

INLS 151.003: Retrieving and Analyzing Information

Fall 2018 - Syllabus

Instructor: Sarah Arnold

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Meeting Times: Tuesdays/Thursdays, 3:30-4:45 PM

Classroom Location: Manning Hall, Room 307

Office: Undergraduate Library

Office hours: By appointment, <https://calendar.lib.unc.edu/appointments/sarah-arnold>

Course site for all class related materials: Sakai, <https://sakai.unc.edu/>

Course description from [UNC Course Catalog](#)

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 in order to contribute to your own personal knowledge or 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 be able to 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 materials

There is no required textbook for this course. Readings and videos for class can be found through the Lessons tab on our Sakai site. You can also see a listing on the class schedule and readings under Resources.

Course grades

Grades will not be rounded up or down. 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 <https://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/>

Grading rubric

A = 94-100 points	B = 84-86 points	C = 74-76 points	D = 64-66 points
A- = 90-93 points	B- = 80-83 points	C- = 70-73 points	D- = 60-63 points
B+ = 87-89 points	C+ = 77-79 points	D+ = 67-69 points	F = 0-59 points

Note: If your grade falls between a letter grade, it will not be rounded up to the next letter grade.

Assignments

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

Assignment	Description	Due Date	Total Points = 100
Class Participation	<p>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 of these as assigned. All in class exercises should be turned in via Drop Box on Sakai.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>If an unexpected problem arises for you during the course of the semester (serious illness, etc.), please let me know <i>immediately</i> so that we can discuss an appropriate schedule for you.</p>	Every class period	10
Homework (15 points total)	1: Finding the Best Information: Your Job May Depend on It	Aug. 30	3
	2: Factitious: Fake News Quiz	Oct. 2	3
	3: Plagiarism Quiz	Oct. 30	3
	4: Statistics	Nov. 6	3
	5: Usability Assessment of a Database	Nov. 15	3

Database Discovery	Small group assignment involving a short presentation and demonstration of a library database	Oct. 16	10
Everything but the Paper Project (50 points total)	5 Research Journals (1 point each)	In class	5
	Topic Idea	Sept. 6	3
	Research Statement & Question	Sept. 18	10
	Encyclopedia Summary & Concept Map	Sept. 25	7
	Draft Annotated Bibliography	Nov. 8	3
	Annotated Bibliography & Research Outline	Nov. 27	12
	Academic Poster/Presentation	Nov. 29	10
Final Exam	<p>The Final Exam is cumulative. The Final Exam is scheduled for THURSDAY, DECEMBER 13 AT 4 PM in our regular classroom. I expect you to be there. If you do not attend you will receive an F, no questions.</p> <p>If you anticipate some problem with taking the exam on this day or in this location (e.g., you have 2+ exams scheduled that day or you typically take your exams in the LDS office), then you need to let me know at least 2 weeks in advance. You will need to provide documentation of why you cannot take the exam during the regularly scheduled period and we will make alternative arrangements.</p>	Dec. 13	15

Turning in Assignments:

Please turn in all assignments via Assignments on our class Sakai site. 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.

Save and submit your assignment files using the following format:

LastName_INLS151_AssignmentName.extension (e.g. Arnold_INLS151_ResearchStatement.pdf)

In addition to saving your assignments in this format, include your name and the assignment name at the top of each assignment.

All in class exercises should be turned in via Drop Box on Sakai before the end of class. These count towards your participation grade.

Late Assignments:

Due dates for all assignments are included in this syllabus. Since the due dates for assignments are known from the first day of class, there is little reason why assignments cannot be completed on time. Therefore, **all late assignments will be penalized one point per day late (including weekend days).**

Attendance:

“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.” **You will be penalized for more than 2 unexcused absences and tardiness.**

For more information, visit <http://www.catalog.unc.edu/policies-procedures/attendance-grading-examination/#Class Attendance Policy>

UNC Honor Code:

My responsibilities as your instructor are to communicate community-wide expectations regarding academic integrity; to ensure that each of you understand what is expected of you; to assist you in complying with your responsibilities; to report any student misconduct to the appropriate parties; and to contribute to a strong, campus-wide understanding and commitment to academic integrity.

Your responsibilities as a student are to uphold UNC’s Honor Code; to consult with me, another instructor, or a librarian if you have any questions or uncertainty about plagiarism, citation, and other related academic integrity issues; to “treat all members of the University community with respect”; and to report any instance in which a student has received aid on graded work or violated the Honor Code in some other way.

For more information, visit <http://catalog.unc.edu/policies-procedures/honor-code/> and <https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>.

Professional Conduct

In addition to the UNC Honor Code, I expect that you will demonstrate integrity and professionalism in your participation in this course, and in the fulfillment of all of your course assignments. This includes completing the assigned readings on the dates they are due, dedicating adequate time for your participation (both in-class and out of class), and putting forth effort, care, and thought in preparing for each session. I also expect you to show respect for all members of this course and all comments and questions posed by them.

Classroom Environment

In order to cultivate a classroom environment where opportunity for learning and growth can happen, I expect the following from both you and myself:

- Arrive on time and be prepared to participate fully in class
- Demonstrate inclusive respect and courtesy to everyone in our classroom
- Engage exclusively and completely with our class during each session (i.e. leave Facebook, email, Twitter, texting and other tasks until after class)

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Fall 2017 – Schedule

You are expected to complete all readings and viewings by the day they are listed so we can discuss them in class. All due dates for homework and Everything but the Paper assignments are listed on the day they are due.

Schedule is subject to change.

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Aug. 21	Class 1: Welcome & Overview of Course	
Aug. 23	Class 2: Information Explosion	Read: Darnton, R. (2011). <i>5 Myths About the "Information Age"</i> . Retrieved from https://www.chronicle.com/article/5-Myths-About-the-Information/127105 Read (Course Reserves on Sakai): Tufte, E. R. (1990). Escaping flatland . <i>Envisioning information</i> (pp. 18–23). Cheshire, Conn.: Graphics Press.
Aug. 28	Class 3: What is information?	Watch: MAYAnMAYA (2009). <i>Information</i> . Retrieved from https://youtu.be/WytNkw1xOlc Read: Bates, M. J. (1999). The invisible substrate of information science . <i>Journal of the American Society for Information Science</i> , 50(12), 1043-1050.
Aug. 30	Class 4: Information Seeking & Behavior/Information Seeking in Real Life	Read: Bohannon, J. (2011). Searching for the Google effect on people's memory . <i>Science</i> , 333, 277. Read: Case, D.O. (2012). Common examples of information behavior . In <i>Looking for information: A survey of research on information seeking, needs, and behavior</i> (3rd ed.) (pp. 20-42). London: Emerald Group Publishing Limited. Homework 1 Due: Finding the Best Information: Your Job May Depend on It

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Sept. 4	Class 5: Getting Ready for Research	<p>Read (Course Reserves on Sakai): McAadoo, M. L. (2015). Selecting a research topic. <i>The student's survival guide to research</i> (pp. 59-72). Chicago: Neal-Schuman.</p> <p>Read (Course Reserves on Sakai): Wurman, R. S. (2001). Learning is remembering what you're interested in. <i>Information anxiety 2</i> (pp. 249-255). Indianapolis, Ind: Que.</p> <p>Watch: Developing Your Topic tutorial, https://library.unc.edu/support/tutorials/topic/</p>
Sept. 6	Class 6: Developing a Research Question	<p>Read (Course Reserves on Sakai): Wildemuth, B. (2009). Developing a research question. <i>Applications of social research methods to questions in information and library science</i> (pp. 11-47). Westport, Conn.: Libraries Unlimited.</p> <p>EBTP Due: Topic Idea</p>
Sept. 11	Class 7: What's a catalog? What's in a catalog?	<p>Read (Course Reserves on Sakai): Quaratiello, A. R. (2011). Book Bonanza: Using the Library Catalog. In <i>The college student's research companion: finding, evaluating, and citing the resources you need to succeed</i> (pp. 71-87). New York: Neal-Schuman Publishers.</p> <p>Review: Library of Congress Classification, https://www.loc.gov/catdir/cpsol/lcc.html and Outline, https://www.loc.gov/catdir/cpsol/lcco/</p>
Sept. 13	Class 8: Davis Library Scavenger Hunt Guest speaker: Joanneke Elliot	Meet in Room 247 of Davis Library

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Sept. 18	Class 9: Tools for Background Information	<p>Read (Course Reserves on Sakai): Jemielniak, D., & Aibar, E. (2016). Bridging the gap between wikipedia and academia. <i>Journal of the Association for Information Science and Technology</i>, 67(7), 1773-1776. doi:10.1002/asi.23691</p> <p>Skim: "Reliability of Wikipedia" entry on Wikipedia</p> <p>Watch: Building Your Knowledge Base tutorial, https://library.unc.edu/support/tutorials/knowledge-base/</p> <p>EBTP Due: Research Statement & Question</p>
Sept. 20	Class 10: Getting Organized	<p>Review (Library Guide on Sakai): Using Zotero subject guide, https://guides.lib.unc.edu/usingzotero</p> <p>Review (Library Guide on Sakai): Citing Information tutorial, https://guides.lib.unc.edu/citing-information</p>
Sept. 25	Class 11: Annotated Bibliographies	<p>Read: https://writingcenter.unc.edu/tips-and-tools/annotated-bibliographies/ AND https://writingcenter.unc.edu/tips-and-tools/annotated-bibliographies/apa-examples/</p> <p>EBTP Due: Encyclopedia Summary & Concept Map</p>
Sept. 27	Class 12: Evaluating Information	<p>Read (Course Reserves on Sakai): Quaratiello, A. R. (2011). Reliable Resources: Evaluating Information. In <i>The college student's research companion: finding, evaluating, and citing the resources you need to succeed</i> (pp. 19-29). New York: Neal-Schuman Publishers.</p> <p>Read: Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources. <i>Journal of Information Science</i>. 39(4), 470-478. doi:10.1177/0165551513478889</p> <p>Watch: Evaluating Your Sources tutorial, https://library.unc.edu/support/tutorials/evaluating-your-sources/</p>
Oct. 2	Class 13: Evaluating Information continued	<p>Homework 2 Due: Factitious Fake News Quiz</p>

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Oct. 4	Class 14: Periodicals and Databases	Read (Course Reserves on Sakai): Upson, M., Hall, C. M., & Cannon, K. (2015). Journals and Databases . In <i>Information now: A graphic guide to student research</i> (pp. 55-68). Chicago: University of Chicago Press.
Oct. 9	No class – Away for conference	
Oct. 11	Class 15: Database Discovery	Review: UNC’s E-Research by Discipline page, https://guides.lib.unc.edu/sb.php
Oct. 16	Class 16: Database Discovery – Presentations	
Oct. 18	No Class – Fall Break	
Oct. 23	Class 17: Academic Posters Guest Speaker: Sarah Sculnick	Meet in the Undergraduate Library Room 124 Review/read: Design Guide: Academic Posters, https://guides.lib.unc.edu/academicposters
Oct. 25	Class 18: Effective Search Strategies	Read: Ford, N. (2012). Mapping search approaches & techniques to information needs . In <i>The essential guide to using the web for research</i> (pp. 103-131). London: SAGE Publications Ltd. doi: 10.4135/9781446287927.n7 Watch: Recognizing the Potential in Your Search Results, https://library.unc.edu/support/tutorials/search-results/
Oct. 30	Class 19: Ethical Use of Information	Read (Course Reserves on Sakai): McAdoo, M. L. (2015). Conducting ethically and legally responsible research . <i>The student’s survival guide to research</i> (pp. 141-155). Chicago: Neal-Schuman. Read: Identifying Plagiarism tutorial, https://guides.lib.unc.edu/plagiarism Homework 3 Due: Plagiarism Quiz
Nov. 1	Class 20: Statistics, Statistics, Statistics Guest Speakers: Renée Bosman , Government Information Librarian & Michele Hayslett , Numeric Data Services and Data Management Librarian	Read (Course Reserves on Sakai): Fulton, C. (2010). Counting on our numeric literacy . <i>Information pathways</i> (pp. 99–110). Lanham, MD: The Scarecrow Press, Inc.

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Nov. 6	Class 21: In-Class Workshop: Annotated Bibliography	Homework 4 Due: Statistics
Nov. 8	Class 22: Usability and User Experience/Interface Design	<p>Read: Krishna, G. (2015). Screen-based thinking: Let's make an app!. In <i>The best interface is no interface</i> (Chapter 2). Retrieved from Safari Books Online database.</p> <p>EBTP Due: Draft Annotated Bibliography</p>
Nov. 13	Class 23: In-Class Workshop: Annotated Bibliography	
Nov. 15	Class 24: Future of Scholarly Communication	<p>Read: Priem, J. (2016, March 27). Scholarship: Beyond the paper. <i>Nature</i>, 495(7442), 437–440. doi: 10.1038/495437a</p> <p>Homework 5 Due: Usability Assessment of a Database</p>
Nov. 20	Class 25: Archives and Special Collections Guest Speaker: Sarah Carrier, NC Research & Instructional Librarian	<p>Meet in Wilson Special Collections Library Room 504</p> <p>Read: Schmidt, L. (2011). Using Archives: A Guide to Effective Research.</p>
Nov. 22	No class – Thanksgiving Break	
Nov. 27	Class 26: Managing Information: Multi-tasking and Productivity	<p>Read: Mizrachi, D. and Bates, M. J. (2013). Undergraduates' personal academic information management and the consideration of time and task-urgency. <i>Journal of the Association for Information Science and Technology</i>, 64(8), 1590–1607. doi:10.1002/asi.22849</p> <p>EBTP Due: Annotated Bibliography & Research Outline</p>
Nov. 29	Class 27: Poster Presentation Day 1	EBTP Due: Academic Poster/Presentation
Dec. 4	Class 28: Poster Presentation Day 2	
Dec. 13	FINAL EXAM – Meet in Manning 307 at 4 PM	