

Retrieving and Analyzing Information
INLS 151-02

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Meets: Tuesday and Thursday 9:30 A.M. – 10:45 A.M.
Manning Hall Room 117

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
11 Jan	Class introduction; what is information science?	
16 Jan	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.
18 Jan	Introduction to analytical and logical reasoning cont.	<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).
23 Jan	Decision-making	<p>Fallacies assignment due</p> <p>Barry Schwartz, The Paradox of Choice, TED Talk (Jul. 2005), https://www.ted.com/talks/barry_schwartz_on_the_paradox_of_choice?language=en.</p>
25 Jan	The research process	◆ W. Lawrence Neuman, <i>What is Empirical Social Research, in UNDERSTANDING RESEARCH</i> (2009) (read pages 8-22).
30 Jan	Reading and evaluating scholarly articles	<ul style="list-style-type: none"> ◆ Please read and consider the following. ◆ “How to Read a Scholarly Journal Article” ◆ “CRAAP Test” Worksheet
1 Feb	Citation to authority	<ul style="list-style-type: none"> ◆ Please view the following tutorials. ◆ 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)
6 Feb	Citation to authority cont.	◆ Jason Priem, <i>Scholarship: Beyond the Paper</i> , NATURE, Mar. 28, 2013, at 437.

8 Feb	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> <p>◆ Anne. J. Gilliland, <i>Setting the Stage</i>, in INTRODUCTION TO METADATA (Murtha Baca, ed., 2008) (read pages 13-17; this includes sections <i>Primary Functions of Metadata</i>, <i>Some Little-Known Facts about Metadata</i>, and <i>Why is Metadata Important?</i>).</p>
13 Feb	Information organization cont.	◆ Daniel Dabney, <i>The Universe of Thinkable Thoughts: Literary Warrant and West's Key Number System</i> , 99 LAW LIBR. J. 229 (2007).
15 Feb	Information retrieval	◆ W. BRUCE CROFT, DONALD METZLER, AND TREVOR STROHMAN, SEARCH ENGINES: INFORMATION RETRIEVAL IN PRACTICE (2015) (read pages 1-12).
20 Feb	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>
22 Feb	Midterm	

27 Feb	Stat to Story project overview and planning	Stat to Story project: outline and description due Sunday, March 4th by 5 P.M. (one member submit to Dropbox)
1 Mar	Value of information Guest speaker: Professor Charles Szypszak, School of Government “Legally Operative Information”	◆ Charles Szypszak, <i>A Metamorphosis in the Maintenance of Land Records</i> , POP. GOVT., Winter 2006, at 4.
6 Mar	Social systems and media	◆ 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).
8 Mar	Domain-specific information-seeking: health information and health information literacy	<p>Research exercise 3 due</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>
13 Mar	No class (spring break)	
15 Mar	No class (spring break)	

20 Mar	Deliberate misinformation and “fake news”	<ul style="list-style-type: none"> ◆ Madhusree Mukerjee, <i>How Fake News Goes Viral—Here’s the Math</i>, SCIENTIFIC AMERICAN, July 14, 2017, https://www.scientificamerican.com/article/how-fake-news-goes-viral-mdash-heres-the-math/. ◆ Please look through the following resource about “fake news” and misinformation <ul style="list-style-type: none"> ◆ Harvard Library LibGuide
22 Mar	Domain-specific information-seeking: government documents and public information/public records	<ul style="list-style-type: none"> ◆ 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).
27 Mar	Primary sources in archives and special collections	<p>Stat to Story project: research log and literature search analysis due</p> <ul style="list-style-type: none"> ◆ 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. <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
29 Mar	Visit to Wilson Library	<ul style="list-style-type: none"> ◆ 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 archivist.
3 Apr	Myths, urban legends, and wives’ tales activity	<ul style="list-style-type: none"> ◆ Please arrive to class with one example.

5 Apr	PLACE HOLDER	PLACE HOLDER
10 Apr	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 .
12 Apr	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 .
17 Apr	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, <i>The Dark(ish) Side of Digitization: Information Equity and the Digital Divide</i> , 71 THE SERIALS LIBR. 57 (2016).
19 Apr	Presentations	
24 Apr	Presentations	
26 Apr	INLS 151 Jeopardy! and exam review	◆Please bring to class your questions about the exam.
4 May 8 A.M.	Final Exam	

Class session rules: Since our sessions will be held in a computer lab, you will have access to the Internet for class activities and electronic word-processing software for taking notes. Therefore, laptops are not allowed in class. All handheld devices (e.g. Smartphones) must also 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%
Research exercises (3)	15%
Midterm exam	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 institute unannounced quizzes if the instructor believes doing so will promote better class discussion of assigned readings.

The instructor may 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 reflections: During the semester you will be asked to provide your analysis and reflection of the assigned reading[s] for the day. Often, you will respond to discussion questions posed by the instructor. These reflections will be completed in class and will be assessed as part of the participation grade.

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 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 and Resources Services office. If you have a medical condition or disability that may require reasonable accommodation to ensure equal access to this course, please contact the Accessibility Resources and Services office.