

**University of Kentucky**  
**School of Information Science (SIS)**  
**IS/ICT 201, Section 220**  
**General Information Sources**

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<b>Office Phone:</b>	859-218-2296
<b>Office Hours:</b>	By appointment (online only or by phone).
<b>Virtual Office Hours:</b>	Same as above.
<b>Preferred Method of contact:</b>	Email I usually respond to emails within 24 hours, or the first business day after the weekend or holiday.

## 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.

## Student Learning Outcomes

After completing this course, students will be able to:

- define information behavior and understand its importance to information services;
- retrieve and evaluate information (Program Learning Outcome);
  - solve information questions with a variety of resources;
- demonstrate best practices related to processing information (Program Learning Outcome);
  - identify, evaluate, collect, and curate appropriate information resources for different information needs.

## Required Texts

No required textbooks.

**Readings:** Required readings are listed at the end of the syllabus following the 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 six assignments in this course. A description of each assignment is posted on Canvas.

**Class Discussions/Participation:** Class participation constitutes 25% of the student's grade. There are fourteen 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 on Canvas.

**Class Quizzes:** Quizzes constitute 25% of the student's grade. There are fourteen short quizzes in this course. Each quiz is based on the weekly topic, lecture, and readings.

Students may elect to skip two discussion posts / quiz combos—one in Module 2 and one in Module 3—and receive full credit for them.

Activities	Weight	Due Dates
Information Behavior Journal I	5%	6/22
Annotated <i>Webliography</i>	10%	7/20
Identifying and Evaluating Information	10%	7/27
Describing Information Assignment	10%	7/27
Collecting and Curating Information	10%	8/04
Information Behavior Journal II	5%	8/04
Discussions/Participation	25%	Weekly
Quizzes	25%	Weekly

# Course Grading

## Grading Scale (No rounding)

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- 0 – 59% = E

**Participation:** Class participation (discussion posts) constitutes 25% of the student's grade. Students are expected to complete weekly exercises and readings and write short discussion responses. Instructions will be posted on Canvas.

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

**Mid-term Grade:** Mid-term grades are not reported during the summer session (Academic Calendar <http://www.uky.edu/registrar/content/academic-calendar>).

# Course Policies

## 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:** There are no deductions for submitting assignments, quizzes, or discussion posts after the due date. Instead, students who submit assignments or discussion posts (but not quizzes) by the due date will receive 2.5 extra points for the assignment. Any assignment not submitted by the last day of class (August 4th) will receive a grade of 0. No submissions will be accepted after August 4, 2016.

## Attendance Policy

Since this is an online, asynchronous course, students are simply required to work at a reasonable pace. Students are encouraged to submit all work by all due dates, and will receive extra credit on discussion posts and assignments if they submit these by the due dates, but work will be accepted for full credit if it is submitted after the due date. No work is accepted after the last day of class, August 4, 2016. Students are allowed to pass on one discussion post/quiz combo in Module 2 and one combo in Module 3 and receive full credit.

## Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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 no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Per *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 professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

## **Verification of Absences**

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 because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

## **Academic Integrity**

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 at the following website: <http://www.uky.edu/Ombud>. 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 Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *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.

## **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. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

## **Technology Information & Resources**

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:

<http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

### **Information Technology Customer Service Center (UKIT)**

<http://www.uky.edu/UKIT/> 859-218-4357

## **Library Services & Distance Learning Services**

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)

For more resources about online classes and student resources, visit

<http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

## **Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

## **Civility and Professionalism**

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted.

Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.

# Tentative Course Schedule

Week	Dates	Topic	Readings
	06/09	Introduction to Course: Syllabus Review	
		<b>Module 1: Information Behavior</b>	
1	06/09–06/17	Information Behavior, Needs, Uses	1–2
1	06/09–06/17	Searching and Identifying Information	3–5
		<b>Module 2: Information Sources</b>	
2	06/18–06/24	Bibliographic and Encyclopedic Sources	6–7
2	06/18–06/24	Ready Reference and Dictionary Sources	8–9
3	06/25–07/01	Scholarly and Health Sources	10–11
3	06/25–07/01	Law/Legal and Business Sources	12–13
4	07/02–07/08	Geographic and Biographic Sources	14–15
4	07/02–07/08	Government and Archival Sources	16–19
5	07/09–07/15	Specialized Sources	20–23
		<b>Module 3: Information Services</b>	
5	07/09–07/15	Evaluating Information	24–26
6	07/16–07/22	Describing Information	27–28
6	07/16–07/22	Collecting Information	29–30
7	07/23–07/29	Curating Information	31–34
7	07/23–07/29	Information Access	35–36
8	07/28–08/04	Last two assignments due	–
	08/04	Last day of class; all work due	

# Reading List

## Module 1: Information Behavior

### Week 1: 06/09–06/17

Introduction to Course: Syllabus Review

1. Bates, M. J. (2009). Information behavior. In M. J. Bates & M. N. Maack (Eds.), *Encyclopedia of library and information sciences* (3rd ed.). <http://ezproxy.uky.edu/login?url=http://www.tandfonline.com/doi/full/10.1081/E-ELIS3-120043263#.VLPLUh0Tr4d>
2. Dervin, B., & Naumer, C. M. (2009). Sense-making. In M. J. Bates & M. N. Maack (Eds.), *Encyclopedia of library and information sciences* (3rd ed.). <http://ezproxy.uky.edu/login?url=http://www.tandfonline.com/doi/full/10.1081/E-ELIS3-120043227>
3. Power Searching with Google:
  - A. Introduction: <http://www.powersearchingwithgoogle.com/course/ps/lesson11.html>
  - B. Filter image results by color: <http://www.powersearchingwithgoogle.com/course/ps/lesson12.html>
  - C. How search works: <http://www.powersearchingwithgoogle.com/course/ps/lesson13.html>
  - D. The art of keyword choices: <http://www.powersearchingwithgoogle.com/course/ps/lesson14.html>
  - E. Word order matters: <http://www.powersearchingwithgoogle.com/course/ps/lesson15.html>
  - F. Finding text on a web page: <http://www.powersearchingwithgoogle.com/course/ps/lesson16.html>
4. Guides and Tips:
  - A. GoogleGuide's Search Operators: [http://www.googleguide.com/advanced\\_operators\\_reference.html](http://www.googleguide.com/advanced_operators_reference.html)
  - B. How to use Google Advanced Search Tricks: <http://www.wikihow.com/Use-Google-Advanced-Search-Tricks>
5. Information Types:
  - A. Types of Information Sources: <http://www.lib.vt.edu/help/research/info-sources.html>
  - B. Primary, Secondary, and Tertiary Sources: <http://www.lib.umd.edu/tl/guides/primary-sources>
  - C. Selecting the Best Information Sources: <http://www.library.illinois.edu/ugl/howdoi/selectingsources.html>

## Module 2: Information Sources

### Week 2: 06/18–06/24

6. Krummel, D. W. (2011). Bibliography. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information science* (3rd ed.). Link: <http://ezproxy.uky.edu/login?url=http://www.tandfonline.com/doi/full/10.1081/E-ELIS3-120044335>
7. Schopflin, K. (2010). What is an encyclopedia? *Refer*, 26(3), 10-12. Link: <http://ezproxy.uky.edu/login?url=http://search.proquest.com/docview/916634068>
8. Mann, T. (2011). Reference and informational genres. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information science* (3rd ed.). Link: <http://ezproxy.uky.edu/login?url=http://www.tandfonline.com/doi/full/10.1081/E-ELIS3-120043707>
9. Somers, J. (2014, May 18). You're probably using the wrong dictionary. The jsomers.net blog. Link: <http://jsomers.net/blog/dictionary>

### Week 3: 06/25–07/01

10. Bastian, H. (2011). PubMed Health – A growing resource for clinical effectiveness information. *NLM Technical Bulletin*. Link: [http://www.nlm.nih.gov/pubs/techbull/so11/so11\\_pm\\_health.html](http://www.nlm.nih.gov/pubs/techbull/so11/so11_pm_health.html)
11. 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* (3rd ed.). Link: <http://ezproxy.uky.edu/login?url=http://www.tandfonline.com/doi/abs/10.1081/E-ELIS3-120044569>
12. Library of Congress. (2013). Private company research. Link: <http://www.loc.gov/rr/business/company/private.html>
13. Library of Congress. (2013). Public company research. Link: <http://www.loc.gov/rr/business/company/public.html>

### Week 4: 07/02–07/08

14. Edson, E. (2002). Bibliographic essay: History of cartography. Link: <http://www.maphistory.info/edson.html>
15. Schreiner, S. A., & Somers, M. A. (2002). Biography resources: Finding information on the famous, infamous, and obscure. *College & Research Libraries News*, 63(1), 32—39. Link: <http://ezproxy.uky.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=lxh&AN=6188707>
16. Graf, F., & Graf, G. (2012). Spotlight on the states: Key online resources. *Choice Reviews Online*, 49(12). Link: <http://ezproxy.uky.edu/login?>

- [url=http://dx.doi.org/10.5860/CHOICE.49.12.2183](http://dx.doi.org/10.5860/CHOICE.49.12.2183)
17. Shores, M. (2011). Internet Archive Wayback Machine. *Choice Reviews Online*, 48(11). Link: <http://ezproxy.uky.edu/login?url=http://dx.doi.org/10.5860/CHOICE.48-6007>
18. Stevens, J. (2013). Internet Archive. *Choice Reviews Online*, 50(10). Link: <http://ezproxy.uky.edu/login?url=http://dx.doi.org/10.5860/CHOICE.50-5327>
19. Taylor, M. (2014). Digital collections: National Library of Medicine. *Choice Reviews Online*, 51(11). Link: <http://ezproxy.uky.edu/login?url=http://dx.doi.org/10.5860/CHOICE.51-6204>

### **Week 5: 07/09–07/15**

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

### **Module 3: Information Services**

24. Information Literacy and Evaluation:
- A. 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>
  - B. Evaluate Internet Resources. Link: <http://www.bc.edu/libraries/help/howdoi/howto/evaluateinternet.html>
  - C. Definitions of Digital Literacies. Link: <http://jiscdesignstudio.pbworks.com/w/page/59974972/definition%20of%20digital%20literacies>
  - D. Critical Evaluation of Information Sources. Link: <http://library.uoregon.edu/guides/findarticles/credibility.html>
  - E. How to Evaluation Information. Link: [http://www.libraries.psu.edu/psul/lls/students/research\\_resources/evaluate\\_info.html](http://www.libraries.psu.edu/psul/lls/students/research_resources/evaluate_info.html)
25. Data Visualization:
- A. The Art of Data Visualization. Link: <https://www.youtube.com/watch?v=AdSZJzb-aX8>

- B. Why is data visualization important? Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/why-important/>
  - C. Things to consider when creating data visualization. Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/consider-creating/>
  - D. The benefits of visualization. Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/benefits-visualisation/>
  - E. Potential risks related to data visualization. Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/potential-risks/>
  - F. Communicating information. Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/communicating-information/>
  - G. Types of charts. Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/type-of-charts/>
  - H. Use of colour. Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/use-of-colour/>
  - I. Dashboards. Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/dashboards/>
  - J. Data visualization trends. Link: <http://www.jiscinfonet.ac.uk/infokits/data-visualisation/trends/>
26. Critical Thinking:
- A. Should you trust your first impression? Link: <https://www.youtube.com/watch?v=eK0NzsGRceg>
  - B. The key to media's hidden codes. Link: <https://www.youtube.com/watch?v=oZXqORn0z4E>
  - C. Working backward to solve problems. Link: <https://www.youtube.com/watch?v=v34NqCbAA1c>

**Week 6: 07/16–07/22**

- 27. 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://ezproxy.uky.edu/login?url=http://link.springer.com/chapter/10.1007/3-540-36227-4\\_3](http://ezproxy.uky.edu/login?url=http://link.springer.com/chapter/10.1007/3-540-36227-4_3)
- 28. 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>
- 29. Emamy, K., & Cameron, R. (2007). CiteULike: A researcher's social bookmarking service. *Ariadne*, 51. Link: <http://www.ariadne.ac.uk/issue51/emamy-cameron>
- 30. Hall, C., & Zarro, M. (2012). Social curation on the website Pinterest.com. *Proceedings of the American Society for Information Science and Technology*, 49(1), 1-9. Link: <http://ezproxy.uky.edu/login?url=http://dx.doi.org/10.1002/meet.14504901189>

## Week 7: 07/23–07/29

31. What is digital curation? Link: <http://www.dcc.ac.uk/digital-curation/what-digital-curation>
32. Why preserve digital data? Link: <http://www.dcc.ac.uk/digital-curation/why-preserve-digital-data>
33. Beagrie, N. (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>
34. Madden, L. (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>
35. Information Use:
  - A. 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/>
  - B. Older Adults and Technology Use (Pew Internet Report). Link: <http://www.pewinternet.org/2014/04/03/older-adults-and-technology-use/>
  - C. 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/>
  - D. Infographics of Information Use: How Americans go online (Pew Internet). Link: <http://www.pewinternet.org/2013/09/25/how-americans-go-online/>
  - E. Americans' reading habits over time (Pew Internet). Link: <http://www.pewresearch.org/2013/06/25/library-readers-book-type/>
  - F. What teens share on social media (Pew Internet). Link: <http://www.pewinternet.org/2013/05/21/what-teens-share-on-social-media/>
  - G. Teens, social media, and privacy (Pew Internet). Link: <http://www.pewinternet.org/2013/05/21/teens-social-media-and-privacy-3/>
36. Information Use and Society
  - A. No Time to Think (can skip intro and start at 2:00 minute. Watch till 46:35). Link: [https://www.youtube.com/watch?feature=player\\_detailpage&v=KHGcvj3JiGA#t=12](https://www.youtube.com/watch?feature=player_detailpage&v=KHGcvj3JiGA#t=12)