INLS161 SYLLABUS

TOOLS FOR INFORMATION LITERACY

ACCORDING TO THE AMERICAN LIBRARY ASSOCIATION,

... is related to information technology skills, but has broader implications for the individual, the educational system, and for society. Information technology skills enable an individual to use computers, software applications, databases, and other technologies to achieve a wide variety of academic, work-related, and personal goals. Information literate individuals necessarily develop some technology skills ... Increasingly, information technology skills are interwoven with, and support, information literacy.

A FULL INFORMATION LITERACY CURRICULUM WOULD INCLUDE:

- **Tool literacy** - The ability to use print and electronic resources including software
- Resource literacy - The ability to understand the form, format, location and access methods of information resources
- Social-structural literacy - Knowledge of how information is socially situated and produced. It includes understanding the scholarly publishing process
- Research literacy - The ability to understand and use information technology tools to carry our research including discipline-related software
- Publishing literacy - The ability to produce a text or multimedia report of the results of research

IN SILS,

INLS151 focuses on concepts and techniques for finding and evaluating information, while INLS161 will focus on concepts and the tools needed to communicate your information to users.

We will begin with the building blocks of the Internet and the World Wide Web, to be certain we understand what the basic tools are doing for us. This will allow us to know how to create well-formed materials to be used on the Web.

We will also introduce concepts and practice skills germane to effective use of the power built into word processing, spreadsheet, relational database management, and presentation graphics software. Although we may use either the Open Office or the Microsoft Office suites of applications for many tasks, the basic concepts should provide you with skills that will enable you to be comfortable with other similar packages, spreadsheet, relational database management, and presentation graphics software.

SOME OF OUR GOALS FOR THE SEMESTER INCLUDE:

1. Ability to use the Internet effectively
    a. become familiar with the Internet and its basic tools
    b. be able to use some basic command-line instructions (using either UNIX or LINUX, or both) and to understand the File Transfer Protocol
    c. become conversant with Open Source – some of its applications, its promise and its limitations
2. Ability to create useful Web content
    a. understand the basic tools underlying the web
    b. be able to create web pages by using basic HTML, basic CSS, and basic server-side and client-side scripting
3. Ability to effectively format written documents
    a. understand the underlying power of markup languages in document creation software programs
    b. be able to format documents for publication
4. Ability to use spreadsheets
    a. understand the vector power of functions in spreadsheet applications
    b. be able to format spreadsheets for professional usages
5. Learn the basics of a common relational database management system
    a. understand the power of related tables and the way to create new tables through queries
    b. be able to work with MSAccess on a fundamental level
6. Ability to design and produce effective visual presentations
    a. understand the power of visual language and design
    b. be able to design and deliver effective audio/visual presentations

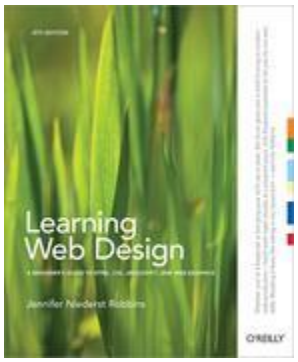
ALL WORK DONE IN INLS161 WILL BE DONE ON COMPUTERS…

… either on your personal laptop or on the desktop units in the SILS lab; there will be no paper products generated in this class and there is no printing requirement.

READINGS

There will be readings for each session, but they are not readings for memorization. Lectures will not necessarily follow the readings, and they might not even touch on all of the content in the readings. The purpose of the readings is to provide you a context within which to experience the lectures and exercises that follow. You will want to do the readings to have a framework within which to work.

WEB DEVELOPMENT READINGS



Most of the readings for this course will be available online, and to prepare for sessions, you will be directed to sections of *Learning web design : a beginner's guide to HTML, CSS, Javascript, and web graphics*, 4th Edition.

This book is available for free to UNC students through Safari Books Online, but it is a great reference tool and should be part of your professional bookshelf.

RECOMMENDED TEXT

If you feel that you want to have an HTML reference book, you may wish to purchase
Castro, E., Hyslop, B., & Castro, E. (2012).
HTML5 and CSS3: Visual quickstart guide. , 7rd Edition.
Berkeley, CA: Peachpit Press.

You can survive without this book, but if you prefer a physical book, you would be well advised to purchase it and use it extensively.

OTHER ONLINE READINGSHER ONLINE READINGS

We will use other Safari Books Online for readings onservers,web development,document markup,spreadsheets,relational databases, and presentations.

SESSION NOTES

These will include links to a variety of additional resources, to more fully explain or expand on topics discussed in the notes. Some of the linked sources may include:

- online documentation from UNC's Information Technology Services (especially the help link),
- other information sources available via the Web,
- or readings that will be sent to you as email attachments or as blog posts.

CLASSES

LECTURES

Class sessions have online lecture notes (which will include links to supplementary readings). The notes will also include lab exercises that may either be required or recommended (pay attention to which is which), links to other related sources of information on the topic under consideration, and required readings for the subsequent session.

Some lecture notes will be very detailed and loaded with images; some lecture notes will be spare and loaded with hyperlinks (recognize that links may change over time).

Refer to the lecture notes either to prepare for what you are going to learn or to review what you have learned.

DAILY PLAN

The first 5 to 10 minutes will be spend listening to something interesting that a class member wants to share with all of us.

The next 50 to 60 minutes will consist of lecture (mostly); examples (a lot); discussion (some); and practice (some).

The last 10 to 15 minutes will be for practice (more) when we have the time.

LAB INFO

You may use any computer you wish to do your work. If you choose to bring your laptop and use it for all work, you may. If you choose to (and you may have to) use the computers and software in the SILS Computer Lab to do your work, you may.

During the semester, one can usually find a computer available in the lab. However, Manning 117 (the lab classroom) is often unavailable due to classes or special events being held there.

REMOTE DESKTOP ASSISTANCE

The best alternative is ITS' Virtual Labs, which advertises "Your Windows desktops and apps on demand - from any PC, Mac, or tablet." This will require you to load a Java application on your laptop, but it will provide you access to programs you may need, but may not have on your own laptop.

ONLINE TOOLS

ITS has a lot of online resources that you might want to take advantage of. One may be of particular use to you.

> ITS is pleased to announce that Lynda.com's 3,800+ video courses are now available at no additional charge to all UNC students. Last year the instructional service was made available to staff and faculty. Due to student interest, ITS Teaching and Learning has expanded the service to include students beginning in December 2014.
>
> Lynda.com offers self-paced courses of all levels that cover topics ranging from web design to video production to business strategies. The UNC access allows for faculty to include Lynda.com courses as prerequisites or other additional materials for classes. Courses are available on-the-go and optimized so that users can easily switch from computer to tablet to mobile device.

EVALUATION

This will be a performance-oriented class and your grade will be determined by the proficiency you show on six tasks. Though they are graded evaluations, they are also good learning experiences and can also be fun to do.

- pay attention to the due dates
- tasks should be turned in by the end of the day they are due
- deadlines are listed for your time management purposes
- you may turn in a task early or on time
- the only exception is the final task which must be turned on time because this task takes the place of a final exam

If circumstances render you unable to turn in a task on time, you may negotiate a new, later, delivery date with me. If you negotiate a new delivery date and meet it, you will suffer no negative consequences. If you do not negotiate a new delivery date with me, or if you miss your negotiated date, you will lose a percentage of the timeliness points for that task for each day late. You can calculate how much lateness will cost you. You always have the opportunity to discuss any circumstances that conspire to hinder your ability to turn in an assignment on time. If you finish a task early and wish to have me look it over for completeness, I will do so and provide you feedback so that you may alter things if necessary. Of course, I can only do this if you provide it to me early enough and if I have the time available in my schedule. If you finish a task on time or late, I will grade what I receive.

THIS CLASS HAS NEITHER A MID-TERM NOR A FINAL EXAMINATION

Grades are based on class participation and the completion of six tasks. Each task will focus on a specific topic, but each succeeding task will build on the skills learned in the ones which come prior to it. All tasks will be released for view at least one class session prior to their due dates.

Task 1 (worth 10% of the total grade) will be broken up into several mini-tasks as you set up your web environment for this class. You will accomplish task 1 by sending me emails giving me the response to the mini-tasks.

Task 2 (25% of the total grade) will be the URL of a web site you will construct and publish.

Tasks 3-6 (tasks 3, 4, & 5 are each worth 15% of the total grade, task 6 is 10% of the total grade) will be products you will post on your web site and you will send me the URL of the location where I can download it from your web site.

You all start out with a passing score for involvement. It's up to you to determine if that score increases or decreases.

Active involvement includes asking questions about topics in such a way that your question and the answer also help your fellow classmates. You can ask questions in class, or by posting them on the class blog. I will respond directly to each question asked. Also, if I think the rest of the class can benefit from the question and answer, I will reformat the question to preserve the anonymity of the asker and post both question and response on the blog, so that everyone can benefit.

Active involvement includes posting comments to the class blog. You don't have to do this each day, but you will have to post a note introducing yourselves after the first session, you will have to post a note about starters you present in class on the blog, and you will surely have something to say about one or more of the other starters presented to you daily.

When you do a posting on the blog, be sure to use a label to identify yourself. At the end of the semester, I will look through your postings and if they are not labeled, you will not receive credit for them.

EACH OF YOU WILL DO AT LEAST ONE STARTER, YOU WILL POST INFORMATION ABOUT YOUR STARTER TO THE BLOG, AND WILL BE EXPECTED TO COMMENT AT LEAST ONCE ON A CLASSMATE'S POSTING.

We should expect to see at least one posting from each of you all every four class sessions, whether you have done a starter or not. It's reasonable to expect everyone to have something to add to the blog conversations.

There is no doubt that everyone in the class will be an expert in at least one area and active involvement also includes offering to display your skills in an area related to the topic under discussion so that we may all learn from and with you.

Be active and involved, but remember: quality of input far outweighs quantity. During class, you will want to respect your fellow students by paying more attention to the class topics, and less to what is happening on social networking sites.

ATTENDANCE IS A KEY INDICATOR OF YOUR PARTICIPATION

I won't take roll daily, but I will notice your absence. It is very important that you do not miss classes. If you do miss classes, you would be wise to talk to me about it, either before or after the session you miss.

The amount of points earned for active involvement is a subjective judgment and I will be making the subjective call, at the end of the semester. Therefore, don't expect to see the score on your gradesheets to increase until near the end of the semester. You should have a feel for how well you are doing in this area if you follow the advice on this page.

GRADING

The table below shows the standard for grading used in this class.

To be explicit, when averaging grades for the semester, we will round off to two decimal places. The resultant number must equal the lower number in a grade range to reach the minimum necessary to get that letter grade. A 94.99 is an A-, a 95.00 is an A, for example.

In your gradesheets, you will find a formula similar to the one it this table.

INLS161	Formula	Points
A	IF(I2>=95,"A"	95-100
A-	IF(I2>=92,"A-",	92-94
B+	IF(I2>=87,"B+",	87-91
B	IF(I2>=83,"B",	83-86
B-	IF(I2>=80,"B-",	80-82
C+	IF(I2>=77,"C+",	77-79
C	IF(I2>=73,"C",	73-76
C-	IF(I2>=70,"C-",	70-72
D+	IF(I2>=67,"D+",	67-69
D	IF(I2>=60,"D",	60-66
F	"F"))))))))))	less than 60

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

Honor Code

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.

Campus Code

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

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

DIVERSITY

WHAT THIS FACULTY STANDS FOR

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.

REMEMBER,

On occasion you may have felt yourself to be a member of a minority group, picked on by a majority group. Here at school, you may find those roles reversed. Do not fall prey to the temptation to use your new majority sensibility to get back at those who may have picked on you in the past, when you were in a minority group. Treating others as you would have them treat you is always a good rule to follow.