

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: 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
23 Aug	Class introduction; what is information science?	
28 Aug	Introduction to analytical and logical reasoning	<ul style="list-style-type: none"> ◆ THOMAS KIDA, DON'T BELIEVE EVERYTHING YOU THINK: THE 6 BASIC MISTAKES WE MAKE IN THINKING (2006) (excerpt). ◆ Nicholas G. Carr, <i>Is Google Making Us Stupid?: What the Internet is Doing to our Brains</i>, THE ATLANTIC, July/August 2008.
30 Aug	Introduction to analytical and logical reasoning cont.	<p>Fallacies assignment due</p> <ul style="list-style-type: none"> ◆ D.Q. MCINERNEY, BEING LOGICAL: A GUIDE TO GOOD THINKING (2005) (excerpt). ◆ HENRY HAZLITT, THINKING AS A SCIENCE (1916) (excerpt).
4 Sep	No class (holiday)	
6 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 .
11 Sep	The research process	W. Lawrence Neuman, <i>What is Empirical Social Research</i> , in UNDERSTANDING RESEARCH (2009) (read pages 8-22).
13 Sep	Reading and evaluating scholarly articles	Please read and consider the following. <ul style="list-style-type: none"> ◆ “How to Read a Scholarly Journal Article” ◆ “CRAAP Test” Worksheet
18 Sep	Citation to authority	<ul style="list-style-type: none"> ◆ Please view the following tutorials. <ul style="list-style-type: none"> ◆ Citation Analysis with the Web of Science #1: Introduction (Video 3:10 min) ◆ Citation Analysis with the Web of Science #2: Finding Citing Articles for a Known Article (Video 5:57 min) ◆ Citation Analysis with the Web of Science #3: Citation Analysis for a Known Author (Video 5:19 min)
20 Sep	Citation to authority cont.	◆ Jason Priem, <i>Scholarship: Beyond the Paper</i> , NATURE, Mar. 28, 2013, at 437.

25 Sep	Information organization	<p>Research exercise 1 due</p> <p>◆Robert J. Glushko, Paul P. Maglio, Teenie Matlock, & Lawrence W. Barsalou, <i>Categorization in the Wild</i>, 12 TRENDS IN COGNITIVE SCI. 129 (2008).</p> <p>◆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).</p>
27 Sep	Information organization cont.	<p>◆Daniel Dabney, <i>The Universe of Thinkable Thoughts: Literary Warrant and West's Key Number System</i>, 99 LAW LIBR. J. 229 (2007).</p>
2 Oct	Information retrieval	<p>◆W. BRUCE CROFT, DONALD METZLER, AND TREVOR STROHMAN, SEARCH ENGINES: INFORMATION RETRIEVAL IN PRACTICE (2015) (read pages 1-12).</p>
4 Oct	Internet research	<p>Research exercise 2 due</p> <p>◆Daniel Pink, <i>The Book Stops Here</i>, WIRED, Mar. 1, 2005, http://www.wired.com/2005/03/wiki/.</p> <p>◆Joe Pinsker, <i>The Covert World of People Trying to Edit Wikipedia—for Pay</i>, THE ATLANTIC, Aug. 11, 2015, http://www.theatlantic.com/business/archive/2015/08/wikipedia-editors-for-pay/393926/.</p>
9 Oct	Midterm	
11 Oct	Stat to Story project overview and planning	
16 Oct	Deliberate misinformation and “fake news”	<p>Stat to Story project: outline and description due</p> <p>◆Instructions for class forthcoming</p>
18 Oct	No class (time given to work on Stat to Story project)	
23 Oct	Social systems and media	<p>◆Patric R. Spence, Kenneth A. Lachlan, Autumn Edwards, and Chad Edwards, <i>Tweeting Fast Matters, But Only if I Think About It: Information Updates on Social Media</i>, 64 COMM. Q. 55 (2016).</p>
25 Oct	Value of information cont. Guest speaker: Professor Charles Szypszak, School of Government “Legally Operative Information”	<p>◆Charles Szypszak, <i>A Metamorphosis in the Maintenance of Land Records</i>, POP. GOVT., Winter 2006, at 4.</p>
30 Oct	Myths, urban legends, and wives’ tales activity	<p>Research exercise 3 due</p> <p>◆Please arrive to class with one example of a myth, urban legend, or wives’ tale.</p>

1 Nov	<p>Domain-specific information-seeking: health information and health information literacy</p> <p>Guest speaker: TBD</p>	<p>◆Kristin L. Carman, Maureen Maurer, Jill Matthews Yegian, Pamela Dardess, Jeanne McGee, Mark Evers, and Karen O. Marlo, <i>Evidence that Consumers are Skeptical about Evidence-Based Health Care</i>, 29 HEALTH AFF. 1400 (2010).</p>
6 Nov	<p>Discipline-specific information-seeking</p>	<p>◆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.</p>
8 Nov	<p>Primary sources in archives and special collections</p>	<p>Stat to Story project: research log and literature search analysis due</p> <p>◆LAURA SCHMIDT, SOCIETY OF AMERICAN ARCHIVISTS, <i>USING ARCHIVES: A GUIDE TO EFFECTIVE RESEARCH</i> (2011).</p> <p>◆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.</p> <ul style="list-style-type: none"> ◆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
13 Nov	<p>Visit to Wilson Library Guide/expert: Matthew Turi, Manuscripts Research and Instruction Librarian</p>	<p>◆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 our expert.</p>
15 Nov	<p>Personal information management</p>	<p>◆In Praise of Clutter, <i>THE ECONOMIST</i>, Dec. 19, 2002, http://www.economist.com/business/displayStory.cfm?story_id=1489224.</p>
20 Nov	<p>Information ethics and privacy issues</p>	<p>Stat to Story project: annotated bibliography due</p> <p>◆CBS News, <i>The Data Brokers: Selling your Personal Information</i>, 60 MINUTES (Aug. 24, 2014), https://www.youtube.com/watch?v=qAT_ina93NY.</p>
22 Nov	<p>No class (holiday)</p>	

27 Nov	Information access	<p>◆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/.</p> <p>◆Polly Cancro, <i>The Dark(ish) Side of Digitization: Information Equity and the Digital Divide</i>, 71 THE SERIALS LIBR. 57 (2016).</p>
29 Nov	Presentations	
4 Dec	Presentations	
6 Dec	INLS 151 Jeopardy! and exam review	◆Please bring to class your questions about the exam.
9 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+	

A breakdown of the grade scale (taken from the UNC University policy) is as follows:

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.

Course grade calculation:

Fallacies assignment.....	5%
Participation	10%
Research exercises (3)	15%
Midterm exam.....	20%
Final exam.....	25%
Stat to Story project.....	25%

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:

Reading reflection posts: You will be assigned by the instructor to one or two class sessions (the instructor will determine the number according to the final roster count) for which you will provide a reading analysis and reflection as a Sakai discussion board post. Your analysis and reflection should demonstrate deep reading of the material and that you have thought analytically about the it (e.g. considered alternative arguments, identified examples “in the real world,” explained why or why not you believe the author to be correct, etc.). You should include in your post at least one question you would pose to your colleagues if you were teaching the class session on the assigned material. Your reflection[s] are due by 12:00 noon on the day of class corresponding to your assigned material. Further instructions will be given in class.

Quizzes: Several quizzes will be given without advance scheduling notice, each with five questions, to test knowledge of the main points of reading assigned for that session. To pass a quiz, at least four of the five questions must be deemed correct by the instructor. A student must obtain a passing score on all but one of the quizzes; otherwise, the student’s aggregate course grade (based on the other items listed in this syllabus) will be lowered by one gradation. For example, a student with an A- based on the items above, but who does not pass all but one of the quizzes, will receive a B+ for the course. Students who are absent when a quiz is given cannot take that quiz another time except for extraordinary circumstances beyond the student’s control as determined in the instructor’s discretion.

Participation: The participation grade is based on class attendance, demonstrated preparation, and regular, thoughtful contribution to discussions. The default is a participation grade of 85 (B) for faithful attendance and good-faith effort; higher grades result from participation the content of which demonstrates thoughtfulness and understanding. Reading reflection posts (as described above) are also taken into consideration for the participation grade.

Fallacies assignment: You will identify 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 plan and description

Deliverable 2: Research log and literature search analysis

Deliverable 3: Annotated bibliography

Presentation: 7-10 minutes + brief 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 Accessibility Resources and Services office (ARS). If you have a medical condition or disability that may require reasonable accommodation to ensure equal access to this course, please contact the ARS office.