

# INLS 151 Retrieving and Analyzing Information

## Spring 2017 Syllabus

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### LOGISTICS

Tuesdays and Thursdays 11:00 – 12:15 in Manning Hall, Room 307

### INSTRUCTOR

Megan von Isenburg

Email (preferred): [mvi@email.unc.edu](mailto:mvi@email.unc.edu)

Cell: 919-619-3001

Office hours: by appointment

### COURSE DESCRIPTION

Introduction to and application of the processes that can be used in seeking information, evaluating the quality of the information retrieved, and synthesizing the information into a useful form. This course is a prerequisite for enrollment in the BSIS major.

### COURSE OBJECTIVES

Students will:

- Consider the meaning and roles of information in contexts of scholarly research and decision-making
- Develop an understanding of information retrieval principles and systems
- Expand and enhance information literacy skills by learning to:
  - Clarify and scope specific information needs
  - Select appropriate information sources
  - Use search tools effectively and be able to refine research queries and strategies
  - Critically evaluate information resources for quality, accuracy, authority, and relevance
- Clarify your understanding of the scholarly communication cycle
- 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

We will engage directly with the material through regular in-class activities. Class time will also include lectures, discussions, tours, and student presentations.

## READINGS

There is no textbook for this course. Required readings and other material are available through the course Sakai website.

## EVALUATION

### Homework:

*Homework assignments are short activities to be completed outside of class. More information will be given on individual assignment documents. Homework will be due by the start of class on the day listed below. Typically, these also will include a short (under 5 minute) presentation in class on the due date.*

February 7   11:00 am	Health app evaluation	5 points
February 16   11:00 am	Article analysis	5 points
March 2   11:00 am	Database overview	5 points
April 6   11:00 am	Fact -> Context	5 points

### All But the Paper Assignment:

*This assignment will form your major project for this course. You will pick a research topic, prepare an annotated bibliography and an outline, but will not write the paper. Deadlines throughout the semester will break this project into smaller deliverables. You will present your work in the last week of class.*

February 9   11:00 am	Research question	5 points
March 9   11:00 am	5 preliminary references	5 points
April 13   11:00 am	Draft annotated bibliography	5 points
April 20   11:00 am	Paper outline & annotated bibliography	20 points
April 20   11:00 am	Presentation	10 points

### Exams

Monday May 1   12:00 pm	Final	25 points
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### Discussion and In-class participation:

*Your participation in this class is essential to the success of the course. Please contribute your ideas, reactions and questions to readings and activities. We all benefit from a rich conversation. Before the start of class, post to your Sakai blog for each reading assignment. Highlight 2-3 big ideas you took away from the reading, and 1-2 questions that remain, or that you'd like to discuss in class.*

*Plan to attend class and arrive on time. Attendance will be taken at each class. You will be penalized for unexcused absences and tardiness. If you are going to be absent, please email Megan prior to class. Be courteous to your classmates and instructor by staying on topic in conversation and device use. Laptops and devices are to be used for in-class activities only.*

All Semester	Reading Reflections	5 points
All Semester	Attendance & Participation in In-Class Activities	5 points

## GRADING

One of the important things we hear from employers of IS grads is that our grads have the ability to express themselves clearly and coherently in written and verbal formats. Accordingly, our evaluation tools for INLS 151 are written and verbal formats.

But what kind of standard will be applied?

*Subjective assessment draws upon the instructor's professionally-developed awareness of quality in academic or other work. This may be essential for assessing with validity, because some outcomes require sensitivity to context and thus cannot be assessed in a fixed way across contexts. Objective assessment, in contrast, relies on quantitative scales that could apply to description of student work or performance. [IUPUI]*

Therefore, grading the evaluation elements in INLS 151 is necessarily a subjective effort and a grade will generally mean the descriptors in the table below.

points	what it means	grade
95>	Mastery of course content at the highest level of attainment that can reasonably be expected	A
90-94	A totally acceptable performance demonstrating an adequate level of attainment	A-
87-89		B+
83-86		B
80-82		B-
77-79	A marginal performance in the required exercises demonstrating a minimal passing level	C+
73-76		C
70-72		C-
67-69		D+
63-66		D
<62	For whatever reasons, an unacceptable performance	F

While these are general descriptors, you will have specific expectations for each of your submitted products and these will be made clear to you prior each assignment.

## 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.