INLS 200-002: Retrieving & Analyzing Information (3 credits)
Spring 2014, Course Syllabus and Schedule

Instructor:	Kathy Brennan
Email:	kbrennan@unc.edu
Logistics:	Tuesday/Thursday, 11:00 a.m. – 12:15 p.m.
	Manning Hall, Room 307
Course Website:	https://sakai.unc.edu/portal/site/inls200.02
Office:	Room 08, Manning Hall
Office Hours:	Thursdays, 12:30 p.m. – 1:30 p.m. and 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. If you are a university athlete 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 regularly scheduled office hours will probably work best. My office hours schedule is on the first page of the syllabus and also on the door of my shared office on the Garden Level of Manning Hall, in office #08.

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 team 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 excessive absences and tardiness. Be courteous to your classmates and course instructor by not conversing with others during class lectures. Turn off all electronic 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 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 and group project team member evaluation	20%
Quizzes on assigned materials	Throughout the course of the semester, unannounced (i.e., "pop") quizzes will be administered at the start of class. *Quiz questions will always be about that day's assigned materials (i.e., readings, videos, etc.).* **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. You will not receive extra time to complete it.	When given	15%
Mid-term exam	The mid-term will take place during class time on Tuesday, March 4. 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, March 6	10%
Wikipedia entry	Project description and instructions will be discussed in classes and will be available on Sakai.	In parts	30%
Homework	One information search and source homework will be given. Homework description and instructions will be discussed in classes and will be available on Sakai.	Thursday, April 10	10%
Final exam	The Final Exam is cumulative. The Final Exam is scheduled for Tuesday, April 29, 2014 at 12:00 p.m. and will be administered in our regular classroom (Manning 307). 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.	Tuesday, April 29	15%

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	Information Topic	*Required* Materials for Reading, Viewing, and Listening	Group Project: Wikipedia Entry
#1 Jan. 9	**Introduction**	• Video: YouTube: Information. • Magazine Article: Bohannon, J. (2011). Searching for the Google effect on people's memory. • Current research on technology and learning • Scholarly Article: Bates, Marcia (1999). The invisible substrate of information.	
#2 Jan. 14	**The science of information**	• 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.*	

#3
Jan. 16
	The internet and world wide web, part 1	• Video: Memex Animation - Vannevar Bush's diagrams made real.
		
		• Book Chapter: Wright, A. (2007). "The Web that wasn't." Sections of Chapter 11 In *GLUT: Mastering Information Through the Ages.* Joseph Henry Press, Washington, DC. Read the following sections *(available on Sakai)*:
		    ○ pp 183-194;
		    ○ pp 203-204 ("Garfield's Proto-Google");
		    ○ pp 208-215 ("Slouching Toward Xanadu"); and
		    ○ pp223-229 ("The Web that Was")	

#4 Jan. 21	**The internet and world wide web, part 2**	• Video: YouTube: History of the Internet • Online Article: Leiner, B., Cerf, V., Clark, D., et.al. (2012). Brief History of the Internet. • Magazine Article: Kleinberg, J. & Lawrence, S. (2001). The structure of the Web.	

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#5 Jan. 23
 	
Guest Speaker
	Conducting research, part 1
	
	Guest Speaker
		• Textbook Chapter: Neuman, W. L. (2009). *Understanding research.* Pearson/Allyn and Bacon. Chapter 1, "Why Do Research?" *(available on Sakai)*
		
		Guest Speaker: Lara Bailey, Graduate Student Services Coordinator – talk about dual BS/MS degrees through SILS
			Wikipedia group project overview
			
			• Video: The State of Wikipedia (2010)
			
			• Online News Article: Meet the 'bots' that edit Wikipedia, Daniel Nasaw, BBC News Magazine, Washington, 24 July 2012.
			
			• Wikipedia articles:
			  o Welcome to Wikipedia
			  o Wikipedia: Five Pillars
			  o The Anatomy of a Wikipedia Article

#6 Jan. 28
 	
Guest Speakers
	Conducting research, part 2
	
	Guest Speakers
		• 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)*
		
		• 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)*
		
		Guest Speakers: Lori Haight, Career Services Coordinator, SILS and Tiffany Harris, Undergraduate Student Services Coordinator, SILS
			Writing Wikipedia articles
			
			• Wikipedia articles:
			  o Evaluating Wikipedia article quality
			  o Wikipedia: Choosing an article
			  o Wikipedia Good Article criteria
			  o Wikipedia Featured Article criteria

Class # and Date	Information Topic	_Required_ Materials for Reading, Viewing, and Listening	Group Project: Wikipedia Entry
#7 Jan. 30	**Evaluating research**	• 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.](#)	
#8 Feb. 04	**Using information resources, part 1**	**General Academic Resources** • 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)_**	**DUE: Group project proposed Wikipedia topic**
#9 Feb. 06	**Using information resources , part 2**	**Specialized Academic Resources** • Sage Reference: [Knowledge Base](#), [Basic Search](#), [Video Content](#) • Video: [ACM Digital Library: How to Use ACM Digital Library](#)	
#10 Feb. 11	**Using information resources , part 3**	**Commercial Resources: Google, Bing, Yahoo!, etc.** • Google, Bing, and Google Scholar • Yahoo! and other resources	
#11 Feb. 13	**SNOW DAY**	CLASS CANCELLED DUE UNIVERSITY SNOW DAY	
#12 Feb. 18	**Information search process, part 1**	• Knight, S. A., & Spink, A. (2008). Toward a web search information behavior model. In A. Spink & M. Zimmer (Eds.), _Web Search: Multidisciplinary Perspectives_ (Vol. 14, pp. 209-234): Springer Berlin Heidelberg. **_(available on Sakai) Read pages 209 – 222._**	**DUE: Group Project list of preliminary references, links, and resources**

Class # and Date	Information Topic	_Required_ Materials for Reading, Viewing, and Listening	Group Project: Wikipedia Entry
#13 Feb. 20	**Information search process, part 2**	• Knight, S. A., & Spink, A. (2008). Toward a web search information behavior model. In A. Spink & M. Zimmer (Eds.), _Web Search: Multidisciplinary Perspectives_ (Vol. 14, pp. 209-234): Springer Berlin Heidelberg. _(available on Sakai) Read pages 223 – 234._	
#14 Feb. 25	**Organization of information**	• 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)_	**DUE: Group project Wikipedia entry _initial draft_**
	Information search and retrieval systems, part 1	• 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)_ .	
#15 Feb. 27	**Information search and retrieval systems, part 2**	• 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)._	
#16 Mar. 04	**Information search and retrieval systems, part 2**	• Wrap-up Information Retrieval lectures • Mid-term review	
#17 Mar. 06	**Mid-term exam**	**In class mid-term examination**	

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Mar. 11 & Mar. 13	*NO CLASSES*	*SPRING BREAK!*	DUE: REST AND RELAXATION!
#18 Mar. 18	**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)*	**Open Wikipedia accounts and post articles**
#19 Mar. 20	**Citation management**	• Video: Overview of Citation Management Software	**DUE: Group project Wikipedia entry peer review #1**
#20 Mar. 25	**Managing information, part 1**	**Multi-tasking and productivity** • Online Newspaper article: Neyfakh, L. Do our brains pay a price for GPS? *The Boston Globe,* August 18, 2013. • Scholarly Article: Mizrachi & Bates (2013). Undergraduates' personal academic information management and the consideration of time and task-urgency.	**DUE: Group project Wikipedia entry peer review #2**
#21 Mar. 27	**Managing information, part 2**	**Personal Information Management (PIM)** • Encyclopedia Entry: Jones, W. (2010). Personal Information Management. In *Encyclopedia of Library and Information Science* (Vol. 6, pp. 4137-4147). *(available on Sakai)* • Textbook Chapter: Jones, W. (2008). *Keeping Found Things Found: The study and practice of Personal Information Management.* Chapter 4. *(available on Sakai)*	

Class # and Date	Information Topic	_Required_ Materials for Reading, Viewing, and Listening	Group Project: Wikipedia Entry
#22 Apr. 01	**Search engine customization and online advertising**	• News Article: Singer, N. (2012). Your online attention, bought in an instant. *The New York Times*, November 17. •	**DUE: Group Project Wikipedia entry final version**
#23 Apr. 03	**Access and Privacy, part 1**	**Cyber-crime and government data practices** • 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	**DUE: Group Project Wikipedia entry group _presentations_** **DUE: Group Project Team _Member Evaluations_**
#24 Apr. 08	**Access and Privacy, part 2**	• News Video: Economist video with Facebook's Sheryl Sandberg • Price, T. (2013). Big data and privacy. *CQ Researcher*. 23, 909-932. *(available on Sakai)*	
#25 Apr. 10	**Access and Privacy, part 3**	**Digital Divide** • Scholarly article: Enis, Rose, Denis, et. al. (2012). Can't surf, won't surf: the digital divide in mental health. *Journal of Mental Health.* • Online article: Jæger, B. (2012).Trapped in the digital divide? Old people in the information society. • Video: BBC news - Delivering Finland's web 'human right', 24 January 2010 • Scholarly Article: Zickhur, K., and Smith, A. (2012). Digital differences. Pew Internet and American Life Project. **DUE: Homework**	

Class # and Date	Information Topic	_Required_ Materials for Reading, Viewing, and Listening	Group Project: Wikipedia Entry
#26 Apr. 15	**Copyright and Intellectual Property, part 1**	• Boyle, J. (2008). Why intellectual property?‖ In The Public Domain: Enclosing the Commons of the Mind, pp. 1-16. New Haven, CT: Yale University Press. • Case studies: TBD	
#27 Apr. 17	**Copyright and Intellectual Property, part 2**	• Video: Margaret Gould-Stewart - How YouTube thinks about copyright. February, 2010. • Case studies	
#28 Apr. 22	**The Future of Information**	• TBD	
#29 Apr. 24	**Last class of the semester**	• Review for exam	
FINAL EXAM **April 29 at NOON.**	**Tuesday, April 29, 12:00 p.m.**	**The final exam will be in our regular classroom (Manning 307).**	

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.