Retrieving and Analyzing Information
INLS 151-02

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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)

Date	Topics	Due
24 Aug	Class introduction; what is information science?	
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). ♦Nicholas G. Carr, *Is Google Making Us Stupid?: What the Internet is Doing to our Brains*, THE ATLANTIC, July/August 2008.
31 Aug	Introduction to analytical and logical reasoning cont.	**Fallacies assignment due** ♦D.Q. MCINERNY, BEING LOGICAL: A GUIDE TO GOOD THINKING (2005) (excerpt). ♦HENRY HAZLITT, THINKING AS A SCIENCE (1916) (excerpt).
5 Sep	No class (Labor Day)	
7 Sep	Decision-making	Barry Schwartz, The Paradox of Choice, TED Talk (Jul. 2005), https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice?language=en.
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).
19 Sep	The research process	♦W. Lawrence Neuman, *What is Empirical Social Research*, *in* UNDERSTANDING RESEARCH (2009) (read pages 8-22).
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** ♦Robert J. Glushko, Paul P. Maglio, Teenie Matlock, & Lawrence W. Barsalou, *Categorization in the Wild*, 12 TRENDS IN COGNITIVE SCI. 129 (2008). ♦NATL. INFO. STDS. ORG., UNDERSTANDING METADATA

		(2004), http://www.niso.org/publications/press/UnderstandingMetadata.pdf (read pages 1-3 and 10-12; skim the rest).
28 Sep	Information organization cont.	♦Daniel Dabney, *The Universe of Thinkable Thoughts: Literary Warrant and West's Key Number System*, 99 LAW LIBR. J. 229 (2007).
3 Oct	Information retrieval	♦W. BRUCE CROFT, DONALD METZLER, AND TREVOR STROHMAN, SEARCH ENGINES: INFORMATION RETRIEVAL IN PRACTICE (2015) (read pages 1-12).
5 Oct	Stat to Story Project overview and planning	**Research exercise 2 due**
10 Oct	Data analysis session at Odum Institute	♦STEVEN HEERINGA, PATRICIA A. BERGLUND, AND BRADY T. WEST, APPLIED SURVEY DATA ANALYSIS (2010) (read pages 1-12).
12 Oct	Internet research	♦Daniel Pink, *The Book Stops Here*, WIRED, Mar. 1, 2005, http://www.wired.com/2005/03/wiki/. ♦Joe Pinsker, *The Covert World of People Trying to Edit Wikipedia—for Pay*, THE ATLANTIC, Aug. 11, 2015, http://www.theatlantic.com/business/archive/2015/08/wikipedia-editors-for-pay/393926/.
17 Oct	Value of information	**Stat to Story project: outline and description due** ♦ROBERT M. LOSEE, INFORMATION FROM PROCESSES: ABOUT THE NATURE OF INFORMATION CREATION, USE, AND REPRESENTATION (2012) (read parts 4.1 through 4.3 and 4.6).
19 Oct	No class (time given to work on Stat to Story project)	
24 Oct	**Midterm**	
26 Oct	Value of information cont. Guest speaker: Professor Charles Szypszak, School of Government "Legally Operative Information"	♦Charles Szypszak, *A Metamorphosis in the Maintenance of Land Records*, POP. GOVT., Winter 2006, at 4.
31 Oct	Social systems and media	**Research exercise 3 due** ♦Patric R. Spence, Kenneth A. Lachlan, Autumn Edwards, and Chad Edwards, *Tweeting Fast Matters, But Only if I Think About It: Information Updates on Social Media*, 64 COMM. Q. 55 (2016).
2 Nov	Domain-specific information-seeking (included: human intermediaries in information-seeking)	♦Kristin L. Carman, Maureen Maurer, Jill Matthews Yegian, Pamela Dardess, Jeanne McGee, Mark Evers, and Karen O. Marlo, *Evidence that Consumers are Skeptical about Evidence-Based Health Care*, 29 HEALTH AFF. 1400 (2010). ♦Jenny Bronstein, *Is this OCD?: Exploring Conditions of Information Poverty in Online Support Groups with Obsessive Compulsive Disorder*, INFO. RES. (Dec. 2014),

		http://www.informationr.net/ir/19-4/isic/isic16.html#.V6T4tZX6s3w.
7 Nov	Discipline-specific information-seeking	♦GPO History ♦GPO's Birth Certificate ♦N.C. GEN. STAT. §§ 132-1, 132-6, 132-6.2 (a-b). (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.

14 Nov	Primary sources in archives and special collections	♦LAURA SCHMIDT, SOCIETY OF AMERICAN ARCHIVISTS, USING ARCHIVES: A GUIDE TO EFFECTIVE RESEARCH (2011).
		♦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, http://www.economist.com/business/displayStory.cfm?story_id=1489224.
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.
28 Nov	Information access	♦Rose Eveleth, Free Access to Science Research Doesn't Benefit Everyone, THE ATLANTIC, Dec. 22, 2014, http://www.theatlantic.com/technology/archive/2014/12/free-access-to-science-research-doesnt-benefit-everyone/383875/. ♦Polly Cancro, *The Dark(ish) Side of Digitization: Information Equity and the Digital Divide*, 71 THE SERIALS LIBR. 57 (2016).
30 Nov	Presentations	
5 Dec	Presentations	

7 Dec	INLS 151 Jeopardy! and exam review	♦Please bring to class your questions about the exam.
10 Dec 4 P.M.	**Final Exam**	

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.