

**University of Kentucky**  
**School of Information Science (SIS)**  
**IS/ICT 201, Section 201**  
**Personal Knowledge Management**  
**Summer 2019**

<b>Instructor:</b>	Dr. Sean Burns
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<b>Office Hours:</b>	By appointment
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I usually respond to emails within 24 hours, or the first business day after the weekend or holiday.

## Course Description

Gain knowledge about information sources, information retrieval, and professional information management. Learn how information sources are described, organized, and disseminated using metadata standards and publishing practices. Acquire the skills to locate and retrieve quality sources of information with search engines and databases. Implement knowledge management technologies and apply an understanding of social factors in order to create efficient and usable organizational work flows.

## Student Learning Outcomes

After completing this course, students will be able to:

- collect information using search techniques and apply post processing practices based on the results (Program Learning Outcome);
- select and justify relevant information (Program Learning Outcome);
- evaluate and apply technology resources (Program Learning Outcome).

## Required Texts

The following textbook is required and available at the UK bookstore or through various online merchants:

Knott, Cheryl. (2016). *Find the information you need! Resources and techniques for making decisions, solving problems, and answering questions*. Lanham, MD: Rowan & Littlefield. ISBN: 978-1-4422-6248-5

**Readings:** Additional required readings are listed in the Reading List at the end of the syllabus following the tentative course schedule.

## Course Activities and Assignments

This course is taught as an online/distance education course via Canvas. It is expected that students will devote a considerable amount of time to study the materials, information sources and services covered here.

**Class Assignments:** Assignments constitute 50% of the student's grade. There are five assignments in this course. A full description of each assignment will be posted on Canvas at least three weeks before the due date.

**Class Discussions/Participation:** Class participation constitutes 50% of the student's grade. There are fifteen graded discussion posts in this course. Each discussion post is based on the weekly topic, lecture, and readings. Students are expected to complete these discussion posts. Additional instructions will be posted in each discussion forum on Canvas.

Students may elect to skip two discussion posts and receive full credit (but no extra credit) for them. To receive this credit, it is the responsibility of the student to notify the Instructor by the last day of class.

### Summary Description of Course Assignments

This is a short summary of the course assignments. More complete assignment descriptions will be posted on Canvas on the Assignments page at least three weeks before the due date.

**Information Practices Journal 1 & 2:** At the beginning of the course, students will write a short reflection on their academic information practices. At the end of the course, students will write a follow up reflection, noting how their academic information practices have changed due to the materials and practices learned in this course.

**Bibliographic Reference Managers: Compare and Contrast:** Students will write an essay comparing and contrasting three separate bibliographic reference manager applications. Based on their analysis, students will select a bibliographic reference manager application to use in their studies.

**Wikipedia: Identify, Search, Collect, Annotate:** Students will select a Wikipedia article to edit and conduct a literature review in order to locate three sources to support the chosen article. Students will add these sources to their chosen bibliographic reference manager, and provide a short annotation for each.

**Wikipedia: Editing:** Students will revise their selected Wikipedia articles by adding additional text, revising existing text, and supporting their changes with bibliographic references to the article.

### Submission of Assignments

Course assignments will be uploaded via Canvas. Assignments are due by midnight of the due date noted on each assignment.

**Late Work:** Discussion posts and assignments completed by their due dates will receive 2% extra credit. Discussion posts and assignments completed after the due date may receive full credit, **if they are submitted by the last day of the module**. Discussion posts and assignments **submitted after the last day of the module will receive a 10% deduction** for each day late. No work for a module will be accepted if submitted after three days past the last day of the module. See Course Policies at the end of the syllabus for more information.

## Course Grading

### Grading Scale (No rounding)

- 90 – 100% = A (Exemplary)
- 80 – 89% = B (Competent)
- 70 – 79% = C (Adequate)
- 60 – 69% = D (Developing)
- 0 – 59% = E (Poor)

**Participation:** Class participation (discussion posts) constitutes 50% of the student's grade. Students are expected to complete weekly exercises and readings and write discussion responses. Instructions will be posted on Canvas in each discussion forum.

**Final Exam Information:** There is no final exam in this course.

**Mid-term Grade:** Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar: <http://www.uky.edu/registrar/content/academic-calendar>

## Tentative Assignment Due Dates

Activities	Weight	Due Dates
Information Practices Journal I	10%	06/23
Bibliographic Reference Managers	10%	07/07
Wikipedia: Identify, Search, Collect, Annotate	10%	07/21
Wikipedia: Editing	10%	07/28
Information Practices Journal II	10%	08/01
Discussions/Participation	50%	Weekly

## Tentative Course Schedule

Week	Dates	Topic
<b>Module 1: Search</b>		
1	06/06 – 06/12	Introduction to Course & Sources of Information
2	06/06 – 06/12	Information Search: Databases
3	06/13 – 06/19	Browsing & Searching: Databases
4	06/13 – 06/19	Information Search: Search Engines, Part 1
5	06/20 – 06/26	Information Search: Search Engines, Part 2
6	06/20 – 06/26	Evaluating and Managing Search and Retrieval
<b>Module 2: Managing Information</b>		
7	06/27 – 07/03	Managing Academic Sources
8	06/27 – 07/03	Curating Information
<b>Module 3: Special Information Sources</b>		
9	07/04 – 07/10	General-interest and Scholarly Databases
10	07/04 – 07/10	Business and Statistics Databases
11	07/11 – 07/17	Funding and Health Databases
<b>Module 4: Personalizing Information</b>		
12	07/18 – 07/24	Note-taking and Outlining
13	07/18 – 07/24	Annotating the Web & Understanding Metadata
14	07/25 – 07/31	Developing an Information and Knowledge Work Flow
15	07/25 – 07/31	Conclusion: Humility

# Reading List

## Module 1: Search

### Week 1: 06/06 – 06/12: Introduction to Course & Sources of Information

1. Introduction, Syllabus and Canvas Review
2. Information Sources: Publication Types
3. Chapter 9, Knott

### Week 2: 06/06 – 06/12: Information Search: Databases

1. Chapters 7 & 8, Knott
2. Internet Archive & Wayback Machine:
  - A) Lepore, J. (2014, January 26). The cobweb: Can the internet be archived? *The New Yorker*. Retrieved from <http://www.newyorker.com/magazine/2015/01/26/cobweb>
3. DPLA:
  - A) Cohen, D. (2014, July 14). The Digital Public Library of America: Collaboration, content, and technology at scale. *Educause Review*, 49(4), <http://er.educause.edu/articles/2014/7/the-digital-public-library-of-america-collaboration-content-and-technology-at-scale>

### Week 3: 06/13 – 06/19: Browsing & Searching: Databases

1. Chapter 10, Knott

### Week 4: 06/13 – 06/19: Information Search: Search Engines Part 1

1. Power Searching with Google:
  - A) Introduction: <http://www.powersearchingwithgoogle.com/course/ps/lesson11.html>
  - B) Interpreting Results: <http://www.powersearchingwithgoogle.com/course/ps/lesson21.html>
  - C) Advanced Techniques: <http://www.powersearchingwithgoogle.com/course/ps/lesson31.html>

### Week 5: 06/20 – 06/26: Information Search: Search Engines, Part 2

1. Power Searching with Google:
  - A) Find Facts Faster: <http://www.powersearchingwithgoogle.com/course/ps/lesson42.html>
  - B) Checking Your Facts: <http://www.powersearchingwithgoogle.com/course/ps/lesson51.html>
  - C) Putting It All Together: <http://www.powersearchingwithgoogle.com/course/ps/lesson61.html>
2. 8 Search Tricks That Work on DuckDuckGo but Not on Google, <http://www.makeuseof.com/tag/8-search-tricks-work-duckduckgo-not-google/>
3. Avoid Google and Bing: 7 Alternative Search Engines That Value Privacy, <https://www.makeuseof.com/tag/best-privacy-focused-search-engines/>

### Week 6: 06/20 – 06/26: Evaluating and Managing Search and Retrieval

1. Chapters 11 & 12, Knott

## **Module 2: Managing Information**

### **Week 7: 06/27 – 07/03: Managing Academic Sources**

1. Gilmour, R., & Cobus-Kuo, L. (2011). Reference management software: A comparative analysis of four products. *Issues in Science and Technology*.  
<http://dx.doi.org/10.5062/F4Z60KZF>

### **Week 8: 06/27 – 07/03: Curating Sources**

1. Valenza, J. K., Boyer, B. L., & Curtis, D. (2014). Curation platforms. *Library Technology Reports*, 50(7), 60-65. <https://journals.ala.org/index.php/ltr/article/view/4792/5739>

## **Module 3: Special Information Sources**

### **Week 9: 07/04 – 07/10: General-interest and Scholarly Databases**

1. Chapters 1 & 2, Knott

### **Week 10: 07/04 – 07/10: Business and Statistics Databases**

1. Chapters 3 & 4, Knott
2. Library of Congress. (2013). Private company research. Retrieved from <https://guides.loc.gov/company-research/private>
3. Library of Congress. (2013). Public company research. Retrieved from <https://guides.loc.gov/company-research/public>

### **Week 11: 07/11 – 07/17: Funding and Health Databases**

1. Chapters 5 & 6, Knott
2. Bastian, H. (2011). PubMed Health – A growing resource for clinical effectiveness information. *NLM Technical Bulletin*. Retrieved from [http://www.nlm.nih.gov/pubs/techbull/so11/so11\\_pm\\_health.html](http://www.nlm.nih.gov/pubs/techbull/so11/so11_pm_health.html)

## **Module 4: Personalizing Information**

### **Week 12: 07/18 – 07/24: Note-taking and Outlining**

1. Note-taking Systems. (n.d.). Retrieved from <https://web.archive.org/web/20170530180703/http://www.sas.calpoly.edu/asc/ssl/notetakingsystems.html>

### **Week 13: 07/18 – 07/24: Annotating the Web & Understanding Metadata**

1. Annotating the Web
  - A) Wolber, A. (2016, March 16). How to annotate the web for the world, your group, or your students. *TechRepublic*. Retrieved from <http://www.techrepublic.com/article/how-to-annotate-the-web-for-the-world-your-group-or-your-students/>
  - B) See:
    1. Scrible: <https://www.scrible.com/>
    2. Hypothes.is: <https://hypothes.is/>
    3. Geni.us: <http://genius.com/web-annotator>
2. Metadata

A) Metadata - Wikipedia, the free encyclopedia. Retrieved from

<https://en.wikipedia.org/wiki/Metadata>

B) Dublin Core Metadata Initiative. (2012). Dublin Core Metadata Element Set, Version 1.1:

Reference Description. Retrieved from <http://www.dublincore.org/documents/dces/>

**Week 14: 07/25 – 07/31: Developing an Information and Knowledge Work Flow**

1. Williams, W., Capra, R., Diekema, A., ..., Hemminger, B. (2015). "For telling" the present: Using the Delphi Method to understand personal information management practices. *CHI '15 Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems*, 3513-3522. Retrieved from <http://dx.doi.org.ezproxy.uky.edu/10.1145/2702123.2702523>
2. Pinola, M. (2015, February 2). How to organize your entire life with Trello. *Lifehacker*. Retrieved from <http://lifehacker.com/how-to-use-trello-to-organize-your-entire-life-1683821040>

**Week 15: 07/25 – 07/31: Conclusion: Humility**

1. Burak, J. (2016, July 28). Overvaluing confidence, we've forgotten the power of humility. *Aeon*. Retrieved from <https://aeon.co/ideas/overvaluing-confidence-we-ve-forgotten-the-power-of-humility>

## Course Policies

### Technology Information and Requirements

#### Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

#### Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

## Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

### Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.A)

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

### Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

### Verification of Absences (Senate Rules 5.2.4.2.A, B, C, & E)

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)



## Religious Observances (Senate Rules 5.2.4.2.D)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

## Make-Up Work (Senate Rule 5.2.4.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

## Accommodations Due to Disability

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

## Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

## **Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rule 6.3.1* (see current [Senate Rules](#)) states that 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.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

## **Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a

student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

## **Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)**

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

## **Course Material Copyright Statement**

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

## **Bias Incident Support Services**

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

## **Counseling Center**

*The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.*

## **Martin Luther King Center**

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and

collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

## Office of LGBTQ\* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ\\*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ\\* Resources](#).

## Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

## Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859) ), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.**