INLS 200-002: Retrieving & Analyzing Information (3 credits)
Fall 2013, Course Syllabus

Instructor:	Kathy Brennan
Email:	kbrennan@unc.edu
Logistics:	Monday/Wednesday, 11:00 a.m. – 12:15 p.m.
	Manning Hall, Room 117
Course Website:	https://sakai.unc.edu/portal
Office:	Garden Level, Manning Hall, "Information Interaction Group area"
Office Hours:	Mondays, 12:30 p.m. – 1:30 p.m.
	Tuesdays, 11:00 a.m. – 12:00 p.m.
	And by appointment

Course description

As a student in this course, you will learn how to clarify your own information needs, access information sources, critically evaluate those information sources, and use the information accessed to fulfill your information needs. The information sources used in this course will be predominantly electronic, though, on occasion, we may use print resources. You will learn to formulate effective search strategies, master basic search logic and commands, and gain hands-on experience searching databases and other information sources. You will learn to access information in both bibliographic and non-bibliographic resources, including citation, full-text, numeric, image, and multimedia databases. The assignments will enable you to focus on information resources on various topics.

This course is a core requirement for both the SILS major and minor. It is designed to be useful in the context of all your other coursework, both in and out of SILS.

Course objectives

By the end of the 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 grades

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.

*These definitions are from:
http://www.unc.edu/faculty/faccoun/reports/2000-01/R2001GradingStandardsAddendum.htm

The total grade will be based on the following components:

Component	Description	When Graded	% of Final Grade
In-class participation	We will be reading a variety of works and watching several videos in support of the diverse topics we will discuss in class. You are responsible for reading/viewing all of these. Your participation in class is critical to the success of this class. Contributing your ideas, reactions and questions to the topic will nurture you skills and comfort at presenting your thoughts orally. We all benefit from dialogue that includes diverse and even occasionally conflicting perceptions. Plan to attend class and arrive on time. You will be penalized for excessive absences and tardiness. Be courteous to your classmates and course instructor by not conversing with others during class lectures. Turn off cell phones, pagers, 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, asking questions, taking notes, actively working on in-class exercises 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. If you need to miss class because of a religious holiday, then we can make alternative arrangements for this as well.	Each class	15%
Quizzes	Throughout the course of the semester, pop quizzes will be administered at the start of class. Quiz questions will be about the day's readings. **Quizzes cannot be made-up for any reason.** If you arrive late to class and the quiz is still 'in session' then you can start the quiz. However, you will not receive extra time to complete it. Your quiz will be collected along with everyone else's.	When given	10%
Mid-term exam	The mid-term will take place during class time on Monday, October 14. If you anticipate some problem with taking the	Monday, October	20%

	exam on this day or in this location (e.g., 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 location.	14	
Wikipedia article	Project description and instructions are available on Sakai.	In parts	40%
Final exam	The Final Exam is cumulative. The Final Exam is scheduled for Friday, December 6, at 12:00 p.m. 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 a conflict with another scheduled exam 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.	Friday, December 6, 12:00 pm	15%

Course Schedule and Readings

Class	Subject Topic	Required Materials for Reading, Viewing, and Listening
#1 Aug. 21	Introduction	*Note: This is NOT a required reading for the first class.* • Magazine Article: Bohannon, J. (2011). <u>Searching for the Google effect on people's memory.</u>
#2 Aug. 26	The science of information	• Video: <u>YouTube: Information.</u> • Scholarly Article: Bates, Marcia (1999). <u>The invisible substrate of information</u>.
#3 Aug. 28	The Internet and World Wide Web	• Video: <u>Memex Animation - Vannevar Bush's diagrams made real</u>. • Book Chapter: Wright, A. (2007). "The Web that wasn't." Chapter 11 In *GLUT: Mastering Information Through the Ages.* Joseph Henry Press, Washington, DC. Pages 180 – 229. **(available on Sakai)**
09/02	*NO CLASS*	*LABOR DAY HOLIDAY – NO CLASS*
#4 Sep. 04	The Internet and World Wide Web	• Video: <u>YouTube: History of the Internet</u> • Online Article: Leiner, B., Cerf, V., Clark, D., et.al. (2012). <u>Brief History of the Internet</u>. • Magazine Article: Kleinberg, J. & Lawrence, S. (2001). <u>The structure of the Web</u>.
#5 Sep. 09	Information search process, part 1	• Book Chapter: Case, Donald O. (2012) Chapter 1. Information behavior: An introduction. **(available on Sakai)**
#6 Sep. 11	Information search process, part 2	• Scholarly article: Kuhlthau, C.C. (1991). Inside the search process: Information seeking from the user's perspective. **(available on Sakai)** • Tutorial: UNC Libraries' Evaluating Information tutorial. <u>Evaluation information tutorial</u>.

#7 Sep. 16	**Conducting research, part 1**	• Textbook Chapter: Neuman, W.L. (2009). *Understanding research*. Boston, MA: Pearson/Allyn and Bacon. Chapter 1. *(available on Sakai)* • Book Chapter: Ford, N. (2012). *Using the Web for Research.* Chapters 2 & 3. Sage Publications, Thousand Oaks, CA. *(available on Sakai)*
#8 Sep. 18	**Conducting research, part 2**	• Scholarly Article: Mandalios, J. (2013). RADAR: An approach for helping students evaluate Internet sources. *Journal of Information Science.* (39) 4, 470-478. DOI:10.1177/0165551513478889 *(available on Sakai)* • Book Chapter: Ford, N. (2012). *Using the Web for Research.* Chapter 4. Sage Publications, Thousand Oaks, CA. *(available on Sakai)*
#9 Sep. 23	**SILS Guest Speaker**	• **Guest Speaker: Kaitlyn Murphy, Undergraduate Student Services Manager**
#10 Sep. 25	**Organization of information**	• Scholarly Article: Glushko, R. J., Maglio, P., Matlock, T., & Barsalou, L. (2008). Categorization in the wild. *Trends in Cognitive Sciences* 12(4), 129-135. *(available on Sakai)* • Book Chapter: Taylor, A.G. (1999). *The Organization of Information*. Englewood, CO: Libraries Unlimited, Inc**.** Chapter 1: Organization in human endeavors *(available on Sakai)* • Government Document: National Information Standards Organzation (2004). Understanding metadata.
#11 Sep. 30	**Information search and retrieval systems, part 1**	• Textbook Chapter: Croft, B., Metzler, D., & Strohman, T. (2010). Search Engines: Information Retrieval in Practice. ***Read Chapters 1 (Search engines and information retrieval, pp. 1-12) and 2 (Architecture of a search engine, pp. 13-29).***

#12 Oct. 02	**Information search and retrieval systems, part 2**	• **(Tentative) Guest Speaker: UNC Music Library** • Industry Association Publication: [Bulletin of the American Society for Information Science & Technology](#) (2009). Special Section on Visual Representation, Search and Retrieval: Ways of Seeing. (35), 5. ***Read articles by Neal (pp. 6-12); Michael , Todorovic, and Beer (pp. 19-23); Yau and Schneider (pp. 24-30); and Uzwyshyn (pp. 41-44). (available on Sakai)*** • Research monograph: Orio, N. (2006). Music retrieval: A tutorial and review. Foundations and Trends in Information Retrieval. (1) 1. doi:[10.1561/1500000002](#). ***Read Chapters 1-2, pp. 1-26***.
#13 Oct. 7	**Social search and social media information systems**	• Textbook: Croft, B., Metzler, D., & Strohman, T. (2010). Search Engines: Information Retrieval in Practice. Read Chapter 10. (Social search, pp. 397-442). ***(available on Sakai)***
#14 Oct. 9	**Online search strategies lab**	• Review readings and lecture notes from 09/16 and 09/18 classes in preparation for a lab on search approaches and techniques. • *No new readings for this class!*
#15 Oct. 14	**Mid-term exam**	**In class mid-term exam**
#16 Oct. 16	**Online search strategies lab**	• Video: UNC Library tutorial: [Choosing good keywords](#) • Book Chapter: Ford, N. (2012). *Using the Web for Research.* Chapter 7 -- Mapping search approaches & techniques to information needs. Sage Publications, Thousand Oaks, CA. ***(available on Sakai)***
#17 Oct. 21	**Information resources, part 1**	**General Academic Resources** • Book Chapter: Ford, N. (2012). *Using the Web for Research.* Chapter 6 – Information sources and search tools. Sage Publications, Thousand Oaks, CA. ***(available on Sakai)*** • Sage Reference: [Knowledge Base](#), [Basic Search](#), [Video Content](#)

#18 Oct. 23	**Information resources , part 2**	**Specialized Academic Resources** • Video: Database searching in EBSCOhost: EBSCOhost Tutorial • Video: ACM Digital Library: How to Use ACM Digital Library • Videos: Web of Science: Search Web of Science, Managing Search Results, Refine & Analyze Results
#19 Oct. 28	**Information resources, part 3**	**Web Resources: Google, Bing, Wikipedia, Yahoo!, etc.** • Google, Bing, and Google Scholar • Wikipedia videos: Welcome to Wikipedia, Wikipedia:Five pillars, Evaluating Wikipedia article quality • Online News Article: Meet the 'bots' that edit Wikipedia, By Daniel Nasaw, BBC News Magazine, Washington, 24 July 2012 • Yahoo! and other resources
#20 Oct. 30	**Managing information, part 1**	**Multi-tasking and productivity** • Online Newspaper article: Neyfakh, L. Do our brains pay a price for GPS? *The Boston Globe,* August 18, 2013. • Scholarly Article: Mizrachi & Bates (2013). Undergraduates' personal academic information management and the consideration of time and task-urgency.
#21 Nov. 4	**Managing information, part 2**	**Personal Information Management (PIM)** • Encyclopedia Entry: Jones, W. (2010). Personal Information Management. In *Encyclopedia of Library and Information Science* (Vol. 6, pp. 4137-4147). *(available on Sakai)* • Textbook Chapter: Jones, W. (2008). *Keeping Found Things Found: The study and practice of Personal Information Management.* Chapter 4. *(available on Sakai)*

#22 Nov. 6	**Managing information, part 3**	**Citation Management** • Video: [Overview of Citation Management Software](#) • Videos: Watch [Using RefWorks](#) OR [Using Zotero](#) OR [Mendeley Tutorial](#)
#23 Nov. 11	**Access and Privacy, part 1**	• News Article: Singer, N. (2012). [Your online attention, bought in an instant](#)*The New York Times*, November 17. • News Video: [Economist video with Facebook's Sheryl Sandberg](#) • News Video: [Difference Engine: Swamped with data](#) • Scholarly Article: Schmidt, E., & Cohen, J. (2013). The Central Paradox of the New Digital Age. *New Perspectives Quarterly, 30*(3), 9-13. doi: 10.1111/npqu.11379
#24 Nov. 13	**Access and Privacy, part 2**	**Digital Divide** • Scholarly article: Enis, Rose, Denis, et. al. (2012). [Can't surf, won't surf: the digital divide in mental health](#). *Journal of Mental Health.* • Online article: Jæger, B. (2012).[Trapped in the digital divide? Old people in the information society](#). • Video: BBC news - Delivering Finland's web 'human right', 24 January 2010 • Scholarly Article: Zickhur, K., and Smith, A. (2012). [Digital differences.](#) Pew Internet and American Life Project.
#25 Nov. 18	**Copyright and Intellectual Property**	• Boyle, J. (2008). Why intellectual property? In The Public Domain: Enclosing the Commons of the Mind, pp. 1-16. New Haven, CT: Yale University Press. • Video: [Margaret Gould-Stewart - How YouTube thinks about copyright](#). February, 2010.
#26 Nov. 20	**Group Presentations of Wikipedia entry**	Schedule of groups TBA

#27 Nov. 25	**Group Presentations of Wikipedia entry**	Schedule of groups TBA
11/27	*NO CLASS*	*THANKSGIVING – NO CLASS*
#28 Dec. 02	**The Future**	• TO BE DETERMINED (!)
#29 Dec. 04	**Last class**	• Review for exam
FINAL EXAM	**December 6, 2013 at 12:00 pm.**	**The final exam will be in our regular classroom (Manning 117).**

<u>**UNC Honor Code**</u>

Faculty and students at the University of North Carolina at Chapel Hill adhere to their Code of Student Conduct. Accordingly, you all should recognize that most software applications available in the computer lab are copyrighted and cannot be copied.   We can learn much from each other and we will do that. I expect each of you to help each other. We'll discuss what we expect in terms of cooperative, collaborative, shared work and the honor code.

The Code of Student Conduct
It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity. It shall be the further responsibility of every student to abide by the philosophy of the code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

Faculty Responsibilities
I have a role to play as well, and I will fulfill these responsibilities.

What it means to us
The system rests on several central tenets:
- The university community, including faculty and students, share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; other individuals are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared both students and faculty must play active roles in fostering a culture in which honor is prized and acting to remedy violations of community norms relating to academic misconduct, injuries to members of the University community, and conduct that adversely affect University operations and resources.

- The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for the most significant Carolina tradition your reward is in the practice of these principles.

- Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code you are encouraged to work together with your fellow students and to share knowledge and learning however, academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

UNC and this Professor's Commitment to Diversity (*and* Inclusion)

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. ***As well, Professor Brennan embraces a broader definition that includes gender identity and expression.***

As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:
- Ensure inclusive leadership, policies and practices;
- integrate diversity into the curriculum and research;
- foster a mutually respectful intellectual environment in which diverse opinions are valued;
- recruit traditionally underrepresented groups of students, faculty and staff; and
- participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.