

# INLS 151: Retrieving and Analyzing Information

UNC School of Information and Library Science  
Summer Session 1, May 17 - June 21, 2017

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## Syllabus

Instructor: Heather L. Barnes

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Meeting Times: Mon-Fri, 9:45-11:15 am

Classroom Location: Manning Hall, Room 208

Office: PhD offices, ground floor Manning Hall

Office hours: Mondays 12:30-2 pm and by appointment

Course site for all class related materials: Sakai, [sakai.unc.edu](http://sakai.unc.edu)

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### Course summary:

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.

### Course description

The purpose of this course is to guide you in the development of information and search literacy skills that can be applied beyond these classroom walls. In this course, you will learn to explain and refine your information needs, select appropriate information sources to meet these needs, evaluate and use the information you have accessed to contribute to your own personal knowledge and the knowledge of others.

## Course objectives

By the end of this course, you will be able to:

1. Consider and reflect upon the meanings and roles of information and human information interaction.
2. Understand information retrieval systems and principles.
3. Expand and enhance information and search literacy skills:
  - a. identify and select information sources appropriate for answering research and personal information questions;
  - b. use search tools effectively and clarify and refine queries and strategies based on real-time feedback received from search systems;
  - c. critically evaluate information resources for quality, accuracy, and authority; and
  - d. analyze and incorporate new information in response to your original information need.
4. Synthesize and articulate results into forms that others with similar information needs can use as a resource.
5. Learn about and understand issues of ethics and integrity surrounding the use of information

## Course Textbook

Alewine, Michael C. (2017). Introduction to Information Literacy for Students, 1st Edition. Wiley-Blackwell.

*Please note that this book is available as an e-book via for a wide range of devices. I strongly suggest purchasing the e-book version.*

## How to turn in assignments:

Please turn in all assignments in MS Word via Assignments on Sakai. Each assignment should be turned in before the beginning of class on the day it is due unless instructed otherwise. This method ensures that you have sent the assignment and that I have received it.

Please use the following file format: LastName\_INLS151\_AssignmentName.extension

For example: Barnes\_INLS151\_SourceEvaluation01.doc

LATE assignments will be penalized .5 point per day late.

## Course Grades

All grades are in accord with UNC University policy:

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. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

For more information, visit [registrar.unc.edu/academic-services/grades/explanation-of-grading-system](http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system)

## Grading rubric

A = 94-100 points

A- = 90-93 points

B+ = 87-89 points

B = 84-86 points

B- = 80-83 points

C+ = 77-79 points

C = 74-76 points

C- = 70-73 points

D = 64-66 points

D- = 60-63 points

D+ = 67-69 points

F = 0-59 points

## Course Deliverables

Additional details for each assignment will be discussed in class and provided via Word doc on our class Sakai site. Your total grade will be based on the following components:

### Class Participation (10 points)

“Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any class meetings except for excused absences for authorized University activities or religious observances required by the student's faith.”

PLEASE REVIEW THE CAMPUS ATTENDANCE POLICY IN FULL AT [http://www.catalog.unc.edu/policies-procedures/attendance-grading-examination/#Class Attendance Policy](http://www.catalog.unc.edu/policies-procedures/attendance-grading-examination/#Class%20Attendance%20Policy)

In support of the diverse topics we will discuss in class, we will be reading a variety of works, watching several videos, and doing group or individual exercises in and out of class. You are responsible for completing all work as assigned.

Your participation is critical to the success of this class. Contributing your ideas, reactions, and questions to each topic will build your skills and comfort with presenting your thoughts verbally. We all benefit from dialogue that includes diverse and even occasionally conflicting perceptions.

Be courteous to your classmates and instructor by not talking with others during class lectures. Turn off cell phones and other devices that might disrupt class. Use laptops and other devices to support current course activities only.

During the 1 hour and 15 minutes you are in class, your attention should be completely devoted to the course.

Your participation grade is based on my perception of your participation in and out of class. Class participation consists of doing the following: attending class, arriving to class on time, being prepared for class, making observations about the readings and videos, asking questions, taking notes, working on exercises in and out of class, and actively listening. If an unexpected problem arises for you during the semester (illness, etc.), please let me know immediately so that we can discuss an appropriate make-up assignment for you. *UNEXCUSED ABSENCES BEYOND 2 CLASS SESSIONS WILL BE PENALIZED AT 2 POINTS PER MISSED SESSION.*

### Information Resource Presentation (15 points)

Working in pairs, you will explore one type of online information resource or database from a list provided. Present a brief (6-8 minute) overview and demonstration of the collection/database, including its history and other contextual information. Provide the class with detailed information and instructions

on how to locate and utilize the resource. What is the intended user population for this database? What are its strengths and weaknesses, usability, and other “human factors”? Please provide concrete examples of resources available in the database. (*Note: You may share slides and/or a live demo of the database during the presentation; however, pre-recorded video tutorials may not be used.*)

### **Take-home assignments (30 points)**

1. Creating a Research Question (5 points)
2. Library Q&A (5 points)
3. Exploring Archives (5 points)
4. Scholarly article annotation (5 points)
5. Source Evaluations (5 evaluations x 1 point each = 5 points)
6. Finding the best information: Your job may depend on it (5 points)

### **All but the Paper Project (25 points)**

Please see the **All but the Paper** project handout on Sakai for complete information.

Conduct ALL steps of developing a research paper EXCEPT for writing the article. This project will include each of the following steps, and must be turned in BEFORE the final exam.

1. Concept map
2. Research topic in question format
3. Annotated bibliography of 10-12 useful academic sources which explore those questions
4. Structured outline of paper with section headers and sub-topics
5. Thesis statement
6. Opening paragraph (“Abstract”)

### **Final Exam (20 points)**

**The final exam is scheduled to take place at 8 am in Manning 208 on  
Wednesday, June 21, 2017.**