

Retrieving and Analyzing Information
INLS 151

Instructor: Emily Roscoe, MPA, JD, PhD
Meets: Monday and Wednesday 5:25PM to 6:40PM
 Remote & synchronously via ZOOM
Office hours: By appointment
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 Emergency phone: 919.770.0258
Required: Readings as assigned (no course textbook purchase required)

Date	Topics	Due
10 Aug	Class introduction; what is information science?	
12 Aug	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).
17 Aug	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). ◆ HANS ROSLING, FACTFULNESS: TEN REASONS WE'RE WRONG ABOUT THE WORLD--AND WHY THINGS ARE BETTER THAN YOU THINK (2018) (excerpt).
19 Aug	Decision-making	<ul style="list-style-type: none"> ◆ BARRY SCHWARTZ, THE PARADOX OF CHOICE, TED TALK (JUL. 2005). ◆ HENRY HAZLITT, THINKING AS A SCIENCE (1916) (excerpt).
24 Aug	Class cancelled by UNC direction	
26 Aug	The research process**	<ul style="list-style-type: none"> ◆ W. Lawrence Neuman, <i>What is Empirical Social Research</i>, in UNDERSTANDING RESEARCH (2009) (read pages 8-22).
31 Aug	Reading and evaluating scholarly articles	Please view the following: <ul style="list-style-type: none"> ◆ "How to Read a Scholarly Article"
2 Sep	Citation to authority	Please view the following websites: <ul style="list-style-type: none"> ◆ Measuring Research Impact ◆ Web of Science
7 Sep	No class: Labor Day	
9 Sep	Citation to authority cont.**	<ul style="list-style-type: none"> ◆ Jason Priem, <i>Scholarship: Beyond the Paper</i>, NATURE, Mar. 28, 2013, at 437. ◆ Sarah W. Sutton, <i>Altmetrics: What Good are They to Academic Libraries?</i> 4 KAN. LIBR. ASS'N C. AND UNIVERSITY LIBRARIES SECTION PROC., no. 2, 2014 at 1.
14 Sep	Information organization**	<ul style="list-style-type: none"> ◆ Robert J. Glushko, Paul M. Maglio, Teenie Matlock, & Lawrence W. Barsalou, <i>Categorization in the Wild</i>, 12 TRENDS IN COGNITIVE SCI. 129 (2008). ◆ NATL. INFO. STDS.ORG., UNDERSTANDING METADATA (2004), read pages 1-3 and 10-12; skim the rest.

		<ul style="list-style-type: none"> ◆ Anne J. Gilliland, <i>Setting the Stage, in</i> Introduction to Metadata (Murtha Baca, ed., 2008) (read pages 13-17; this includes sections <i>Primary Functions of Metadata, Some Little-Known Facts about Metadata, and Why is Metadata Important?</i>).
16 Sep	Information organization cont.	
21 Sep	Information retrieval	<p><u>Research exercise I due</u></p> <p>W. BRUCE CROFT, DONALD METZLER, AND TREVOR STROHMAN, <i>SEARCH ENGINES: INFORMATION RETRIEVAL IN PRACTICE</i> (2015) (read pages 1-12).</p>
23 Sep	Internet research	<ul style="list-style-type: none"> ◆ Daniel Pink, The Book Stops Here, WIRED, MAR. 1, 2005, http://www.wired.com/2005/03/wiki/. ◆ Joe Pinsker, The Covert World of People Trying to Edit Wikipedia—for Pay, THE ATLANTIC, AUG. 11, 2015, http://www.theatlantic.com/business/archive/2015/08/wikipedia-editors-for-pay/393926/.
28 Sep	Midterm	
30 Sep	Diversity: the relevance in information science**	Materials TBD
5 Oct	Stat to Story project overview and planning	<u>Stat to Story project: outline and description due: Sunday, Oct. 4th by 10:00 PM</u>
7 Oct	Personal information management**	<ul style="list-style-type: none"> ◆ In Praise of Clutter, THE ECONOMIST, Dec. 19, 2002, http://www.economist.com/business/displayStory.cfm?story_id=1489224.
12 Oct	Domain-specific information-seeking: research using numerical data Guest speaker: Michele Hayslett	<p><u>Research exercise II due</u></p> <ul style="list-style-type: none"> ◆ Materials TBD
14 Oct	Primary sources in archives and special collections	<ul style="list-style-type: none"> ◆ LAURA SCHMIDT, SOCIETY OF AMERICAN ARCHIVISTS, <i>USING ARCHIVES: A GUIDE TO EFFECTIVE RESEARCH</i> (2011). ◆ Please spend some time exploring one or more of the following digital archives and collections. <ul style="list-style-type: none"> ○ “Documenting the American South” UNC digital publishing initiative that provides Internet access to texts, images, and audio files related to southern history, literature, and culture. ○ National Archives online exhibits ○ Duke digital collections ○ Folkstreams ◆ <i>Collection of documentary films relating to American culture and individuals.</i>
19 Oct	[Virtual] Wilson Library visit Guest speaker: Matt Turi**	<ul style="list-style-type: none"> ◆ Please prepare for the session by reflecting on materials and discussions from the previous class. I encourage you to arrive with questions for the instructional librarian and archivist.
21 Oct	No class: time given to work on Stat to Story project	<u>Stat to Story project: research log and literature search analysis due by 9:00 PM</u>

26 Oct	Information privacy issues	<ul style="list-style-type: none"> ◆ CBS News, The Data Brokers: Selling your Personal Information, 60 MINUTES (Aug.24,2014), https://www.youtube.com/watch?v=qAT_ina93NY.
28 Oct	Value of information: Guest speaker: Professor Charles Szypszak, School of Government “Legally Operative Information”	<ul style="list-style-type: none"> ◆ Charles Szypszak, <i>Legal Protection of Property Rights in the Self-Regulating United States Local Recording System</i>, Adam Mickiewicz University Law Review (2019) (read pages 9-15; i.e. first 7 pages, stopping at “Title Insurance”)
2 Nov	Domain-specific information-seeking: (1) health information and health information literacy (2) “Gov Docs” and public records	<ul style="list-style-type: none"> ◆ 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). ◆ GPO History ◆ GPO’s Birth Certificate <ul style="list-style-type: none"> ◆ 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). ◆ Understanding Public Records
4 Nov	Research ethics	<p><u>Stat to Story project: annotated bibliography due</u></p> <ul style="list-style-type: none"> ◆ Readings TBD
9 Nov	Information access**	<ul style="list-style-type: none"> ◆ 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, The Dark(ish) Side of Digitization: Information Equity and the Digital Divide, 71 THE SERIALS LIBR. 57 (2016).
11 Nov	Presentations	
16 Nov	Presentations	
TBD	Final Exam	

UNC course grade policy:

The following definitions will be used as a guide for the assignment of undergraduate grades.

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 students have shown such outstanding promise in the aspect of the discipline under study that he/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 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.

A 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 reason, 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.

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:

Participation.....	15%
Research assignments (2)	15%
Midterm	15%
Stat to Story Project	25%
Final	30%

The participation grade is based on class attendance, demonstrated preparation, timely submission of required graded and ungraded assignments, and thoughtful contribution to discussions. For good faith effort in class activities and routine participation, the assigned grade will be an 85 (B). Participation above or below this default will be assigned a grade accordingly.

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 graded or ungraded assignments and overall good faith effort in class activities.

Assignments:

Weekly reading reflection and analysis: **ONCE** a week you will post to our class discussion board in Sakai with your analysis and reflection of one day's assigned materials. This analytical/reflection post should be posted by **3:00 PM** on the corresponding day of the assigned material. (***Note you still must read and prepare for each class even if you do not provide an analysis and reflection for that day's material**).

- For weeks with two days of assigned materials, you may choose either day's materials to provide a reflection/analysis in Sakai.
- For weeks with only one day of assigned materials (e.g. week), you must post your reflection/analysis for that day's materials. You will see ****** on the syllabus when this applies.
- You will be assessed for your weekly analysis. Your post is assessed on your reflective thinking, analysis, and making connections. You will receive more details in class.

Your first reflection and analysis is due August 19th. Weekly postings will proceed from this date.

Research exercises: You will be given two exercises designed to sharpen your research skills. The exercises will build upon class topics and activities. The exercises are of equal weight (i.e. grade-wise). Further instructions for each exercise will be given in class.

Stat to Story project: This is a multiple-step project you will complete in teams of three or four. You will turn in three preliminary parts of the assignment and present your project to the class at the end of the semester (in a recorded format). 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 + 5 minutes Q&A

Exams and Graded Submissions: The format of the exams will be shared prior to the exam date. Questions about exams must be raised during class so that all students can hear the same information. The final exam is 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 if 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 Resources and Service (ARS) department. If you have a medical condition or physical disability that may require reasonable accommodation to ensure equal access to this course, please contact the ARS department.