**Library Resources 101: Information Literacy Skills for College-Level Research**

Fall 2016

**Instructor**: Dave Dettman, Assistant Professor, Access Services and Assessment Librarian

**Meeting Details:** Class Meets from 10-10:50 once a week on Wednesdays in the LRC (library) room 107.

**Text: 715-571-1180**

**E-Mail**: [ddettman@uwsp.edu](file:///C:/Users/ddettman/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.Outlook/9G0ZUDAR/ddettman@uwsp.edu)

**Office Hours**: Available as needed by appointment. Just send me a text or an email to set up a time to meet in my office which is on the first floor of the LRC building (the library) room 104A. And I can answer general questions via email or text as well.

**Required Texts**

* There is no textbook for this course, but it is highly recommended that you print assigned readings. Use the $10 of printing money available through your student printing account, which you can use on any campus computer.

**Required Materials**

* Access to a computer with a word processing program.
* Access to a black and white printer.
* Access to the Internet to connect to our class site in Desire2Learn (D2L)

**An important note about computer/Internet access**

* Please have a back-up plan in place if your laptop/computer fails during the quarter—you will still be expected to participate in the course and turn in assignments on time, even if you experience technological difficulties.
* The library and computer labs are available on campus throughout the semester. You should also be prepared to use your public library, a friend/relative’s computer, etc., in case of an emergency.

**Additional Helpful Materials *These are not required but will be helpful in this course.***

* A binder to organize class materials, including syllabus, handouts, assignments, etc.
* Notebook paper and blue/black pen for taking notes.
* A calendar/schedule to keep track of your weekly study schedule, assignments, deadlines, etc.
* Access to a scanner that can convert documents to .pdf files (available in the library).
* Access to a cell phone or camera that can take pictures (will be useful for some assignments) and the ability to upload documents to D2L.

**Course Description**

This course is an introduction to the essential skills, concepts and strategies for college-level research. Students will learn how to effectively access, use and evaluate information resources, including books, periodicals, databases and the Internet. Information strategies will be examined through the lens of information seeking behavior. Students will also explore information issues and theories such as information flow, censorship, intellectual freedom and bias and perspective.

**Course Outcomes**

Learners will be able to…

1. Identify and focus an academically appropriate topic or research problem. Apply information seeking theory in order to retrieve and synthesize meaningful content
2. Navigate a variety of information systems and structures, including classification systems, catalogs and databases, in order to access information in a variety of formats.
3. Articulate the theory behind and demonstrate the application of a repertoire of creative and flexible information seeking strategies in order to solve a problem in a focused manner.
4. Analyze information in order to evaluate quality, relevance, and perspective.
5. Synthesize new ideas into current thoughts; cite sources in order to use information responsibly and ethically.
6. Identify the ideas and perspectives behind current information issues, such as censorship, intellectual freedom, intellectual property, and evolving information technology in order to recognize the role of information in society.

**General Expectations**

Here’s what you can expect from me.

* I am passionate about learning and I am dedicated to creating a worthwhile learning experience for you.
* I am available to address your questions and concerns, and I will do my best to respond quickly to your text or email.

Accordingly, here’s what I expect from you.

* You’re enrolled in this course because you want to learn, grow, and improve.
* You are determined to succeed, so you’ll check your student e-mail and D2L for important messages, updates, feedback, and grades.
* You want to keep on track with your work, so you’ll complete all assignments on time.

**Grading Scale**

**Coursework & Grading**

We will be working on a points system. I will tell you how many points each assignment is worth beforehand.

**“0” Score for Assignments**

If you see a “0” score for an assignment, don’t panic! Please take a moment to read my comments for details. I usually put a “0” score as a placeholder if an assignment is missing or incomplete. The assignment may still be worth credit. See my comments in D2L for details.

**Late Work**

Assignments received within a week of the due date may be eligible for partial credit at my discretion. Assignments received more than a week after the due date are not worth credit.

**Plagiarism / Cheating**

Plagiarism means using other people’s words or ideas without giving proper acknowledgement. In this course, you’ll learn about helpful research strategies that will prevent/avoid plagiarism issues in your academic work. If I have any concerns about plagiarism in your assignments, I’ll initiate a conversation with you. Please keep in mind that most instructors have a zero tolerance policy concerning plagiarism and students who plagiarize usually automatically fail the course.

**Major Course Requirements:**

* A journal with one entry for each week starting week 2. Each entry should be at least one double spaced 12 font word processed page delivered to D2L. Each journal entry is worth 15 points.
* An annotated bibliography with a minimum of 10 citations (more details on this in the first couple weeks).

**Association of College & Research Libraries**

**Framework for Information Literacy for Higher Education**

This course is arranged according to the information literacy framework adopted by the Association of College & Research Libraries (ACRL). The six frames are provided below in alphabetical order for your reference. As you’ll notice, our schedule is themed according to these frames. For additional details, please refer to <http://www.ala.org/acrl/standards/ilframework>.

**Authority Is Constructed and Contextual**

Information resources reflect their creators’ expertise and credibility, and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

### Information Creation as a Process

**Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.**

### Information Has Value

**Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.**

### Research as Inquiry

**Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.**

### Scholarship as Conversation

**Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.**

### Searching as Strategic Exploration

**Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.**

**Estimated Schedule**

This schedule could (and probably will) change at any time for any reason. For details, including assignment instructions, grading rubrics, and due dates, please refer to D2L.

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|  | **Main Topic/Frame** | **Sub Topic** | **Assignments/In class work** |
| **Week 1**  Sept. 7th | Introduction/Overview | Review Syllabus  Go over D2L  Information Literacy Introduction  Information Literacy Framework Introduction |  |
| **Week 2**  Sept. 14th | Introduction/Overview | Information Overload  History of Information |  |
| **Week 3**  Sept. 21st | Information Creation as a Process | Sources of Information |  |
| **Week 4**  Sept. 28th | Information Creation as a Process | Information Cycles |  |
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| **Week 5**  Oct. 5th | Information Creation as a Process | Archives? |  |
| **Week 6**  Oct. 12th | Research as Inquiry | Research Discussion  Research Questions and Topics |  |
| **Week 7**  Oct. 19th | Search as Strategic Exploration | Databases and Organization of Information  Keyword and Search Strategies |  |
| **Week 8**  Oct. 26th | Search as Strategic Exploration | Metadata and Controlled Vocabularies  More Search Strategies |  |
| **Week 9**  Nov. 2nd | No Class – Dettman at Conference in Arlington, VA. | Searching Primo |  |
| **Week 10**  Nov. 9th | Search as Strategic Exploration | Internet Research |  |
| **Week 11**  Nov. 16th | Authority is Constructed and Contextual | Evaluating Information Sources |  |
| **Week 12**  Nov. 23rd | No Class due to Thanksgiving and Deer Hunting |  |  |
| **Week 13**  Nov. 30th | Information Has Value | Ethical Use of Information  Plagiarism and copyright |  |
| **Week 14**  Dec. 7th | Information Has Value | Creative Commons |  |
| **Week 15**  Dec. 14th | Scholarship as Conversation | Adding to the conversation  Citing Sources  Information Literacy in “Real” Life |  |
| **Finals Week**  **Dec. 16th**  **12:30-2:30** | **Final Exam – Due to UW System mandate all students must show up for final exams regardless of whether or not they have an in class final. Come for free pizza and 30 points to help your grade.** |  |  |