RETRIEVING & ANALYZING INFORMATION

INLS 151 001 Fall 2023
School of Information & Library Science

COURSE INFORMATION

Credit Hours: 3.0

Pre or Co-Requisites: n/a

Target Audience: any undergraduates

Meeting Pattern: TTH 9:30am-10:45am

Instructional Format: in-person

Classroom or Location: Manning Hall, rm 303

INSTRUCTOR INFORMATION

Name: Dr. Ericka Patillo, PhD, MSLS, she/they/per

Email Address: patillo@unc.edu (but please contact me via the Canvas Inbox)

Office Location: Manning Hall, rm 111

Office Hours: Tuesdays after class, Tuesdays 1-2pm, and by appointment. In-person or via zoom.

Zoom Room ID: when applicable: https://unc.zoom.us/my/patillo

Teaching Philosophy: I am excited to help facilitate your learning, and I hope to build an inclusive learning community with you! You all are coming to this course with varied levels of academic experience, which provides great opportunities for us to learn from and with each other. I have created a structure and I'm here to guide you as you create your own knowledge and apply the tools and techniques to your future information-seeking.

COURSE CONTENT

Course Description from UNC 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 Texts & Materials

Quaratiello, Arlene and Jane Devine. The College Student's Research Companion, 5th edition. Available via Library Course Reserve. Additional readings will be posted/available via Canvas.

Class Expectations

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 social media, email, texting and other tasks until after class)

Course Goals & Student Learning Outcomes (SLOs)

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.

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. Identify and summarize issues of ethics and integrity surrounding the use of information.

IDEAs in Action General Education Curriculum

Ways of Knowing

Student Learning Outcomes:
1. Recognize and use one or more approach(es) to developing and validating knowledge of the unfamiliar world.
2. Evaluate ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
3. Interrogate assumptions that underlie our own perceptions of the world.
4. Employ strategies to mitigate or adjust for preconceptions and biases.
5. Apply critical insights to understand patterns of experience and belief.

These are the types of questions you should be able to answer after completing a course.
1. What norms and expectations do I take for granted?

2.   What categories and concepts frame my assumptions, experiences, and beliefs?
3.   What practices of investigation or inquiry best challenge those assumptions and expectations?
4.   How can I consider whether my beliefs might be wrong?

COURSE ASSIGNMENTS & ASSESSMENTS

Assignment Descriptions

Additional details for each assignment will be discussed in class and available on our class Canvas site. Most assignments will be submitted prior to the beginning of the class using the Canvas Assignments tool; otherwise clear instructions will be shared in advance (eg., some journal entries will be handwritten and gathered during class).

Your total grade will be based on the following components:

Class Participation **Due: every class period; 10 points total**

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.

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.

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 course of the semester (serious illness, etc.), please let me know immediately so that we can discuss an appropriate schedule for you.

Homework **3 points each; 15 points total**

1: Finding the Best Information; due 8/31
2: Citation Styles; due 9/26
3. Plagiarism Quiz; due 11/2
4: Statistics; due 11/9
5: Thoughts on the Future of Scholarly Communication; due 11/16

Database Discovery **Due: 10/17; 10 points**

Small group assignment involving a presentation and demonstration of an assigned library database.

Everything but the Paper Project **Due: see below; 55 points total**

5 journal/discussion board entries. See schedule for due dates. 2 points each, 10 points total
Topic idea. Due 9/12. 3 points
Encyclopedia summary & concept map. Due 9/21. 7 points
Research statement & question. Due 10/5. 7 points
Draft annotated bibliography. Due. 11/14. 3 points
Annotated bibliography & research outline. Due 11/28. 15 points
Academic Poster/Presentation. Due 12/5. 10 points

Final Exam **10 points**

The Final Exam is scheduled for **TUESDAY, December 12 at 8AM** 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.

Grading Scale & Schema

Late Work

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).

Grading Scale

Grades will not be rounded up or down. All grades are in accord with UNC policy and may be found on the Registrar's website.

Numeric Grade (%)	Letter Grade
93.5 and above	A
89.5 – 93.4	A-
86.5 – 89.4	B+
82.5 – 86.4	B
79.5 – 82.4	B-
76.5 – 79.4	C+
72.5 – 76.4	C
69.5 – 72.4	C-
66.5 – 69.4	D+
59.5 – 66.4	D
59.4 and below	F

Table a: Grading Scale Table

POLICY STATEMENTS

Academic Policies

Inclusion and Belonging

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve. I appreciate any suggestions.

University Class Attendance Policy

University Policy: As stated in the University's [Class Attendance Policy](#), no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

1. Authorized University activities: [University Approved Absence Office (UAAO) website](#) provides information and [FAQs for students](#) and [FAQs for faculty](#) related to University Approved Absences
2. Disability/religious observance/pregnancy, as required by law and approved by [Accessibility Resources and Service](#) and/or the [Equal Opportunity and Compliance Office](#) (EOC)
3. Significant health condition and/or personal/family emergency as approved by the [Office of the Dean of Students](#), [Gender Violence Service Coordinators](#), and/or the [Equal Opportunity and Compliance Office](#) (EOC).

Instructors may work with students to meet attendance needs that do not fall within University approved absences. For situations when an absence is not University approved (e.g., a job interview, illness/ flu or club activity), instructors are encouraged to work directly with students to determine the best approach to missed classes and make-up assessment and assignments.

Honor Code Statement

All students are expected to follow the guidelines of the UNC Honor Code. In particular, students are expected to refrain from "lying, cheating, or stealing" in the academic context. If you are unsure about which actions violate the Honor Code, please see me, or consult [studentconduct.unc.edu](#).

Syllabus Changes

The instructor reserves the right to make changes to the syllabus including project due dates and test dates. These changes will be announced as early as possible.

Grade Appeal Process

If you have any concerns with grading and/or feel you have been awarded an incorrect grade, please discuss it with me as soon as possible. If we cannot resolve the issue, you may talk to our director of undergraduate studies or dean. Disclosure: I am associate dean for academics at SILS; normally these concerns would come to me. You are welcome to speak with the dean since I am teaching this course.

Services & Student Support Policies

Accessibility Resources & Services (ARS)

[Accessibility Resources and Service](#) (ARS – [ars@unc.edu](#)) receives requests for accommodations, and through the Student and Applicant Accommodations Policy determines eligibility and identifies reasonable accommodations for students with disabilities and/or chronic medical conditions to mitigate or remove the barriers experienced in accessing University courses, programs and activities. ARS also offers its Testing Center resources to students and instructors to facilitate the implementation of testing accommodations. Faculty and instructors with any concerns or questions about accommodations and/or their implementation, are invited to [reach out to ARS](#) to discuss.

Counseling & Psychological Services (CAPS)

UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The [Heels Care Network](#) website is a place to access the many mental health resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website [https://caps.unc.edu/](#) or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance.

Title IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at [https://eoc.unc.edu/report-an-incident/](#) or by contacting the University's Title IX Coordinator (Elizabeth Hall, [titleixcoordinator@unc.edu](#)) or the Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](#)). Confidential resources include Counseling and Psychological

Services and the Gender Violence Services Coordinators (gvsc@unc.edu). Additional resources are available at safe.unc.edu.

Policy on Non-Discrimination

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered, and that equitable and consistent standards of conduct and performance are applied. If you are experiencing harassment or discrimination, you can seek assistance and file a report through the Report and Response Coordinators (email reportandresponse@unc.edu or see additional contact info at safe.unc.edu) or the Equal Opportunity and Compliance Office at https://eoc.unc.edu/report-an-incident/.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at http://learningcenter.unc.edu to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

For free feedback on any course writing projects, check out UNC's Writing Center. Writing Center coaches can assist with any writing project, including multimedia projects and application essays, at any stage of the writing process. You don't even need a draft to come visit. To schedule a 45-minute appointment, review quick tips, or request written feedback online, visit http://writingcenter.unc.edu.