considering ways those questions might be addressed. For example, we will be asking questions about the ILS field and disciplines with which we often collaborate:

- Where are we going?
- Are there better/different ways to get there?
- Who gains and who loses?
- What is missing? Why?
- What should be done?

A second goal of this seminar is to assist the participants in being successful as doctoral students at SILS. This means that it is very important that each person has an opportunity to explore and cultivate their individual research interests as they move through the course. Specifically, this seminar has the goal of helping you to:

- Develop a deeper sense of your research interests,
- Begin to form your own research agenda,
- Develop critical reading/thinking skills,
- Consider the role of research questions, theory, and methods,
- Develop an understanding of the writing requirements of scholarly communication,
- Develop a sense of scholarship and academic life in the information field, and
- Develop an understanding of faculty expectations and program procedures for SILS doctoral students.

Rationale and relationship to the current curriculum. It is required that students take INLS 881 and INLS 882 in consecutive semesters at or near the beginning of their doctoral studies. The discussions in this seminar will help students identify research questions of particular interest to them and will provide a context within which initial explorations of those questions can be conducted.

Assignments

The assignments for the two-semester seminar aim to foster your growth as a scholar and researcher in information and library science, through participation in discussions, reviews of current issues and the relevant literature, and development of research questions and proposals. The assignments described below should be considered a starting point; they may be modified according to your needs and interests. Please discuss any changes you are considering with the course instructor.

The specific assignments for INLS 882 include:

Final product (35%)

The major product for this seminar will be a significant work: a scholarly literature review, a proposal for a research study, an application for a research fellowship, or an article resulting from a research project. You will give a presentation of your work to the class at the end of the spring semester. You should start planning your work by the end of the fall term, at the latest, so that you can share your plans as part of our discussion of goals for the spring.

Milestones: I have established some milestones to help you keep moving, to keep me informed of your progress, and to help initiate conversations between us if there is any need. Remember that I am happy to talk with you about your work at any time.

- Write a brief statement (about 1 paragraph) of what your work is about. You may think of this as an abstract, thesis statement, research question, statement of scope, or statement of intent -- whatever is appropriate for your final product. Due Tuesday, February 5, 2013.
- Arrange an individual meeting with me sometime during early February to discuss your work. You should meet with me no later than February 26, 2013.
- Write an extended outline of your final product. It should include names of major sections with a brief description of their content and/or intent. Due March 5, 2013.
- Informally discuss your work with your classmates on March 5, 2013 and April 2, 2013.
- Present your work to your colleagues on April 9 or April 16, 2013.
- You will give a conference-style presentation to your colleagues in the class. We will also post the schedule to the faculty and PhD lists, so that others in the community may attend. Your presentation should be no more than 15 minutes long, including time for questions and discussion.

Your final product is due no later than Your final product will be due no later than noon on **Friday, May 1, 2013.**

Evaluation criteria. The criteria used to evaluate your final product will be similar to the criteria routinely applied to scholarly publications. These include the significance of the question/problem to the field, originality, the appropriateness and quality of the methods used (where relevant), the adequacy of the citations to previous work, the validity and logic of your claims and interpretation, and the organization, clarity, and style of your presentation. This assignment will account for 40% of your grade for the seminar.

Seminar participation and contributions (20%)

A large portion of this course will be discussion-based and will rely upon everyone's active participation. The best way to prepare for each week's class session is to thoughtfully engage with the assigned readings. To this end, you will write a brief response to each week's readings in an informal, journal-style format. These entries will help you make meaning of the text, clarify your thoughts and opinions, ask questions, and explore your feelings about the week's topic.¹ These entries will be shared with your classmates via Sakai and you will be expected to read your classmates' entries before class each week. You are also encouraged to respond to your classmates' writing via the comment feature of the Sakai forums.

Your weekly responses should be brief (around 300 words) and should focus on your reactions to and questions about the text. What did you find surprising? What did you agree or disagree with? What connections do you see to your life, the world, or other readings? What questions do you have after reading the text? Please do not summarize the readings or include lengthy quotations from the readings - keep your entries focused on response rather than review. The style of your entries may be informal - citations are not necessary. To allow time for your classmates and me to read and respond to your entries, each week's response will be due 24 hours before class (i.e., 2:00 pm each Monday).

This assignment will account for 20% of your grade for the seminar.

Attendance at Research –Related Lectures (10%)

As a doctoral student, it is important that you be an active participant in the research community. Attending lectures at SILS, on UNC's campus (and other university campuses), and at professional meetings are all ways of participating in the research community. SILS sponsors many lectures (including the Henderson and Kilgour Lectures, as well as Cradle Talks). Other departments and schools on UNC's campus (for example, Computer Science, Journalism, and Public Health) as well as those at Duke, NCCU, and NC State also sponsor lectures on topics related to ILS. And of course, a number of professional conferences occur each year.

By the end of the academic year you will attend 6 lectures.

- Fall Semester: You will be expected to attend the Henderson Lecture and **two** other lectures.
- Spring Semester: You will be expected to attend the OCLC/Frederick G. Kilgour Lecture and **two** other lectures.

At the end of each semester you will submit a brief, oral and written (3-4 page) report on what you have learned.

Evaluation Criteria: This assignment will be evaluated in terms of your selection of lecture to attend and the clarity of your summarization and analysis of the lectures. This assignment will account for 10% of your grade for the seminar.

¹ McIntosh, J. (2006). Enhancing engagement in reading: Reader response journals in secondary English classrooms. *Language & Literacy*, 8(1).

Grading

Since this seminar lasts for two semesters, you will receive and “S” (assuming satisfactory progress) for the fall semester grade, and a grade reflecting the quality of your work for the spring (H, P, L, or F).

Student Responsibilities

Our overarching goal is to build a professional community in which an exchange of ideas and opinions is respected and welcome. You will be responsible for establishing your own work schedules and internal deadlines. You need to be resourceful in locating and retrieving information to complete your assignments. You are expected to arrive in class having read, considered, and mentally critiqued each of the items and topics listed on the class schedule. Assignments should be completed on time. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered one full letter. The ability to work successfully with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your communication with your peers, instructor, and resource people. Finally, any incidence of plagiarism or other academic dishonesty will result in an F for the course.

Honor Code

The Honor Code, which prohibits giving or receiving unauthorized aid in the completion of assignments, is in effect in this class. Additionally, we encourage diversity and lively discourse at SILS and strive to create an atmosphere where all opinions are respected.

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.

Students with Disabilities

“The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible, meet the demands of University life.” Visit their website at <http://disabilityservices.unc.edu/> for more information.

Outline and Schedule

Session 1: January 15, Where have we been? Where are we going?

Session 2: January 22, Research ethics; Research with human subjects

Particular issues arise when your research involves human subjects/participants. This session will cover research ethics generally and, more specifically, the ethical issues associated with working with human subjects.

Guest Speaker: Diane Kelly

- The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. Office of the Secretary, The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. April 18, 1979. <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.htm>.
- A guide to the IRB process. http://ohre.unc.edu/guide_to_irb.php

Session 3: January 29, Developing your own research idea; Writing a research proposal

Writing a research proposal is a critical skill that doctoral students must develop.

Guest Speaker: Barbara Wildemuth

- Trochim, W.M.K. (2006). Research Methods Knowledge Base.
 - Foundations: Philosophy of Research, <http://www.socialresearchmethods.net/kb/philosophy.php>
 - Foundations: Conceptualizing, <http://www.socialresearchmethods.net/kb/resprob.php>
- Wildemuth, B.M. (2009). Developing a research question. In *Applications of Social Research Methods to Questions in Information and Library Science*. Westport, CT: Libraries Unlimited, 11-20. [SILS Reserve - Z669.7 .W55 2009]
- Brause, R.S. (2000). Writing your dissertation proposal while designing your dissertation research. *Writing Your Doctoral Dissertation: Invisible Rules for Success*. London: Falmer, 97-110. [UNC libraries, online text]
- Robson, C. (2002). Appendix A: Writing a project proposal. In *Real World Research*. 2nd ed. Blackwell, 526-533. [SILS Library - H62 .R627 2002]
- Dalton, R., & Siverson, R. (1998). Gee! I've never spent \$5.5 million before: The six fallacies of NSF proposal writing. *PS: Political Science and Politics*, 31(1), 74-76. [UNC libraries, JSTOR]

Session 4: February 5, Managing a research project

Possible Guest Speakers: Jane Greenberg

- Lauriol, J. (2006). Proposals for designing and controlling a doctoral research project in management sciences. *Electronic Journal of Business Research Methods*, 4(1), 31-38. [UNC libraries]
- Gosling, P. (2006). *Mastering Your PhD: Survival and Success in the Doctoral Years and Beyond*. Berlin: Springer. [available as an e-book]
 - Chapter 3, Setting goals and objectives, p11-19
 - Chapter 6, Charting your progress month by month, p37-42
 - Chapter 13, Celebrate your success, p101-104
- Axtell, J. (1998). (Mis)understanding academic work. In *The Pleasures of Academe: A Celebration & Defense of Higher Education*. Lincoln: University of Nebraska Press, 3-26. [SILS Reserve - LA227.4 .A98 1998]

Session 5: February 12, Finding Funding Sources

The Graduate Funding Information Center is a resource for UNC-Chapel Hill graduate students seeking information on funding sources for independent research, collaborative projects, fellowships, program development, and other scholarly activities. The office provides assistance and instruction on the best use of their resources.

Guest Speaker: Ashley Mattheis, Ashley and Mara West

Graduate Funding Information Center: <http://gradfunding.web.unc.edu/>

Mini-Topic: Choosing a committee; Getting the most from working with your advisor/mentor(s)

Read the Winter/Spring Supplement to the Chronicle of Higher Education; Careers in America

Session 6: February 19, Presenting Your Research: Developing and delivering an effective oral presentation

Guest Speaker: Brian Sturm

Annette Simmons chapter (attached)

http://www.businessweek.com/smallbiz/content/nov2006/sb20061121_364755.htm (suggestions for what NOT to do in presentations)

<http://www.stresscure.com/jobstress/speak.html> (dealing with stage fright)

<http://www.effectivemeetings.com/presenting/index.asp> (good links to articles on preparation, delivery, and presentation tool suggestions)

http://www.ridge414.com/files/Great_Beginnings_-_Simons.pdf (Great Beginnings by Tad Simons)

Mini-Topic: Keeping up with the literature

Session 7: February 26, Crafting a paper for publication; Designing an effective research poster


- Lee, A.S. (2007). Crafting a paper for publication. *Communications of the AIS*, 20, article 7, 33-40. [CAIS online]
- Mingers, J. (2002). The long and winding road: Getting papers published in top journals. *Communications of the AIS*, 8, article 22. [CAIS online]
- Syrett, K.L., & Rudner, L.M. (1996). Authorship ethics. *Practical Assessment, Research & Evaluation*, 5(1). <http://PAREonline.net/getvn.asp?v=5&n=1>
- Clarke, R. (2009). Journal self-citation XIX: Self-plagiarism and self-citation: A practical guide based on underlying principles. *Communications of the AIS*, 25(Article 19), 155-164. [UNC libraries]
- Editorials in *Library & Information Science Research*
 - What is a problem statement, v. 29, no. 3
 - Reading literature & literature reviews, v. 29, no. 4
 - A research study's reflective inquiry, v. 30, no. 2
 - Research design, v. 31, no. 1
 - Reliability and validity, v. 31, no. 2.
 - Finalizing a research paper, v. 32, no. 1

Guest Speaker Designing an effective research poster: Songphan Choemprayong (via SKYPE)

Creating Effective Poster Presentations. <http://www.ncsu.edu/project/posters/NewSite/index.html>


Designing Effective Posters <http://guides.lib.unc.edu/posters>

Guide to creating research posters <http://www.utexas.edu/ugs/our/poster>



Tips for Creating Academic Posters

Forrest Rose, Instructional Technologist
Oberlin Center for Technologically Enhanced Teaching



1 Introduction

Posters are visual representations of information. A research poster should clearly communicate your research data through the use of images, graphs, and text. Posters should be designed to support the presentation of your research both as a foundation for face-to-face discussions and as a stand-alone resource.

4 Collect Materials

Images

- Avoid pixelated images—use high resolution images. Printed images should have minimum 300 dpi.
- Images used as backgrounds can cause problems with the printing process.
- Add titles & captions to your graphs and images.

Graphs

Tufte on friendly graphics(183):

- Words are spelled out.
- Words run left to right.
- Little messages help explain data.
- Labels placed on graphic may eliminate the need for a legend
- Graphic attracts viewer; provokes curiosity.

Valiela on graphs(181):

- Use simplified figures rather than tables if at all possible.
- Simplify figure legends to make them more easy to read.

Your graphs must truthfully represent the data.


6 Points to Consider

- If you have more information to share, create a handout or a postcard summary.
- Avoid using jargon—consider your audience.
- Aim for 800-1000 words (PPT>file menu>properties>statistics).

2 Sketch it out

Before you begin your poster, sketch your ideas on paper:

- How many columns?
- How many rows?
- Consider images and graphs as you sketch your design
- Think about the sequence of your materials (you are telling a story—poster should have a logical flow)
- Good layouts have 35% empty space and 35 % graphics



5 Formatting

- Use 1 slide in PowerPoint. Set the slide size first (PPT>file menu>page setup>45" x 34").
- Clarity and readability are important components to an effective poster. Be consistent.
- The poster should flow. Use arrows, numbers or letters to aid viewer.
- Use blank space. Do not fill every space or gap—leave some areas blank so that the audience can stay focused on individual sections.
- Avoid using templates from the web. You may not realize there is a problem until you send it to be printed.
- Text boxes should be aligned and uniform.
- Avoid blocks of text longer than 10 sentences; instead, intersperse text with graphs and images.

7 Review

- Read, reread, & reread.
- Edit to remove extraneous text.
- Have a friend proof the poster.
- Use the spellcheck feature (Tools/Spelling).
- Check grammar & punctuation.
- Ask your mentor to review poster.

8 Bibliography

Tufte, E. R. (2001). The visual display of quantitative information (2nd ed.). Cheshire, Conn.: Graphics Press.

Valiela, I. (2001). Doing science: Design, analysis, and communication of scientific research. Oxford, New York: Oxford University Press.

3 Sections to include

Consider what sections you need to include (discuss with mentor):

- Title and author(s) with affiliation(s)
- Introduction (100 words)
- Hypothesis
- Materials & Methods (200 words)
- Discussion (150 words)
- Results (150 words)
- Conclusions (200 words)
- References (10 citations)
- Acknowledgements (40 words)
- Contact info (20 words)

9 Additional Resources

- NSF Video and Poster competition <http://www.nsf.gov/pubs/2002/20020101main.html>
- Designing posters <http://www.oberlin.edu/center-for-technologically-enhanced-teaching/poster-perfect>
- Poster Perfect <http://www.posterperfect.com/2011/01/01/poster-perfect/>
- Scientific Poster Tutorial <http://www.oberlin.edu/center-for-technologically-enhanced-teaching/poster-perfect/>
- Graphics <http://www.oberlin.edu/center-for-technologically-enhanced-teaching/poster-perfect/>
- Tips for creating poster presentations <http://www.oberlin.edu/center-for-technologically-enhanced-teaching/poster-perfect/>
- Making a poster using PowerPoint <http://www.oberlin.edu/center-for-technologically-enhanced-teaching/poster-perfect/>


Text

- 2-3 fonts. Keep it simple and consistent.
- 90-60-30 text rule**
 - 90 pt font = title size
 - 60 pt font = subheading size
 - 30 pt font = body size
- Use **bold** or *italic* styles to emphasize.
- Avoid using all caps AS IT IS DIFFICULT TO READ.
- Use bulleted lists instead of sentences and paragraphs.
- Text should be left-justified.
- Serif fonts are easier to read for body text.

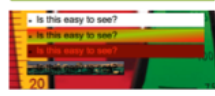
90-60-30 Rule

Color

- Colors should highlight or emphasize content or separate and define sections.
- Use 2-3 colors at most.
- Be consistent.
- Avoid dark backgrounds.
- Use images or graphs to determine color scheme of poster (don't let them clash!).



Serif fancy
Sans Serif not fancy



Session 8: March 5: Reviewing the work of others

Scholarly communication, particularly the peer reviewing process, depends upon the quality of the reviews that scholars provide for each other. Even more important than their advice to editors about whether an article should be accepted is the reviewer's advice to the author about how to improve the work.

Guest Speaker: Paul T. Jaeger, Co-Editor, *Library Quarterly* (via SKYPE, 2:15-3:00)

- Edwards, P.M. (2007). Developing as a writer: Refereeing manuscripts for peer-reviewed LIS journals. *College & Research Libraries News*, 68(10): 630-631. [Available online]
- Lepak, D. (2009). Editor's comments: What is good reviewing? *Academy of Management Review*, 34(3), 375-381. [UNC libraries]
- Bornmann, L., & Daniel, H.-D. (2010). The manuscript reviewing process: Empirical research on review requests, review sequences, and decision rules in peer review. *Library & Information Science Research*, 32(1), 5-12. [UNC libraries]
- Schwartz, C., & Hernon, P. (2010). Some thoughts on peer review. *Library & Information Science Research*, 32(1), 13-15. [UNC libraries]

March 12: NO CLASS (SPRING BREAK)

Session 9: March 19, Diversity, Inclusiveness and Cultural Competency in LIS Research, Teaching and Practice

Information underlies virtually every interaction, is a vital social and political equalizer, and is a unifying thread throughout all human actions. Given the importance of equal access to information by all members of society, the study of information must be framed in the most inclusive terms possible, including issues of socio-economic status, education, geography, language, literacy, gender, age, sexual orientation, disability, race ethnicity, and national origin.

- Adkins, D., & Espinal, I. (2004). The diversity mandate. *Library Journal*, 45(2), 149-161 <http://www.libraryjournal.com/article/CA408334.html>
- Buschman, J. E. (2007). Democratic theory in library and information science: Toward an emendation. *Journal of the American Society for Information Science and Technology*, 58, 1483-1496.
- Jaeger, P. T., Bertot, J. C., & Franklin, R. E. (2010). Diversity, inclusion, and underrepresented populations in LIS research. *Library Quarterly*, 80, 175-181.
- Jaeger, P. T., Subramaniam, M., Jones, C. B., & Bertot, J. C. (2011). Diversity and LIS education: Inclusion and the age of information. *Journal of Education for Library and Information Science*, 52, 166-183.
- Overall, P.M. (2009). "Cultural Competence: A Conceptual Framework For Library And Information Science Professionals." *The Library Quarterly*, 79(2), 175-204.
- Overall, Patricia M. (2010). "The Effect Of Service Learning On LIS Students' Understanding Of Diversity Issues Related To Equity Of Access." *Journal of Education for Library and Information Science*, 51(4), 251-266.
- Subramaniam, M., & Jaeger, P. T. (2010). Modeling inclusive practice?: Attracting diverse faculty and future faculty to the information workforce. *Library Trends*, 59(1/2), 109-127.

Mini-Topic: Preparing your CV; Completing your annual report

Session 10: March 25 & 26 , Collaboration in research; Interdisciplinary research issues (Kilgour/OCLC Lecture)

- **March 25: Kilgour/OCLC Lecture**
"Across the Divide: On Interdisciplinary Collaboration between Information Science and Communication"
Deen Freelon, assistant professor of Public Communication American University, Washington
Pleasants Family Room of the Wilson Library at 3 p.m
- **March 26: 2:00-3:00; discussion of Kilgour/OCLC Lecture**

Session 11: April 2, Work Session**Session 12: April 9, Final presentations**

Four class member's final products will be discussed

Session 13: April 16, Final presentations

Four class member's final products will be discussed.

Session 14: April 23**What have you learned?**

What have you learned? Have your research interests changed? What research opportunities and hot topics interest you now? What goals have you set for yourself? What do you need to learn to accomplish these goals?

May 1, Noon: Final product due
