**INLS 200-002: Retrieving & Analyzing Information (3 credits)**

**Spring 2014 Course Schedule and Readings**

Instructor: Jeff Campbell

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Logistics: Tuesday/Thursday, 8:00 a.m. – 9:15 p.m.

Manning Hall, Room 001

Course Website: https://sakai.unc.edu/portal/site/inls200.003.sp14

Office: Room 236, Davis Library

Office Hours: Mondays, 1:00 p.m. – 2:00 p.m.

And by appointment (Preferred method)

**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. 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, image, 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.

**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:
   1. Identify and select information sources appropriate for answering research and personal information questions;
   2. use search tools effectively and be able to clarify and refine queries and strategies based on real-time feedback received from search systems;
   3. critically evaluate information resources for quality, accuracy, and authority; and
   4. 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 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.

\*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 |
| In-class participation | 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 will nurture you skills and comfort at presenting your thoughts orally. We all benefit from dialogue that includes diverse and even occasionally conflicting perceptions.  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**.  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 ***immediately*** 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. | Each class | 15% |
| Quizzes | Throughout the course of 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 quiz will be collected along with everyone else's. | When given | 10% |
| Group Project Assignment | Project description and instructions will be discussed in classes and will be available on Sakai. | Tuesday 4/15/14 | 30% |
| Annotated Bibliography Project | Project description and instructions will be discussed in classes and will be available on Sakai. | In parts | 30% |
| Final exam | The Final Exam is scheduled for Friday, December 6, at 12:00 p.m. 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, 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. | TBA | 15% |

##### Course Schedule and Readings

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| --- | --- | --- |
| **Class** | **Subject Topic** | **Required Materials for Reading, Viewing, and Listening** |
| #1  Jan 9 | **Introduction** | *Note: This is NOT a required reading for the first class.*   * Magazine Article: Bohannon, J. (2011). [Searching for the Google effect on people's memory](http://news.pmiservizi.it/pdf/searching-for-the-google-effect-on-people-s-memory.pdf). |
| #2  Jan 14 | **The science of information** | * Video: [YouTube: Information](http://youtu.be/WytNkw1xOIc). * Scholarly Article: Bates, Marcia (1999). [The invisible substrate of information](http://pages.gseis.ucla.edu/faculty/bates/substrate.html). |
| #3  Jan 16 | **The Internet and World Wide Web** | * Video: [Memex Animation - Vannevar Bush's diagrams made real](http://youtu.be/c539cK58ees). * 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** | * Guest Speaker * Video: [YouTube: History of the Internet](http://youtu.be/9hIQjrMHTv4) * Online Article: Leiner, B., Cerf, V., Clark, D., et.al. (2012). [Brief History of the Internet](http://www.internetsociety.org/sites/default/files/Brief_History_of_the_Internet.pdf).   Magazine Article: Kleinberg, J. & Lawrence, S. (2001). [The structure of the Web](http://www.cs.cornell.edu/home/kleinber/sci01.pdf). |
| #5  Jan 23 | **Information search process, part 1** | * Book Chapter: Case, Donald O. (2012) Chapter 1. Information behavior: An introduction. ***(available on Sakai)*** |
| #6  Jan 28 | **Information search process, part 2** | * Scholarly article: Kuhlthau, C.C. (1991). Inside the search process: Information seeking from the user’s perspective. ***(available on Sakai)*** * Tutorial: UNC Libraries' Evaluating Information tutorial. [Evaluation information tutorial](http://www2.lib.unc.edu/instruct/evaluate/). |
| #7  Feb 4 | **Conducting research, part 1** | * **Individual topic for Group assignment due.** * 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*.* Sage Publications, Thousand Oaks, CA. ***(available on Sakai)*** |
| #8  Feb 6 | **Conducting research, part 2** | * 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)*** * Book Chapter: Ford, N. (2012). *Using the Web for Research.* Chapter 4*.* Sage Publications, Thousand Oaks, CA. ***(available on Sakai)*** |
| #10  Feb 11 | **Research Tools**  **Groups Formed** | * We will discuss tools for research. * Form Groups for Wiki topic. * More to come. |
| #11  Feb 13 | **Research Lab** | * We will do a brief exercise to reinforce what we discussed in the previous lectures. The last half of the class groups will be given time to meet to work on the Wiki project. |
| #12  Feb 18 | **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)*** * ~~Government Document: National Information Standards Organzation (2004).~~ [~~Understanding metadata~~](http://www.niso.org/publications/press/UnderstandingMetadata.pdf). |
| #13  Feb 20 | **Information search and retrieval systems, part 1** | * Textbook Chapter: Croft, B., Metzler, D., & Strohman, T. (2010). Search Engines: Information Retrieval in Practice. ***Read Chapters 1 (Search engines and information retrieval, pp. 1-12) and 2 (Architecture of a search engine, pp. 13-29).*** |
| #14  Feb 25 | **Information search and retrieval systems, part 2** | * Industry Association Publication: [Bulletin of the American Society for Information Science & Technology](http://asis.org/Bulletin/Jun-09/index.html) (2009). Special Section on Visual Representation, Search and Retrieval: Ways of Seeing. (35), 5. ***Read articles by Neal (pp. 6-12); Michael , Todorovic, and Beer (pp. 19-23); Yau and Schneider (pp. 24-30); and Uzwyshyn (pp. 41-44). (available on Sakai)*** |
| #15  Feb 27 | **Social search and social media information systems** | * ~~Textbook: Croft, B., Metzler, D., & Strohman, T. (2010). Search Engines: Information Retrieval in Practice. Read Chapter 10. (Social search, pp. 397-442).~~ ***~~(available on Sakai)~~*** * Video: UNC Library tutorial: [Choosing good keywords](http://library.unc.edu/instruct/tutorials/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)*** * Mid-term review |
| #16  March 4 |  | * TBD |
| #17  March 6 | **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)*** * Sage Reference: [Knowledge Base](http://youtu.be/EDX-sC5chCk), [Basic Search](http://youtu.be/RwjhNJUDcqI), [Video Content](http://youtu.be/nvWgbkpiMDE) |
| #18  March 18 | **Information resources , part 2** | Specialized Academic Resources  * Video: Database searching in EBSCOhost: [EBSCOhost Tutorial](http://support.epnet.com/training/flash_videos/intro_to_ehost/intro_to_ehost.html) * Video: [ACM Digital Library: How to Use ACM Digital Library](http://youtu.be/Jpr0ODsy_AQ)  Videos: Web of Science: [Search Web of Science](https://www.brainshark.com/thomsonscientific/searchtipswok5_v2), [Managing Search Results](https://www.brainshark.com/thomsonscientific/markedlist_wok_5_3), [Refine & Analyze Results](https://www.brainshark.com/thomsonscientific/analyze) |
| #19  March 20 | **Information resources, part 3** | **Web Resources: Google, Bing, Wikipedia, Yahoo!, etc.**   * Google, Bing, and Google Scholar * Wikipedia videos: [Welcome to Wikipedia](http://outreach.wikimedia.org/wiki/File:Welcome2WP_English_082310.pdf), [Wikipedia:Five pillars](http://en.wikipedia.org/wiki/Wikipedia:Five_pillars), [Evaluating Wikipedia article quality](http://outreach.wikimedia.org/wiki/File:Evaluating_Wikipedia_article_quality_2010-11-26_%28web%29.pdf) * Online News Article: [Meet the 'bots' that edit Wikipedia](http://www.bbc.co.uk/news/magazine-18892510), By Daniel Nasaw, BBC News Magazine, Washington, 24 July 2012 * Yahoo! and other resources |
| #20  March 25 | **Managing information, part 1** | **Multi-tasking and productivity**   * Online Newspaper article: Neyfakh, L. [Do our brains pay a price for GPS?](http://b.globe.com/14W6KlH) *The Boston Globe,* August 18, 2013. * Scholarly Article: Mizrachi & Bates (2013). [Undergraduates’ personal academic information management and the consideration of time and task-urgency.](http://libproxy.lib.unc.edu/login?url=http://dx.doi.org/10.1002/asi.22849) |
| #21  March 27 | **Managing information, part 2** | **Personal Information Management (PIM)**   * Jones, W. (2010). Personal Information Management. Chapter 10 in *Annual Review of Information Science and Technology.* **Read pages 453 – 465 (stop before the section called Research to Understand How People Do PIM). *(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)~~*** |
| #22  Apr. 1 | **Managing information, part 3** | **Citation Management**   * Video: [Overview of Citation Management Software](http://youtu.be/flmtOQltaSw) * Videos: Watch [Using RefWorks](http://www.youtube.com/watch?v=l4f9scDTDKA&feature=share&list=UUmqJgITKlakjqovayex6xMA) OR [Using Zotero](http://youtu.be/mP5AzJHXfIA) OR [Mendeley Tutorial](http://youtu.be/U6yXHZATKrM) |
| #23  Apr. 3 | **Access and Privacy, part 1** | * News Article: Singer, N. (2012). [Your online attention, bought in an instant](http://www.nytimes.com/2012/11/18/technology/your-online-attention-bought-in-an-instant-by-advertisers.html?pagewanted=all&_r=0). *The New York Times*, November 17. * News video: [Economist video with Facebook's Sheryl Sandberg](http://www.economist.com/node/21540420) * News article: [Difference Engine: Swamped with data](http://www.economist.com/node/21554439) * 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 |
| #24  Apr. 8 | **Access and Privacy, part 2**  HOMEWORK DUE | **Digital Divide**   * Scholarly article: Enis, Rose, Denis, et. al. (2012). [Can't surf, won't surf: the digital divide in mental health](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3433178/). *Journal of Mental Health.* * Online article: Jæger, B. (2012).[Trapped in the digital divide? Old people in the information society](http://www.pantaneto.co.uk/issue46/jaeger.htm). * Video: BBC news - Delivering Finland's web 'human right', 24 January 2010 * Scholarly Article: Zickhur, K., and Smith, A. (2012). [Digital differences.](http://pewinternet.org/Reports/2012/Digital-differences.aspx) Pew Internet and American Life Project, ***read pages 1-21 only.*** |
| #25  Apr. 10 | **~~Copyright and Intellectual Property~~**  Data to Story – Annotated bibliography DUE | * ~~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.~~ * ~~Video:~~ [~~Margaret Gould-Stewart - How YouTube thinks about copyright~~](http://www.ted.com/talks/margaret_stewart_how_youtube_thinks_about_copyright.html)~~. February, 2010.~~ |
| #26  Apr. 15 | **Copyright and Intellectual Property** | * 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. * Video: [Margaret Gould-Stewart - How YouTube thinks about copyright](http://www.ted.com/talks/margaret_stewart_how_youtube_thinks_about_copyright.html). February, 2010. |
| #27  Apr. 17 | **Group Presentations of Data to Story** | Schedule of groups TBA |
| #28  Apr. 22 | **Additional topics** | * TO BE DETERMINED (!) |
| #29  Apr. 24 | **Last class** | Review for exam |
| ***FINAL EXAM*** | **TBA** | **The final exam will be in our regular classroom.** |
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