

INLS 151.002: Retrieving and Analyzing Information

Spring 2019 - Syllabus

Instructor: Sarah Arnold

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Meeting Times: Mondays/Wednesdays 1:25-2:40 PM

Classroom Location: Murphey Hall, Room 118

Office: Undergraduate Library, meet me at the main desk

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 so others with similar information needs can use 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	January 23	3
	2: Citation Styles	February 18	3
	3: Statistics	March 27	3
	4: Plagiarism Quiz	April 1	3
	5: Respond to "Beyond the Paper"	April 15	3
Database Discovery	Small group assignment involving a presentation and demonstration of an assigned library database.	March 20	10

Everything but the Paper Project (50 points total)	5 Forum Posts (2 points each)	See schedule	10
	Topic Idea	January 30	3
	Encyclopedia Summary & Concept Map	February 13	7
	Research Statement & Question	February 27	7
	Draft Annotated Bibliography	April 3	3
	Annotated Bibliography & Research Outline	April 17	15
	Academic Poster/Presentation	April 24	10
Final Exam	The Final Exam is scheduled for THURSDAY, May 2 at 12PM in our regular classroom. I expect you to be there. If you do not attend you will receive an F, no questions. 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.	May 2 3 PM	10

Turning in Assignments:

Use Assignments on our class Sakai site. Each assignment should be turned in before the beginning of class on the day it is due unless noted otherwise.

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 activities should be turned in to Drop Box on Sakai before the end of class. These count towards your final 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. Students are responsible for all of their work, including assessments, tests, and written work, and for all class meetings.

No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences: authorized University activities, disability/religious observance/pregnancy, or significant health condition and/or personal/family emergency.” **You will be penalized for more than 2 unexcused absences and for each time you are late to class.**

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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Spring 2019 – 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
Wednesday, January 9	Class 1: Welcome & Overview of Course	
Monday, January 14	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 Skim (Course Reserves on Sakai): Tufte, E. R. (1990). Escaping flatland . <i>Envisioning information</i> (pp. 18–23). Cheshire, Conn.: Graphics Press.
Wednesday, January 16	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.
Monday, January 21	No class – Martin Luther King, Jr. Memorial Day	
Wednesday, January 23	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. Choose and read 2 of the 6 scenarios: 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 before class: Finding the Best Information: Your Job May Depend on It

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Monday, January 28	Class 5: Getting Ready for Research	<p>Read (Course Reserves on Sakai): McAdoo, 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>
Wednesday, January 30	Class 6: 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> <p>EBTP Due before class: Topic Idea</p>
Monday, February 4	Class 7: 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>Forum Post 1 due by midnight</p>
Wednesday, February 6	Class 8: What's a catalog? What's in a catalog?	<p>Read (Course Reserves on Sakai): Upson, M., Hall, C. M., & Cannon, K. (2015). How Information is Organized and Found: The Basics. In <i>Information now: A graphic guide to student research</i> (pp. 25-37). Chicago: University of Chicago Press.</p> <p>Review: Library of Congress Classification, https://www.loc.gov/catdir/cpsolcc.html and Outline, https://www.loc.gov/catdir/cpsolcco/</p>
Monday, February 11	Class 9: Davis Library Scavenger Hunt Guest speaker: Joanneke Elliot	<p>Meet in Room 247 of Davis Library</p>

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Wednesday, February 13	Class 10: Developing a Research Question	<p>Read pages 11-18, skim the rest for examples (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 before class: Encyclopedia Summary & Concept Map</p> <p>Forum Post 2 due by midnight</p>
ONLINE: Monday, February 18	Class 11: 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> <p>Homework 2: Citation Styles due by midnight</p>
Wednesday, February 20	Class 12: 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>
Monday, February 25	Class 13: 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>
Wednesday, February 27	Class 14: Evaluating Information continued	<p>Guest speaker: Stephanie Brown, Director of Park Library, School of Media & Journalism</p> <p>EBTP Due before class: Research Statement & Question</p> <p>Forum Post 3 due by midnight</p>

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Monday, March 4	Class 15: Academic Posters Guest Speaker: Jennie Goforth , Research and Design Services Librarian	Meet in the Undergraduate Library Room 124 Review/read: Design Guide: Academic Posters, https://guides.lib.unc.edu/academicposters
Wednesday, March 6	Class 16: 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.
Monday, March 11	No Class – Spring Break	
Wednesday, March 13	No Class – Spring Break	
ONLINE: Monday, March 18	Class 17: Database Discovery	Review: UNC’s E-Research by Discipline page, https://guides.lib.unc.edu/sb.php
Wednesday, March 20	Class 18: Database Discovery – Presentations	
Monday, March 25	Class 19: 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/
Wednesday, March 27	Class 20: In-Class Workshop 1	Forum Post 4 due by midnight
Monday, April 1	Class 21: 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 before class: Plagiarism Quiz

Date	Topic/Class Activities	Readings, Viewings, and Assignments
Wednesday, April 3	Class 22: 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. EBTP Due before class: Draft Annotated Bibliography
Monday, April 8	Class 23: Usability and User Experience/Interface Design	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. Homework 4 Due before class: Statistics Forum Post 5 due by midnight
Wednesday, April 10	Class 24: In-Class Workshop 2	
ONLINE Monday, April 15	Class 25: Future of Scholarly Communication	Read: Priem, J. (2016, March 27). Scholarship: Beyond the paper . <i>Nature</i> , 495(7442), 437–440. doi: 10.1038/495437a Homework 5: Respond to “Beyond the Paper” due by midnight
Wednesday, April 17	Class 26: Advanced Google Searching	Read: How to search on Google Read: Hindy, J. (2013, September 30). 20 Tips To Use Google Search Efficiently . <i>Lifhack</i> . (PDF available on Sakai) EBTP Due before class: Annotated Bibliography & Research Outline
Monday, April 22	Class 27: Managing Information: Multi-tasking and Productivity	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
Wednesday, April 24	Class 28: Poster Presentations	EBTP Due before class: Academic Poster
Thursday, May 2	FINAL EXAM in Murphey Hall, Room 118 at 12 PM	

