

INLS 151: Retrieving & Analyzing Information, 3.0 credits
Fall 2015 – MW, 10:10 – 11:25 Manning Hall, rm 001

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:
 - o Clarify and scope specific information needs
 - o Strategize and construct effective information search plans
 - o Select appropriate information sources
 - o Conduct efficient search techniques
 - o Evaluate information resources for quality and usefulness
 - o 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

No textbook to purchase, but you will be assigned multiple readings from a variety of sources.

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:

Component	Brief Description	Due Date	% of grade
Individual & group participation	<p>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.</p> <p>Each student will create a blog in Sakai and post a 3-5 sentence reaction to each article on their blog, as a sort of reader's diary. These reactions will be viewable by other students so please write with clarity and civility.</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.</p>	Ongoing	20
Quizzes	<p>Throughout the semester, there will be 10 pop quizzes. Quiz questions will be about the day's readings and should help you retain. You will have a finite period of time to respond. Quizzes cannot be made-up for any reason.</p>	Unpredictable	10
Midterm exam	<p>The mid-term will take place during class time. 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.</p>	Oct. 14	20
Paper Trail		in parts	30

Project	Project description and instructions will be discussed in classes and will be available on Sakai.		
Final exam	The Final Exam is cumulative. The Final Exam will be administered in our regular classroom. 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.	Dec. 11, 8 AM	20

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:

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>

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).

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.

In addition, Professor Patillo 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.

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.