
INLS 200 Retrieving & Analyzing Information

Spring 2014 Course Syllabus

Logistics	Tuesdays & Thursdays, 9:30 am – 11:15 am Manning Hall, Room 304
Course Website	http://ils.unc.edu/courses/2014_spring/inls200_001
Discussion Forum in Sakai	https://sakai.unc.edu INLS200.001.SP14
Instructor	Rachael Clemens Email: rclemens@unc.edu cell: 714.926.1098
Office Hours	Tuesdays 12:00 Noon – 2:00 pm in the SILS Library (first floor of Manning) and by appointment

DESCRIPTION FROM CATALOG

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.

LEARNING OUTCOMES

Through this course you 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

COURSE MATERIALS

- There is no textbook for this course. Required readings and other material are available through our password protected course website or the open Web (in which case a URL will be provided).

ASSIGNMENTS & EVALUATION

This class has a significant reading component; you should expect to spend at least 3 hours per week carefully reading and reflecting on the assigned material. I have made substantial efforts to select only highly relevant, authoritative, well written, timely, and engaging material for our class. The investment you make in engaging with the material both in preparation for class and during classroom discussion will be reflected in your participation grade, discussion questions and discussion leadership role. Classroom discussions are so much more enjoyable with you present and prepared – so please read the materials before class and bring your reactions and ideas.

ASSIGNMENT	BRIEF DESCRIPTION	DUE DATE	POSSIBLE POINTS TOTAL = 100
In-class participation	<p>We will be reading a variety of works and watching several videos in support of the diverse topics we will discuss in class. You are responsible for reading/viewing all of these. Your participation in class is critical to the success of this class. Contributing your ideas, reactions and questions to the topic at hand will nurture your skills and comfort at presenting your thoughts orally. In addition we all benefit from a dialogue that includes diverse and even occasionally conflicting perceptions.</p> <p>Plan to attend class and arrive on time. You will be penalized for excessive absences and tardiness. Be courteous to your classmates and course instructor by not conversing with others during class lectures. Turn off cell phones, pagers, 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.</p> <p>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, 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</p>	Every class (avg 3 status reports)	10
Discussion questions	<p>At least three times during the semester you should submit a discussion question related to a specific required reading. These <i>thoughtful and well-written</i> questions should be questions/challenges/points-to-ponder related to the reading that we could discuss in class. For example, do you agree or disagree with the certain points – why? You are encouraged to integrate ideas from other classes or your own personal experiences - how do they relate to things we are discussing in our Retrieving & Analyzing Information class? Will you think about things differently based upon the reading – is so, how? The comments/questions 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 discussion questions should be posted to the discussion board in our class Sakai account by 6:00 PM on the DAY BEFORE the reading/media is to be discussed for the first time. I also encourage you to read questions/observations posted by your colleagues and respond appropriately. Please make sure to identify yourself by name (to ensure proper credit) and note to which reading you are responding.</p>	3 <i>quality</i> questions in total (up to 2 points possible for each)	6
Quizzes	Throughout the course of the semester, short pop quizzes will be administered five times 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 up to 2 points.	Up to 2 points possible for each quiz	10
Mid-term exam		Thurs March 6	14

ASSIGNMENT	BRIEF DESCRIPTION	DUE DATE	POSSIBLE POINTS TOTAL = 100
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 to identify a topic(s) of interest to you and your team partners. We will be utilizing the General Social Survey GSS, a nation-wide, bi-annual, personal interview survey that collects responses to core demographic, behavioral, and attitudinal questions. It is frequently used to track societal and opinion trends in the U.S. 2. Analyze the data to identify/uncover some interesting information, comparisons or findings. We will focus on only two or three variables and look for interesting correlations. From selected data, we will create a few charts/graphs that effectively communicate the relationship(s) between the variables. 3. Based upon the selected data, your team will search for background and contextual information, scholarly research material, historical or archival material, and popular/consumer news coverage in order to develop some sort of story. You will log your search strategies, parameters, processes, and results (both successful and dead-ends) throughout this information search. 4. After evaluating the material your team collects, you will select items that are most relevant, trustworthy and supportive of your overall story. You will document these sources in an annotated bibliography in APA format describing how you evaluated the material and why you decided to include each item. 5. To share your team's interesting news-type story and findings (you are welcome to approach any aspect of the topic) each team will craft and present 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. <ul style="list-style-type: none"> • Project outline (include selected variables, plan for information search to support the story, responsibilities of each team member, timeline): 8 points possible, <u>due March 4</u> • Information search logs: 8 points possible, <u>due April 3</u> • Annotated bibliography: 8 points possible, <u>due April 15</u> • PechaKucha presentation: 8 points possible, <u>April 15, 17 or 22</u> • Contribution to team: 8 points possible <p>[Team groups to be assigned; concept approval by instructor]</p>		40
Final exam	<p>The Final Exam is cumulative. The Final Exam is scheduled for Friday, May 2 at 8:00 am in our regular classroom. I expect you to be there. If you do not attend you will receive an F, no questions. 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 of why you cannot take the exam during the regularly scheduled period.</p>	Fri May 2 8:00 am	20

GRADING RUBRIC

A = 94-100 points

B- = 80-83 points

D+ = 67-69points

A- = 90-93 points

C+ = 77-79 points

D = 64-66 points

B+ = 87-89 points

C = 74-76 points

D- = 60-63 points

B = 84-86 points

C- = 70-73 points

F = 0-59 points

POLICIES & HONOR CODE

Each student is expected to abide by the UNC Honor Code available via: <http://honor.unc.edu/> The UNC Honor Code is found within the *Instrument of Student Judicial Governance for the University of North Carolina at Chapel Hill* an important document which discusses issues of student and faculty conduct, values and integrity. From the Preamble:

This Instrument of Student Judicial Governance for the University of North Carolina at Chapel Hill ("*Instrument*") is adopted in furtherance of the University community's shared 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.

Late assignments will be accepted for up to a week after due date but will receive a 10% reduction automatically.

PROFESSIONAL CONDUCT

In addition to the UNC Honor Code, I expect that you will demonstrate integrity and professionalism in your participation in this course, and in the fulfillment of all of your course assignments. This includes completing the assigned readings on the dates they are due, dedicating adequate time for your participation (both in-class and out-of-class), and putting forth effort, care and thought in preparing for exams. I also expect you to show respect for all members of this course and all comments and questions posed by them.

CLASSROOM ENVIRONMENT

In order to cultivate a classroom environment where opportunity for learning and growth is paramount I expect the following from both you and myself:

- Arrive on time and prepared to participate fully in class
- Demonstrate inclusive respect and courtesy to everyone in our classroom
- Engage exclusively and completely with our class during session (i.e. leave Facebook, email, Twitter, texting and other tasks until after class)

EMAIL EXPECTATIONS:

- Email is a great way to communicate with me outside of class. It is particularly well suited for short-answer and clarification questions. However, if you need assistance understanding a concept or an assignment, or have another potentially complicated question, then I ask that you talk with me during office hours or make an appointment to talk with me in-person. I am on campus quite a bit and can usually work around your schedule. If you ask a question via email that I believe is better suited for in-person discussion, then I will ask you to come in and speak with me. If you have questions about how your assignment was evaluated, then you must visit me in-person to have this discussion. I will not discuss your grades and my evaluation of your work via email.
- It is also important to set appropriate expectations about how quickly I can respond to your email. I will try 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 own activities, especially those related to assignments. If you wait until the day before an assignment is due to ask us a clarification question about the assignment, there is a good chance that you will not receive a response before the assignment is due.