IS/ICT 201

General Information Sources

Instructor: C. Sean Burns, PhD
Office Hours: Tuesday, 9:30am – 11:30am; Thursday, 2pm – 4pm
Contact: sean.burns@uky.edu (preferred method of contact)
        +1-859-218-2296

Course Description

Information professionals play a major role in the information life cycle by facilitating the process of finding what others have created and accumulated. Their role is: to amass collections of information resources; to develop services to help people identify and articulate their information needs; and to enable people to find, evaluate, and use items of relevance. This course provides students with a basic understanding of the information environment, as well as an understanding of the differences in the information behavior, needs, and uses of various user groups. Upon completion of this course, students will be able to critically evaluate and employ information sources in different formats, and be able to communicate with users to identify and address their information needs.

Course Overview and Goals

An important role for information professionals is assisting others in creating searches and finding resources. This course focuses on these roles by exploring information behavior and search behavior in online settings and on essential information resources and how to use them.

Students who complete this course will be able to use and evaluate a variety of information resources and assist others with information needs.

Learning Outcomes

Students who take this course will be able to:

- Define information behavior and understand its importance to information services
- Identify, evaluate, collect, and curate appropriate information resources for different information needs
- Solve information questions with a variety of resources
- Develop services to serve the information needs of a community.

Required Texts

No required textbooks. Readings are sourced from the library's resources (UK's online journals or UK Libraries' Catalog Infokat), sources on the web, and sources provided by the instructor.
Assignments

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<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Participation / Discussion Board</td>
<td>30%</td>
<td>Weekly</td>
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<tr>
<td>Quizzes (2)</td>
<td>20%</td>
<td>10/22 ; 12/12</td>
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<tr>
<td>Information Behavior, Needs, &amp; Uses</td>
<td>10%</td>
<td>9/5</td>
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<tr>
<td>Identifying &amp; Evaluating Information</td>
<td>10%</td>
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<tr>
<td>Collecting &amp; Curating Information</td>
<td>10%</td>
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</tr>
<tr>
<td>Needs Assessment, Concept Mapping w/ Annotated Bibliography</td>
<td>10%</td>
<td>11/14</td>
</tr>
<tr>
<td>Providing Information Services</td>
<td>10%</td>
<td>12/5</td>
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Grading Scale (no rounding)

A = 90% – 100%
B = 80% – 89.99%
C = 70% – 79.99%
D = 60% – 69.99%
E = 59.99% and below

Grade Weight

There are three grading groups: Participation / Discussion, Quizzes, and Assignments. Participation / Discussion counts for 30% of the course grade. Quizzes account for 20% of the grade. Assignments accounts for 50% of the course grade.

Assignment Descriptions

The following are brief descriptions of the major assignments. More detailed information about these assignments appear on Canvas under the Assignments section. Assignments are due by 11:59PM (EST) on the date they are due.

Information Behavior, Needs, and Uses

Spend one day journaling about your information behavior and provide a 300 word account of one particular information behavior episode.

Identifying and Evaluating Information

Find a question that has been asked on the Wikipedia Reference Desk (choose any category that interests you). Answer the question and provide evidence supporting your answer using three free and good-quality online resources. Write a 150 word reflection on the experience.

Second, find another question that has been asked and that others have provided answers. Write a 150 word description and evaluation of how others answered that question. Pay particular attention to the sources others used to answer the questions.

Collecting and Curating Information

The purpose of this assignment is to begin thinking about what it means to collect and curate information. Your assignment is to create a board on Pinterest based upon a theme of your choosing.
You must fill your board with at least 25 pins. At least 8 separate information sources must be used for the 25 pins. All sources must come from the list of Databases and Sources of Information page (see Canvas page for list).

You will write a 100 word paper about the board you created. You will describe the theme of the board and will explain the decision making process you used to select pins.

**Information Needs Assessment using Concept Maps and a Bibliography**

Create a concept map that illustrates the first six steps in an information needs assessment. Pay special attention to sources of data and information. Provide a short annotated bibliography of three online resources to support the data and information step in a needs assessment.

**Providing Information Services**

Use the concept map and short bibliography you created in the previous assignment to write a five page plan for providing an information service.

**Course Policies**

**Participation / Discussion Board**

Class discussions of readings, searching methods, and information sources used to satisfy information needs are an important element of this course. You are expected to check the Canvas site at least three times a week and to be prepared with questions and comments about the readings. Engaged and respectful discussion is necessary for the success of this class.

An absence in this class is a week of no activity on Canvas. Any student who misses more than 2 weeks of the course will automatically fail the course.

**Late Assignments**

Assignment due dates are indicated in the assignment section above. Late assignments incur a 10% markdown for each day late and are not accepted after three days unless arrangements have been made with the instructor prior to the due date.

**Plagiarism**

According to Senate Regulation 6.3.1: "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission." For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:

http://www.uky.edu/StudentAffairs/Code/
http://www.uky.edu/StudentAffairs/Code/part2.html
http://www.uky.edu/Ombud/Plagiarism.pdf

Make sure to properly cite in all your work. Plagiarized work may be given a zero. Repeat offenses will result in a failing grade for the course.

**Netiquette**

All class discussions should be respectful and intellectually stimulating. I do not expect problems to
occur in our discussions, but if someone attacks you on the discussion board, I would prefer that you allow me to handle the situation. If you must reply, do not attack the individual in turn.

Class Schedule

Learning does not always happen on schedule, and so changes may be made to meet the individual needs of the class. You will be responsible for checking the online syllabus and schedule before beginning your homework for any changes or updates.

E-mail Policy

Please allow 24 hours for me to respond to your e-mail during the work week or the following Monday if during the weekend. I ask that before you e-mail me with questions, please read your assignment information and syllabus carefully. If you have not heard from me within 24 hours, please send a follow-up e-mail or speak with me in person.

Grading

All discussions and quizzes will be graded within a week of submission. Assignments will be graded within two weeks of submission.

Submission of Assignments

All homework must include your name, my name, the course, and the date. When submitting assignments on Canvas, make sure to give your work a document name to indicate what the item is. For example, you may title your resource review "Last Name Resource Review." You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost.

Course Format

The course will be split into weekly topics. Each topic will contain readings and one or two discussion questions. Topics may also contain tutorials and lectures that you must view, as well as exercises. You will be expected to complete all required readings and discussions during the weekly time frame. You will also be expected to respond to discussion questions for the topic and respond to a peer within this time frame. Unless stated otherwise, you should be posting three days a week to the discussion board.

Self-Discipline

Distance learning courses require self-discipline and patience. Since technological issues can and will occur, do not wait until the last minute to work on your assignments. Schedule time to check Canvas three times a week and to spend at least ten hours a week on course work for this class.

Office Hours

Office Hours may be face to face or virtual. Virtual meetings can involve instant messaging or video calls using Skype or Google Hangouts. Students are encouraged to schedule meetings or visit during office hours. My office hours are:

    Tuesdays: 9:30am – 11:30am  
    Thursdays: 2pm – 4pm
Assistance and Tips

Reference Librarians and Library Services

Reference Librarians:

The reference librarians on the 2nd floor, North Wing of W.T. Young Library are more than happy to help you with your research for this class and any class you have. Please feel free to visit, call, e-mail, or chat with them, unless your assignment requests that you do not seek their assistance. See the Libraries’ Homepage for more information.

Distance Learning Services:

Carla Cantagallo, DL Librarian
Email: dllservice@lsv.uky.edu
Local phone number: 859 257-0500, ext. 2171
Long-distance phone number: (800) 828-0439 (option #6)

Interlibrary Loan Services:

http://libraries.uky.edu/ILL

For more information on the types of services that UK Libraries provide, see the following page: http://libraries.uky.edu/Services

Academic Ombud

The Academic Ombud will assist you with a variety of issues, including grade disputes. You can e-mail the Ombud at ombud@uky.edu. For more information about the Ombud's services, see:

http://www.uky.edu/Ombud/

Disability Services

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu.) for coordination of campus disability services available to students with disabilities.

My Duties

My goal is to make you more sophisticated thinkers and researchers. Don't hesitate to come to me for help.

I also have a duty to never discriminate based on race, ethnicity, religion, gender expression, sexual orientation, creed, background, or any belief or value. I hope that you will help me in creating a class environment where everyone feels free to share his or her thoughts.

Technology Requirements

All students should have access to a computer with a secure Internet connection, a PDF reader, and word processing software that allows you to save files as .docx, .doc, .odt, or .rtf files. Microsoft Office and other software is available from https://download.uky.edu/. LibreOffice is available from http://www.libreoffice.org/. OpenOffice is available from https://www.openoffice.org/. For more on
technical requirements, visit the Distance Learning web site's Technical Requirements and Recommendations.

Please let me know when you are having technical issues first. For more assistance, contact the following:

- Information Technology Customer Service Center (UKIT) at 859-257-1300
- Help Desk at 218-HELP (4357)
- Distance Learning Programs Office at 257-3377
- Center for the Enhancement of Teaching and Learning at 257-8272

**Schedule & Readings**

To access some readings below, off-campus students will need to log into the UK Libraries' website here: [https://login.ezproxy.uky.edu/login](https://login.ezproxy.uky.edu/login)

**Week 1: Information Behavior, Needs, & Uses**

**Dates:** August 27 – September 2

**Readings:**


**Week 2: Bibliographic and Encyclopedic Sources**

**Dates:** September 3 – September 9

**Readings:**


**Week 3: Searching and Identifying Information**

**Dates:** September 10 – September 16

**Readings:**

*Power Searching with Google:*


**Guides and Tips:**


**Information Types:**

Types of Information Sources: [http://www.lib.vt.edu/help/research/info-sources.html](http://www.lib.vt.edu/help/research/info-sources.html)

Primary, Secondary, and Tertiary Sources: [http://www.lib.umd.edu/tl/guides/primary-sources](http://www.lib.umd.edu/tl/guides/primary-sources)

Selecting the Best Information Sources:
[http://www.library.illinois.edu/ugl/howdoi/selectingsources.html](http://www.library.illinois.edu/ugl/howdoi/selectingsources.html)

**Week 4: Ready Reference and Dictionary Sources**

**Dates:** September 17 – September 23

**Readings:**


[http://jsomers.net/blog/dictionary](http://jsomers.net/blog/dictionary)

**Week 5: Evaluating Information**

**Dates:** September 24 – September 30

**Readings:**

*Information Literacy and Evaluation:*

Lau, J. (2006). Guidelines on Information Literacy for Lifelong Learning (pp. 6-15). *IFLA.*

Evaluate Internet Resources: [http://www.bc.edu/libraries/help/howdoi/howto/evaluateinternet.html](http://www.bc.edu/libraries/help/howdoi/howto/evaluateinternet.html)

Definitions of Digital Literacies: [http://jiscdesignstudio.pbworks.com/w/page/59974972/definition%20of%20digital%20literacies](http://jiscdesignstudio.pbworks.com/w/page/59974972/definition%20of%20digital%20literacies)
Critical Evaluation of Information Sources:
  http://library.uoregon.edu/guides/findarticles/credibility.html

How to Evaluation Information:
  http://www.libraries.psu.edu/psul/lls/students/research_resources/evaluate_info.html

**Data Visualization:**
The Art of Data Visualization: https://www.youtube.com/watch?v=AdSZJzb-aX8

Why is data visualization important?
  http://www.jiscinfonet.ac.uk/infokits/data-visualisation/why-important/

Things to consider when creating data visualization:
  http://www.jiscinfonet.ac.uk/infokits/data-visualisation/consider-creating/

The benefits of visualization:
  http://www.jiscinfonet.ac.uk/infokits/data-visualisation/benefits-visualisation/

Potential risks related to data visualization:
  http://www.jiscinfonet.ac.uk/infokits/data-visualisation/potential-risks/

Communicating information:
  http://www.jiscinfonet.ac.uk/infokits/data-visualisation/communicating-information/

Types of charts: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/type-of-charts/

Use of colour: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/use-of-colour/

Dashboards: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/dashboards/

Data visualization trends: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/trends/

**Critical Thinking:**
Should you trust your first impression? https://www.youtube.com/watch?v=eK0NzsGRceg

The key to media's hidden codes: https://www.youtube.com/watch?v=oZXqORn0z4E

Working backward to solve problems: https://www.youtube.com/watch?v=v34NqCbAA1c

**Week 6: Scholarly and Health Sources**

**Dates:** October 1 – October 7

**Readings:**


Week 7: Collecting Information

Dates: October 8 – October 14

Readings:


Week 8: Law / Legal and Business Sources

Dates: October 15 – October 21

Readings:


Week 9: Curating Information

Dates: October 22 – October 28

Readings:


Week 10: Geographic and Biographic Sources

Dates: October 29 – November 4

Readings:


Week 11: Needs Assessment

Dates: November 5 – November 11

Readings:


Week 12: Government and Archival Sources

Dates: November 12 – November 18

Readings:


Week 13: Providing Information Services

Dates: November 19 – November 25

Readings:

**Information Use:**

Older Adults and Technology Use (Pew Internet Report):

E-Reading Rises as Device Ownership Jumps (Pew Internet Report):

**Infographics of Information Use:**
How Americans go online (Pew Internet):

Americans' reading habits over time (Pew Internet):

What teens share on social media (Pew Internet):
[http://www.pewinternet.org/2013/05/21/what-teens-share-on-social-media/](http://www.pewinternet.org/2013/05/21/what-teens-share-on-social-media/)

Teens, social media, and privacy (Pew Internet):
[http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy-3/](http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy-3/)

Week 14: News, Data, Scientific, and Graphical Sources

Dates: December 1 – December 6

Readings:


Week 15: Access

Dates: December 7 – December 12

Readings:

A very brief introduction to Open Access by Peter Suber:
http://legacy.earlham.edu/~peters/fos/brief.htm

freeculture by Larry Lessig (Flash presentation w/ audio, 31 minutes):
http://randomfoo.net/oscon/2002/lessig/free.html

About Creative Commons: https://creativecommons.org/about

Stepping Back to Think:

No Time to Think Can skip intro and start at 2:00 minute. Watch till 46:35:
https://www.youtube.com/watch?feature=player_detailpage&v=KHGcvj3JiGA#t=120