Retrieving and Analyzing Information  
INLS 151-02

Instructor: Emily Roscoe  
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Emergency phone: 919.770.0258

Meets: Monday and Wednesday 3:35 P.M. – 4:50 P.M.  
Manning Hall Room 307

Office hours: TBD and by appointment  
Manning Hall Room 016 (please knock as room is access protected)

Required: Readings as posted (no course textbook purchase required)

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Due</th>
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<td>24 Aug</td>
<td>Class introduction; what is information science?</td>
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| 29 Aug | Introduction to analytical and logical reasoning | ♦ Thomas Kida, Don’t Believe Everything You Think: The 6 Basic Mistakes We Make in Thinking (2006) (excerpt).  
Fallacies assignment due |
| 5 Sep  | No class (Labor Day)                             |                                  |
| 7 Sep  | Decision-making                                  | Barry Schwartz, The Paradox of Choice, TED Talk (Jul. 2005),  
| 12 Sep | Citation to authority                            | ♦ Jason Priem, Scholarship: Beyond the Paper, NATURE, Mar. 28, 2013, at 437. |
| 14 Sep | Citation to authority cont.                      | ♦ Ole Bjørn Rekdal, Academic Urban Legends, 44 SOC. STUD. OF SCI. 638 (2014). |
| 21 Sep | Reading and evaluating scholarly articles         | ♦ Please read and consider the following.  
♦ “How to Read a Scholarly Journal Article”  
♦ “CRAAP Test” Worksheet |
| 26 Sep | Information organization                         | Research exercise 1 due  
♦ NATL. INFO. STDS. ORG., UNDERSTANDING METADATA |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment</th>
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<tr>
<td>5 Oct</td>
<td>Stat to Story Project overview and planning</td>
<td>Research exercise 2 due</td>
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<td>17 Oct</td>
<td>Value of information</td>
<td>Stat to Story project: outline and description due</td>
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<td>19 Oct</td>
<td>No class (time given to work on Stat to Story project)</td>
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<td>24 Oct</td>
<td>Midterm</td>
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<td>31 Oct</td>
<td>Social systems and media</td>
<td>Research exercise 3 due</td>
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<td>Date</td>
<td>Topic</td>
<td>Notes</td>
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| 7 Nov  | Discipline-specific information-seeking         | ● GPO History  
 ● GPO’s Birth Certificate  
 (#http://www.ncga.state.nc.us/gascripts/statutes/StatutesTOC.pl?Chapter=0132) |
| 9 Nov  | Myths, urban legends, and wives’ tales activity | Stat to Story project: research log and literature search analysis due  
 ● Please arrive to class with one example of a myth, urban legend, or wives’ tale. |
 ● Please spend some time exploring one or more of the following digital archives and collections and post your observations and questions on our discussion board in Sakai.  
  ♦ UNC “Documenting the American South”  
 Digital publishing initiative that provides Internet access to texts, images, and audio files related to southern history, literature, and culture.  
  ♦ Duke digital collections  
  ♦ Folkstreams  
 Collection of documentary films relating to American culture and individuals.  
  ♦ National Archives online exhibits |
| 16 Nov | Tour of collections at Wilson Library           | ● Please prepare for the class tour by reflecting on materials and discussions from the previous class. I encourage you to arrive to Wilson Library with questions for the guide and archivists. |
| 21 Nov | Personal information management                 | Stat to Story project: annotated bibliography due  
 ● In Praise of Clutter, THE ECONOMIST, Dec. 19, 2002,  
| 23 Nov | Information ethics and privacy issues           | ● CBS News, The Data Brokers: Selling your Personal Information, 60 MINUTES (Aug. 24, 2014),  
 (#https://www.youtube.com/watch?v=_Cty7ctycsI) |
 (#http://www.theatlantic.com/technology/archive/2014/12/free-access-to-science-research-doesnt-benefit-everyone/383875/)  
| 30 Nov | Presentations                                  |                                                                      |
| 5 Dec  | Presentations                                  |                                                                      |
Class session rules: Laptops are to be used for class activities and notetaking. All handheld devices (e.g. Smartphones) must be put away.

Course grade scale:
- 93-100% = A
- 73-76% = C
- 90-92% = A-
- 70-72% = C-
- 87-89% = B+
- 67-69% = D+
- 83-86% = B
- 60-66% = D
- 80-82% = B-
- 59 and lower = F
- 77-79% = C+

Course grade calculation:
- Fallacies Assignment ........................................ 5%
- Participation ..................................................... 10%
- Midterm exam ................................................... 15%
- Research exercises (3) ....................................... 20%
- Final exam ....................................................... 25%
- Stat to Story Project ....................................... 25%

The participation grade is based on class attendance, demonstrated preparation, and thoughtful contribution to discussions.

The instructor reserves the right to adjust final grades upward or downward according to timely submission of required graded or ungraded assignments and overall good faith effort in class activities.

Assignments:

Weekly reading reflection: Once a week you will post to our discussion board in Sakai. For weeks with two days of reading assignments you may choose either day to post your reflection; for weeks with one day of readings (e.g. week of midterm and week of Wilson Library tour) you will post your reading reflection for the day of assigned materials.

Fallacies assignment: You will find and describe examples of specified logical fallacies. Further instructions will be given in class.

Research exercises: You will be given three exercises meant to sharpen your research skills. The exercises will build upon class topics and activities. The exercises are of equal weight for grading purposes. Further instructions for each exercise will be given in class.

Exercise 1: Analysis of selected research article
Exercise 2: Database overview report
Exercise 3: Scholar profile
Stat to Story Project: This is a multi-step project you will complete in teams of three or four. You will turn in three preliminary parts of the assignment and present your project to the class at the end of the semester. Further instructions will be given in class.
   Deliverable 1: Project outline and description
   Deliverable 2: Research log and literature search analysis
   Deliverable 3: Annotated bibliography
   Presentation: 10 minutes + 5 minutes Q&A

Exams: The format of the exams will be shared prior to the exam date. Any questions about exams must be raised during class so that all students can hear the same information. The final exam will be comprehensive. Exams will test substantive knowledge, analytical ability, and information-seeking skills as taught in the course.

All academic work in this course is to be your own work, unless otherwise specifically provided. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted.

University Policies

Honor Code: The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

Disability Accommodations: If you have a disability that qualifies you for academic accommodations, please provide a letter of accommodation from the UNC Department of Disability Services. If you have a medical condition or disability that may require reasonable accommodation to ensure equal access to this course, please contact the Department of Disability Services.