

# Honors 101I: Research Today: Sources, Tools, and Strategies

Winter 2021

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## Instructors

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Research & Instruction Librarian, Digital Scholarship & Data Literacy Powell Library	Humanities & Social Sciences Librarian Charles E. Young Research Library

Joint Office Hour: Tuesdays, 1:30-2:30pm PST

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## Course Information

Course Day & Time: Wednesdays, 10am – 12pm Pacific Time

Locations: Zoom

Credits: 2 units

Grading: Pass/No Pass (P/NP)

Course Site: <https://sites.google.com/g.ucla.edu/honors101i>

## Course Materials

All materials for this course will be available to you through the library's electronic resources.

## Course Description & Learning Outcomes

Research is a process of exploration, experimentation, and discovery. This course is designed to help you engage with this process and prepare you for a research-intensive honors thesis. You will collaborate with peers, mentors, and experts across the UCLA campus as you develop your own approach to research.

Throughout the course you will:

- Develop the foundations for a unique and compelling research project. This could take the form of a written project proposal, an annotated bibliography, a conference presentation, or another format of your choosing.
- Reflect on, experiment with, and refine your research process throughout the course
- Participate in a supportive classroom community that facilitates mentorship and peer-to-peer learning
- Effectively navigate and critically evaluate a wide variety of resources to support your project
- Articulate your role in a disciplinary scholarly conversation, addressing issues of reuse and citation, your legal rights as a creator, and effective communication of your work to a range of audiences

## How to Succeed in this Course (Expectations for Students)

1. Attend and participate actively, inquisitively, and collaboratively in all class activities, discussions, and excursions.
2. Make weekly contributions to your Research Notebook, and record your progress, discoveries, and reflections on the research process.
3. Lead and actively participate in conversations about your own research and that of your peers.
4. Communicate the importance of your research in a variety of ways; e.g., in writing, verbally, visually, and using traditional or digital media.

## Helping You Succeed & Maintaining an Inclusive Classroom Together

We care deeply about your learning, this course, and all of you as human beings. We're working hard to create a productive and valuable learning experience for you, and we are here to help you get the most out of the course. That said, the instructors for this course work in academic staff positions that primarily operate within a traditional work week Monday through Friday. While we will do our best to respond to student requests in a timely manner, we will not respond to requests during evenings or weekends.

## How Your Learning Will Be Assessed (Grading Policy)

The two possible grades for this class are P (Passed) or NP (Not Passed). Grading will be based on demonstrated continual progress on the final project, active participation in class activities, a presentation of your research, and a final project.

## Information about Our Course Assignments

This course is designed to help you develop your individual research project and research skills. To provide a flexible and semi-individualized learning experience, the instructors will work

with students to identify deliverables and assignments that meet their individual needs.

Contract (10% of grade)

Due date: 13 January by 9am

Research Notebook and Collaborative Research Workshops (30% of grade)

Due: Before/by each class period for the weeks assigned

Research presentation (30% of grade)

Due date: 24 February or 3 March in class

Final project (30% of grade)

Draft due: 17 February

Final version due: 17 March

# Boilerplate Syllabus Language

## Academic Integrity

**Message about Academic Integrity to all UCLA Students from UCLA Dean of Students:** UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in **suspension** or **dismissal**.

**Forms of Academic Dishonesty:** As specified in the UCLA Student Conduct Code, violations or attempted violations of academic dishonesty include, but are not limited to, cheating, fabrication, plagiarism, multiple submissions or facilitating academic dishonesty:

**Cheating:** Unauthorized acquiring of knowledge of an examination or part of an examination

- Allowing another person to take a quiz, exam, or similar evaluation for you
- Using unauthorized material, information, or study aids in any academic exercise or examination – textbook, notes, formula list, calculator, etc.
- Unauthorized collaboration in providing or requesting assistance, such as sharing information
- Unauthorized use of someone else's data in completing a computer exercise
- Altering a graded exam or assignment and requesting that it be regraded

**Plagiarism:** Presenting another's words or ideas as if they were one's own

- Submitting as your own through purchase or otherwise, part of or an entire work produced verbatim by someone else
- Paraphrasing ideas, data or writing without properly acknowledging the source
- Unauthorized transfer and use of someone else's computer file as your own
- Unauthorized use of someone else's data in completing a computer exercise

**Multiple Submissions:** Submitting the same work (with exact or similar content) in more than one class without permission from the instructor to do so. This includes courses you are currently taking, as well as courses you might take in another quarter

**Facilitating Academic Dishonesty:** Participating in any action that compromises the integrity of the academic standards of the University; assisting another to commit an act of academic dishonesty

- Taking a quiz, exam, or similar evaluation in place of another person
- Allowing another student to copy from you

- Providing material or other information to another student with knowledge that such assistance could be used in any of the violations stated above (e.g., giving test information to students in other discussion sections of the same course)

**Fabrication:** Falsification or invention of any information in an academic exercise

- Altering data to support research
- Presenting results from research that was not performed
- Crediting source material that was not used for research

While you are here at UCLA, you may find yourself in a situation where cheating seems like a viable choice. You may rationalize to yourself that “Everyone else does it”...Well, they don’t. And will that matter when YOU get caught? NO! If you are unsure whether what you are considering doing is cheating, just ask yourself ...how would you feel if your actions were public, for anyone to see? Would you feel embarrassed or ashamed? If the answer is yes, that’s a good indicator that you are taking a risk and rationalizing it to yourself.

If after reviewing the information above, you are still unclear about any of the items – **don’t take chances**, don’t just take your well-intentioned friend’s advice – ASK your TA or your Professor. Know the rules - Ignorance is NO defense. In addition, avoid placing yourself in situations which might lead your TA or Professor to **suspect you of cheating**. For example, during an exam don’t sit next to someone with whom you studied in case your answers end up looking “too similar.”

### **Alternatives to Academic Dishonesty**

- **Seek out help** – meet with your TA or Professor, ask if there is special tutoring available.
- **Drop the course** – can you take it next quarter when you might feel more prepared and less pressured?
- **Ask for an extension** – if you explain your situation to your TA or Professor, they might grant you an extended deadline.
- **See a counselor** at Student Psychological Services, and/or your school, college or department – UCLA has many resources for students who are feeling the stresses of academic and personal pressures.

Remember, **getting caught cheating affects more than just your GPA**. How will you explain to your parents, family and friends that you have been suspended or dismissed? How will it affect your financial aid award and/or scholarship money? Will you be required to, and be able to pay back that money if you are no longer a student? If you live in the residence halls, where will you go if you are told you can no longer live there?

You have worked very hard to get here, so don’t cheat! If you would like more information, please come see us at the Dean of Students’ Office in 1206 Murphy Hall, call us at (310) 825-3871 or visit their website at [www.deanofstudents.ucla.edu](http://www.deanofstudents.ucla.edu).

### **Accessible Education**

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation in the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For

more information, please visit the CAE website, visit the CAE at A255 Murphy Hall, or contact them by phone at (310) 825-1501.

If there are accommodations that will make our class more accessible to you but are not already met by CAE, please contact the instructors, and we will work with you to provide accommodations.

## An Important Note on this Course

This course exists to support you and your ongoing research! As such, the needs of the class may fluctuate throughout the quarter, and the instructors may alter the syllabus to meet our needs. We will never change the volume of readings or assignments or due dates but may change their content.

Similarly, you will develop a contract at the beginning of this course outlining your goals, plan, and expectations for yourself in this course. Your goals and plan may change as the course progresses and as we all learn from each other. As such, your contract may be altered but should maintain the same rigor.

## Statement on Diversity & Inclusion

In line with the [UCLA Mission and Values](#): We Strive at Once for Excellence and Diversity. Every student in this class will be honored and respected as an individual with distinct experiences, talents, and backgrounds. Students will be treated fairly regardless of race, religion, sexual orientation, gender identification, disability, socio-economic status, or national identity. Conversely, students are expected to respect and honor each other as individuals with distinct experiences, talents, and backgrounds and to respect each other's identities and voices. Issues of diversity may be brought up as a part of class discussion, assigned material and projects. We will make every effort to ensure that an inclusive environment exists for all students. We will not tolerate hate speech of any kind. If you have any concerns or suggestions for improving the classroom climate, please discuss with your instructors.

# Course Schedule

## Week 1, 1/6/2021 – In Media Res

Before class:

Introduce yourself! Please tell us the name you prefer to be called and your pronouns. Then, in about 500 words, please describe:

- Who you are: your major, a brief bio
- Your research journey so far: What are you exploring? How have you explored it? Why are you interested in this topic?
- One burning question: If you had to distill your project to one burning question that you are trying to answer through research, what would it be?
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Discussion:

- Introductions — Who are we? What are our research projects? What do we want out of this course? Why are we here?
- Review and discuss the syllabus
- Mind mapping
- What is research
- Identifying a research mentor
- Schedule a meeting with the instructors to discuss your contract and goals for the course (sign-up sheets) - Tuesday 1-2:30pm in Week 2 & 3 and another date for 90 minutes

Collaborative workshop: share & discuss research questions, offer comments/suggestions to classmates

Homework for next week:

- Complete the [Contract](#) for this course before next week
- Readings: Choose **one** of the following articles and identify the evidence they use to make their argument, how they make the argument, and whether the argument convinces you and why:
  - Krishnaratne S, Hensen B, Cordes J, Enstone J, Hargreaves JR. Interventions to strengthen the HIV prevention cascade: a systematic review of reviews. *Lancet HIV*. 2016 Jul;3(7):e307-17. doi: 10.1016/S2352-3018(16)30038-8. PMID: 27365205.
  - Willis, Deborah. "'The Gnawing Vulture': Revenge, Trauma Theory, and 'Titus Andronicus.'" *Shakespeare Quarterly*, vol. 53, no. 1, 2002, pp. 21–52. JSTOR, [www.jstor.org/stable/3844038](http://www.jstor.org/stable/3844038). Accessed 4 Dec. 2020.
  - Wingfield AH. Racializing the Glass Escalator: Reconsidering Men's Experiences with Women's Work. *Gender & Society*. 2009;23(1):5-26. doi:10.1177/0891243208323054

- Joseph Dumit (2018) The Infernal Alternatives of Corporate Pharmaceutical Research: Abandoning Psychiatry, *Medical Anthropology*, 37:1, 59-74, DOI: 10.1080/01459740.2017.1360877
- Haraway, Donna. "A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century." *Simians, Cyborgs, and Women: The Reinvention of Nature*, 149-182.  
<https://theanarchistlibrary.org/library/donna-haraway-a-cyborg-manifesto-1>
- Research Notebook: Using FlipGrid, record a 2-4 minute oral response answering the questions:
  - "What is information?"
  - "What is information (or evidence) in your discipline?"

## Week 2, 1/13/2021– Information, Data, Evidence

### Discussion:

- Discussion of information, data, and evidence in a disciplinary context. Reflect on the different types of evidence presented in the readings and how we value that evidence as information.
- What is information in our disciplines? How do our disciplines value different types of information? How might different disciplines consider the same evidence differently?
- What evidence do you need to answer your research question?
- Discussion of week 5 choose your own adventure class, identify 3(ish) topics and sign up for your favorite topic

Collaborative workshop: share examples of disciplinary data/evidence

### Homework for next week:

- Readings:
  - Ellis, D. (1989), "A Behavioural Approach To Information Retrieval System Design," *Journal of Documentation*, Vol. 45 No. 3, pp. 171-212.  
<https://doi.org/10.1108/eb026843>
- Research notebook:
  - Start/continue an ongoing annotated bibliography.
  - Find examples of primary and secondary sources in your discipline.
  - Record how you found them: where you looked, search strategies, etc.
  - Reflect on the six information-seeking characteristics identified in Ellis (1989). How have you used this in your searching? How could you use these in your searching?



## Week 3, 1/20/2021 – Finding & Using Sources

### Discussion:

- Guests: Strategies for finding academic sources with [Simon Lee](#) (Librarian & Collections Coordinator, Powell Library) [Sylvia Page](#) (Research & Instruction Librarian, Powell Library), [Renee Romero](#) (Science Librarian, Science & Engineering Library)
- Literature searching
- Citation management software
- Ways to organization and tools for organizing an annotated bibliography or literature review

### Collaborative workshop: source-finding narratives

- In pairs, each of you will do a think aloud search. Start by identifying a database and keywords relevant to your research question. Tell your partner why you've chosen the database, why you've picked your keywords, how you're approaching the search, what you expect to find, why an article seems relevant, etc.

### Homework for next week:

- Readings: [Educating for Misunderstanding: How Approaches to Teaching Digital Literacy Make Students Susceptible to Scammers, Rogues, Bad Actors, and Hate Mongers](#)
- Research notebook: From the sources you've found so far, **choose two**: one that is intended for a **specialist audience** (most likely a peer-reviewed journal article or a heavily-footnoted book from an academic press) and one that is intended for a **broader audience** (most likely a news article, piece of long-form journalism, or book from a major publishing house). Evaluate each, paying attention to:
  - The author(s): Who are they, and what can you find about them in terms of credentials and other publications?
  - The publisher: What information can you find about the journal/book/website/newspaper/etc. that published this piece, and the company or organization that funded it? What are the stated goals or mission of the publisher? Can you detect any potential bias in these goals? (Keeping in mind that neutrality is a problematic concept and "bias" isn't necessarily a negative thing) Try to find at least one other perspective on this publisher.
  - The audience: Who do you think is the intended audience for this piece? Consider what might be needed in terms of education, life experience, and cultural fluency to fully understand and contextualize it.

## Week 4, 1/27/2021 – Evaluating & Appraising Sources

### Discussion:

- Guests: Strategies for evaluating academic resources with [Simon Lee](#) (Librarian & Collections Coordinator, Powell Library) [Sylvia Page](#) (Research & Instruction Librarian, Powell Library), [Renee Romero](#) (Science Librarian, Science & Engineering Library)

#### Collaborative workshop

- Framing: “Scholarly” as one kind of source among many (deconstructing implied value judgement), what are other sources that are valuable to academic research? How do you evaluate these sources when you can’t rely on the “peer review” shorthand?
  - Draw on Educating for Misunderstanding article, strategies like lateral reading, using wikipedia effectively, etc.
- Present your research notebook findings and discuss the strategies you used for evaluating sources. How is it different across disciplines? What are some commonalities?

Homework for next week:

Depends on what the class decides to do in Week 5

### Week 5, 2/3/2021 – Choose Your Own Adventure!

Guests:

- [Lizeth Ramirez](#) (Librarian/Archivist for Los Angeles Communities)
- [Jimmy Zavala](#) (Library Special Collections Teaching & Learning Librarian)
- [Courtney Dean](#) (Head of the Center for Primary Research and Training)
- [Anthony Caldwell](#) (Assistant Director of the [Digital Research Consortium](#))

Homework for next week:

- Readings: explore [#blackintheivory](#), [#firstdayfirstimage](#), maybe other examples of how academics use social media beyond self-promotion
- Research notebook:
  - Record an elevator speech about your research project using FlipGrip. This should be aimed at an academic audience, though not necessarily one familiar with your discipline.
  - Describe your research project to a non-academic audience, in one of the following forms:
    - A message to a friend or family member who does not have a background in your topic or discipline. This should be no longer than 100 words.
    - A social media post (whichever platform you prefer) that gives a concise summary of your research project. It should contain one image or video, and if you’re using text/language should consist of no more than 50 words (or 280 characters if it’s a tweet, obviously). You don’t necessarily need to post it, but feel free.

## Week 6, 2/10/2021 – Scholarly Communication & Disciplinary Audiences

### Discussion:

- Guests: Whitney Arnold and Muriel McClendon, to discuss good research presentation practices
- Introduce Research Presentation assignment, students sign up for a day/time slot

### Collaborative workshop:

- Students deliver/critique elevator speeches and messages/social media posts

### Homework for next week:

- Final project draft due
- Readings:
  - [Robin Thicke, Pharrell Lose Multi-Million Dollar 'Blurred Lines' Lawsuit](#)
  - [Why Is Everyone Always Stealing Black Music?](#)
- Research notebook: Think about all of the ways your project can “live” in the world (building off of the various audiences discussed in class) -- as a published article/study, a recorded presentation, a slide deck, a summary for a more general audience, a podcast, etc.. How do you want these to be shared/interacted with? Are there limits to what you would want other people to do with your work?

## Week 7, 2/17/2021 – Intellectual Property

### Discussion:

- Guest: [Marty Brennan](#) (Scholarly Communication Education Librarian, Young Research Library): Copyright, Creative Commons, and licensing your work

### Collaborative workshop:

- Framing: Ethically engaging with other peoples' work - homage, appropriation, outright stealing, and the anxiety of influence
- Students discuss the various ways your work might be shared and how you might license it, want people to interact with it

### Homework for next week:

- Readings:
  - [Queering the Catalog: Queer Theory and the Politics of Correction](#)
  - [UC Berkeley Library works to add alternative term for 'illegal aliens' in catalog](#)
- Research notebook: Identify at least five library subject headings that have been applied to sources you've found for your project. Do these reflect how you understand your discipline/topic, and the latest scholarship in the field? If any of these are inaccurate, outdated, or problematic, what alternatives would you propose?

## Week 8, 2/24/2021 – Workshopping Our Final Projects

### Discussion:

- Institutional critique of libraries -- they are essential to conducting research (yes, even in the internet age) but they can still reflect harmful cultural norms and prejudices. Important to be aware of these, how it might impact your research, and how to navigate alternatives. Discuss subject headings found by students.

### Collaborative workshop:

- Peer editing: students provide feedback on final project drafts in pairs or groups
- Instructor meetings: each student meets with instructors for feedback on their final project drafts

### Homework for next week:

- Prepare final presentations

## Week 9, 3/3/2021 – Research Presentations

Guests: Visitors from throughout the quarter are invited to attend presentations

### Discussion:

- Each student will do an [time TBD] presentation followed by 5-minutes of questions from peers

### Homework for next week:

- Prepare final presentations

## Week 10, 3/10/2021 – Research Presentations + Next Steps, Research Plans & Proposals

Guests: Visitors from throughout the quarter are invited to attend presentations

### Discussion:

- Each student will do a 15-minute presentation followed by 5-minutes of questions from peers
- Wrap-up & farewells

