University of Kentucky

IS/ICT 201: General Information Sources

School of Library and Information Science (SLIS)

Instructor: C. Sean Burns, PhD
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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

Activity	Due Date	Weight
A1: Information Behavior Journal	Feb. 2	10%

Quiz 1	Mar. 2	10%
Quiz 2	Mar. 30	10%
A2: Identifying & Evaluating Information	Apr. 5	10%
A3: Describing Information	Apr. 19	10%
A4: Collecting & Curating Information	May 1	10%
Participation / Discussion	Weekly	40%

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 40% of the course grade. Quizzes account for 20% of the grade. Assignments accounts for 40% 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 Journal

Write a 300 word account that describes a personal information behavior episode.

Identifying and Evaluating Information

Answer a question on the Wikipedia Reference Desk and analyze an answer provided in an additional question.

Describing Information

Identify and describe metadata use in a digital library. Apply metadata elements to a digital object.

Collecting and Curating Information

Write a 4 page paper (~1,000 words) that reviews digital library software.

Quizzes

Students will take two short multiple choice quizzes in the first half of the semester. Each quiz will include approximately 15 questions and will cover lectures and reading material.

Participation / Discussion

Students will engage in weekly discussions. Discussions will generally be task driven.

Course Policies

Participation / Discussion Board

Class discussions of readings and lectures are an important element of this course. You are expected to check the Canvas site at least two times a week and to be prepared to respond to the discussion prompt or ask questions and offer 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 with 4 unexcused absences will automatically receive a maximum of a B for the course. Each additional absence will reduce the course grade by one letter.

Absences

Per University Senate Rule 5.2.4.2, in order for an absence to be excused:

- Students must notify the course Instructor of an absence prior to the absence or within one week after the absence.

If you need documentation for an unexcused absence due to an illness, but have not visited the University Health System or other healthcare professional, you may complete an Explanatory Statement and submit it to me. See University Health Service, Class Attendance at http://ukhealthcare.uky.edu/uhs/student-health/attendance/.

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.

Uncivil discussion posts will result in one unexcused absence.

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](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 or copy and paste the off-campus link into their browsers.

Module 1: Information Behavior

Week 1: Information Behavior, Needs, & Uses

Dates: January 14 - January 20

Readings:

- Bates, Marcia J. (2009). Information behavior. In M. J. Bates & M. N. Maack (Eds.), *Encyclopedia of Library and Information Sciences*, *3rd ed.* http://www.tandfonline.com/doi/full/10.1081/E-ELIS3-120043263#.VLPLUh0Tr4d
- Dervin, Brenda, & Naumer, Charles M. (2009). Sense-making. In M. J. Bates & M. N. Maack (Eds.), *Encyclopedia of Library and Information Sciences, 3rd ed.* http://www.tandfonline.com/doi/full/10.1081/E-ELIS3-120043227

Week 2: Searching and Identifying Information

Dates: January 21 - January 27

Readings:

- **Power Searching with Google:**

    - Introduction: http://www.powersearchingwithgoogle.com/course/ps/lesson11.html
    - Filter image results by color: http://www.powersearchingwithgoogle.com/course/ps/lesson12.html
    - How search works: http://www.powersearchingwithgoogle.com/course/ps/lesson13.html
    - The art of keyword choices: http://www.powersearchingwithgoogle.com/course/ps/lesson14.html
    - Word order matters: http://www.powersearchingwithgoogle.com/course/ps/lesson15.html
    - Finding text on a web page: http://www.powersearchingwithgoogle.com/course/ps/lesson16.html

- **Guides and Tips:**

  - GoogleGuide's Search Operators: http://www.googleguide.com/advanced_operators_reference.html
  - How to use Google Advanced Search Tricks: http://www.wikihow.com/Use-Google-Advanced-Search-Tricks

- **Information Types:**

  - Types of Information Sources: http://www.lib.vt.edu/help/research/info-sources.html
  - Primary, Secondary, and Tertiary Sources: http://www.lib.umd.edu/tl/guides/primary-sources
  - Selecting the Best Information Sources: http://www.library.illinois.edu/ugl/howdoi/selectingsources.html

Module 2: Information Sources

Week 3: Bibliographic and Encyclopedic Sources

Dates: January 28 - February 3

Readings:

- Krummel, D. W. (2011). Bibliography. In M. J. Bates, & M. N. Maack (Eds.), Encyclopedia of library and information science, third edition (pp. 522-533). Link: http://www.tandfonline.com/doi/full/10.1081/E-ELIS3-120044335
- Schopflin, K. (2010). What is an encyclopedia? *Refer, 26*(3), 10-12. Link: http://search.proquest.com/docview/916634068

Week 4: Ready Reference and Dictionary Sources

Dates: February 4 - February 10

Readings:

- Mann, T. (2011). Reference and informational genres. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information science, third editio*n (pp. 4470-4480).
  - Link: www.tandfonline.com/doi/full/10.1081/E-ELIS3-120043707
- Somers, J. (2014, May 18). You're probably using the wrong dictionary. *The jsomers.net blog.*
  - Link: http://jsomers.net/blog/dictionary

Week 5: Scholarly and Health Sources

Dates: February 11 - February 17

Readings:

- Bastian, H. (2011). PubMed Health – A growing resource for clinical effectiveness information. *NLM Technical Bulletin, 2011Sep-Oct*(382):e9.

- Link: http://www.nlm.nih.gov/pubs/techbull/so11/so11_pm_health.html
- McVeigh, M. E. (2009). Citation indexes and the *Web of Science*. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information science, third edition* (pp. 1027—1037).
    - Link: http://www.tandfonline.com/doi/abs/10.1081/E-ELIS3-120044569

Week 6: Law / Legal and Business Sources

Dates: February 18 - February 24

Readings:

- Yates, S. (2011-12). Black's Law Dictionary: The making of an American standard. *Law Library Journal, 103(*2), 175—198.
    - Link: http://www.aallnet.org/main-menu/publications/llj/llj-archives/vol-103/spring-2011/2011-12.pdf
- Library of Congress. (2013). Private company research.
    - Link: http://www.loc.gov/rr/business/company/private.html
- Library of Congress. (2013). Public company research.
    - Link: http://www.loc.gov/rr/business/company/public.html

Week 7: Geographic and Biographic Sources

Dates: February 25 - March 3

Readings:

- Edson, E. (2002). Bibliographic essay: History of cartography. Map History / History of Cartography.
    - Link: http://www.maphistory.info/edson.html
- Schreiner, S. A., & Somers, M. A. (2002). Biography resources: Finding information on the famous, infamous, and obscure. *College and Research Libraries News, 63*(1), 32—39.
    - Link: http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=6188707

Week 8: Government and Archival Sources

Dates: March 4 - March 10

Readings:

- Graf, F., & Graf, G. (2012). Spotlight on the states: Key online resources. *Choice Reviews Online, 49*(12).
    - Link: http://dx.doi.org/10.5860/CHOICE.49.12.2183
- Shores, M. (2011). Internet Archive Wayback Machine. *Choice Reviews Online, 48*(11).
    - Link: http://dx.doi.org/10.5860/CHOICE.48-6007
- Stevens, J. (2013). Internet Archive. *Choice Reviews Online, 50*(10).
    - Link: http://dx.doi.org/10.5860/CHOICE.50-5327

- Taylor, M. (2014). Digital collections: National Library of Medicine. *Choice Reviews Online, 51*(11).
  - Link: http://dx.doi.org/10.5860/CHOICE.51-6204

Dates: March 11 - March 24 (Spring Break interruption)

Readings:

- Bergman, B. J. (2014). Yovisto: Academic video search. *Choice Reviews Online, 51*(10).
  - Link: http://dx.doi.org/10.5860/CHOICE.51-5333
- Nilsen, M. (2013). ARTstor Digital Library. *Choice Reviews Online, 51*(1).
  - Link: http://dx.doi.org/10.5860/CHOICE.51-0013
- Rodzvilla, J. (2013). Digital Public Library of America. *Choice Reviews Online, 51*(1).
  - Link: http://dx.doi.org/10.5860/CHOICE.51-0002
- Vance, J. Q. (2013). Human Rights Web Archive, from Columbia University. *Choice Reviews Online, 50*(12).
  - Link: http://dx.doi.org/10.5860/CHOICE.50-6532 (See the archive at https://archive-it.org/collections/1068).

Module 3: Information Services

Week 10: Evaluating Information

Dates: March 25 - March 31

Readings:

Information Literacy and Evaluation:

- Lau, J. (2006). Guidelines on Information Literacy for Lifelong Learning (pp. 6-15). *IFLA.*
  - Link: http://archive.ifla.org/VII/s42/pub/IL-Guidelines2006.pdf
- Evaluate Internet Resources:
  - Link: http://www.bc.edu/libraries/help/howdoi/howto/evaluateinternet.html
- Definitions of Digital Literacies:
  - Link: http://jiscdesignstudio.pbworks.com/w/page/59974972/definition%20of%20digital%20literacies
- Critical Evaluation of Information Sources:
  - Link: http://library.uoregon.edu/guides/findarticles/credibility.html
- How to Evaluation Information:
  - Link:
    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?
    - Link: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/why-important/
- Things to consider when creating data visualization:
    - Link: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/consider-creating/
- The benefits of visualization:
    - Link: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/benefits-visualisation/
- Potential risks related to data visualization:
    - Link: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/potential-risks/
- Communicating information:
    - Link: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/communicating-information/
- Types of charts:
    - Link: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/type-of-charts/
- Use of colour:
    - Link: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/use-of-colour/
- Dashboards:
    - Link: http://www.jiscinfonet.ac.uk/infokits/data-visualisation/dashboards/
- Data visualization trends:
    - Link: 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 11: Describing Information

Dates: April 1 - April 7

Readings:

- Sugimoto, S., Baker, T., & Weibel, S. L. (2002). Dublin Core: Process and principles. In E. P. Lim, S. Foo, C. Choo, et al., *Digital Libraries: People, Knowledge, and Technology* (pp. 25-35). Berlin: Springer.
    - Link: http://link.springer.com/chapter/10.1007/3-540-36227-4_3
- Guardian US Interactive Team. (2013, June 12). A Guardian guide to your metadata. *The Guardian*.
    - Link: http://www.theguardian.com/technology/interactive/2013/jun/12/what-is-metadata-nsa-surveillance

Week 12: Collecting Information

Dates: April 8 - April 14

Readings:

- Emamy, Kevin, & Cameron, Richard. (2007). CiteULike: A researcher's social bookmarking service. *Ariadne, 51*.
    - Link: http://www.ariadne.ac.uk/issue51/emamy-cameron
- Hall, Catherine, & Zarro, Michael. (2012). Social curation on the website Pinterest.com. *Proceedings of the American Society for Information Science and Technology, 49*(1), 1-9.
    - Link: http://dx.doi.org/10.1002/meet.14504901189

Week 13: Curating Information

Dates:April 15 - April 21

Readings:

- What is digital curation?
    - Link: http://www.dcc.ac.uk/digital-curation/what-digital-curation
- Why preserve digital data?
    - Link: http://www.dcc.ac.uk/digital-curation/why-preserve-digital-data
- Beagrie, Neil. (2006). Digital curation for science, digital libraries, and individuals. International *Journal of Digital Curation, 1*(1), 3-16.
    - Link: http://ijdc.net/index.php/ijdc/article/view/6
- Madden, Liz. (2008). Applying the digital curation lessons learned from American Memory. *International Journal of Digital Curation, 3*(2), 121-129.
    - Link: http://ijdc.net/index.php/ijdc/article/view/92

Week 14: Information Access

Dates: April 22 - April 28

Readings:

- **Information Use:**
    - Library Services in the Digital Age: Part 4: What people want from their libraries (Pew Internet Report).
        - Link: http://libraries.pewinternet.org/2013/01/22/part-4-what-people-want-from-their-libraries/
    - Older Adults and Technology Use (Pew Internet Report):
        - Link: http://www.pewinternet.org/2014/04/03/older-adults-and-technology-use/
    - E-Reading Rises as Device Ownership Jumps (Pew Internet Report):
        - Link: http://www.pewinternet.org/2014/01/16/e-reading-rises-as-device-ownership-jumps/

- **Infographics of Information Use:**
  - How Americans go online (Pew Internet):
    - Link: http://www.pewinternet.org/2013/09/25/how-americans-go-online/
  - Americans' reading habits over time (Pew Internet):
    - Link: http://www.pewresearch.org/2013/06/25/library-readers-book-type/
  - What teens share on social media (Pew Internet):
    - Link: http://www.pewinternet.org/2013/05/21/what-teens-share-on-social-media/
  - Teens, social media, and privacy (Pew Internet):
    - Link: http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy-3/

- **Information Use and Society**
  - *freeculture* by Larry Lessig (Flash presentation w/ audio, 31 minutes):
    - Link: http://randomfoo.net/oscon/2002/lessig/free.html
  - 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=12