

# INFO 101: Research Essentials

## Summer 2016



**Instructor:** Zoe Fisher, Associate Professor, Reference & Instruction Librarian

**Skype Username:** profzoe Fisher

**E-Mail:** [zfisher@pierce.ctc.edu](mailto:zfisher@pierce.ctc.edu) (Canvas messages preferred) ***Note to ACRL2017 attendees: I worked at Pierce College in Puyallup, Washington from 2012 to 2016; accordingly, my Pierce e-mail address is no longer active. My current e-mail address is [zoe.fisher@ucdenver.edu](mailto:zoe.fisher@ucdenver.edu).***

**Office Hours:** Available as needed by appointment. Just send me a message and we'll find a time to talk on the phone or via Skype.

### Prerequisites for this course

- Eligibility for ENGL 101

### Required Texts

- There is no textbook for this course, but it is highly recommended that you print out the readings & materials provided in Canvas using the \$10 of printing money available through your student printing account, which you can use on any campus computer.

### Required Materials

- Access to a computer with Microsoft Word, the Internet, and Canvas.
- Access to a black and white printer.

### An important note about computer/Internet access in an online course

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

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

- A binder to organize class materials, including syllabus, handouts, assignments, etc.
- Notebook paper and blue/black pen for taking notes.
- A calendar/schedule to keep track of your weekly study schedule, assignments, deadlines, etc.
- Access to a scanner that can convert documents to .pdf files (available in both campus libraries).
- Access to a cell phone or camera that can take pictures of assignments, and the ability to upload pictures to Canvas.
- Access to a webcam with microphone.

### Course Description

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

### Course Outcomes

Learners will be able to...

1. Identify and focus an academically appropriate topic or research problem. Apply information seeking theory in order to retrieve and synthesize meaningful content
2. Navigate a variety of information systems and structures, including classification systems, catalogs and databases, in order to access information in a variety of formats.
3. Articulate the theory behind and demonstrate the application of a repertoire of creative and flexible information seeking strategies in order to solve a problem in a focused manner.
4. Analyze information in order to evaluate quality, relevance, and perspective.

5. Synthesize new ideas into current thoughts; cite sources in order to use information responsibly and ethically.
6. Identify the ideas and perspectives behind current information issues, such as censorship, intellectual freedom, intellectual property, and evolving information technology in order to recognize the role of information in society.

## General Expectations

Here's what you can expect from me.

- I am passionate about learning and I am dedicated to creating a worthwhile learning experience for you.
- I am available to address your questions and concerns, and I will do my best to respond to your Canvas messages within 24 hours, Monday through Friday.
- I know that timely feedback is a critical part of the learning process; as such, I will grade assignments promptly and keep you informed of your progress.

Accordingly, here's what I expect from you.

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

## Grading Scale

Percentage	GPA
95-100	3.9 – 4.0
90-94	3.5 – 3.8
87-89	3.2 – 3.4
84-86	2.9 – 3.1
80-83	2.5 – 2.8
77-79	2.2 – 2.4
74-76	1.9 – 2.1
70-73	1.5 – 1.8
65-69	1.2 – 1.4
60-64	1.0 – 1.1
0-59	0.0

### Coursework & Grading

Please see assignment details, rubrics, due dates, and point distributions in Canvas. If you have any questions about assignments or feedback, please review my comments and send me a Canvas message to make an appointment to connect with me. In general, I find it is most productive to talk about feedback and grades in real time, rather than via e-mail/Canvas messages.

### "0" Score for Assignments

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

## Late Work

Assignments received within a week of the due date may be eligible for partial credit at my discretion. Assignments received more than a week after the due date are not worth credit. **All assignments must be received no later than 5pm on Wednesday, August 24.**

## Plagiarism / Cheating

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

## Access & Accommodations:

Your experience in this class is important to me, and it is the policy and practice of Pierce College to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with the Access and Disability Services (ADS) manager to discuss and address them. If you have already established accommodations with the ADS manager, please bring your approved accommodations (green sheet) to me at your earliest convenience so we can discuss your needs in this course.

ADS offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process between you and the ADS manager, and I am available to help facilitate them in this class. If you have not yet established services through ADS, but have a temporary or permanent disability that requires accommodations (this can include but not be limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are encouraged to contact ADS at 253-964-6526 (Fort Steilacoom) or 253-840-8335 (Puyallup).

### **Association of College & Research Libraries Framework for Information Literacy for Higher Education**

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

#### **Authority Is Constructed and Contextual**

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

#### **Information Creation as a Process**

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

#### **Information Has Value**

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

#### **Research as Inquiry**

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

#### **Scholarship as Conversation**

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

#### **Searching as Strategic Exploration**

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

### **Estimated Schedule**

This is an estimated schedule of topics, outcomes, and course tasks. This schedule could change at any time for any reason. For details, including assignment instructions, grading rubrics, and due dates, please refer to Canvas.

<b>Week</b>	<b>Topic/Frame</b>	<b>Outcomes</b> <i>By the end of this week, you will be able to...</i>	<b>Your Tasks</b>
<b>Week 1</b> July 5 – July 11	<b>Information Creation as a Process</b>	<ul style="list-style-type: none"> <li>• Create connections with your classmates &amp; your instructor</li> <li>• Prepare yourself for this course</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce yourself in the discussion forum</li> <li>• Print out &amp; read the syllabus</li> <li>• Gather required supplies</li> <li>• Create a weekly study schedule</li> </ul>

		<ul style="list-style-type: none"> <li>• Explain how different information source types are created</li> <li>• Reflect on the importance of using a variety of source types</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the Information Timeline video</li> <li>• Take notes &amp; create your own Information Timeline</li> <li>• Write a short reflection</li> </ul>
<b>Week 2</b> July 12 – July 18	<b>Authority Is Constructed and Contextual</b>	<ul style="list-style-type: none"> <li>• Explain the different ways that authority is expressed by creators of information</li> <li>• Evaluate how different types of authority are important</li> </ul>	<ul style="list-style-type: none"> <li>• Add to the evaluation criteria Wiki page</li> <li>• Complete the Evaluating Sources activity</li> </ul>
<b>Week 3</b> July 19 – July 25	<b>Information Has Value</b>	<ul style="list-style-type: none"> <li>• Explain the purpose of library resources, including subscription databases</li> <li>• Explain what “open access” is and what it means for scholarly publishing</li> </ul>	<ul style="list-style-type: none"> <li>• Read <b>To Be Determined</b></li> <li>• Connect with a classmate to discuss the reading</li> <li>• Answer the Reading Questions</li> </ul>
<b>Week 4</b> July 26 – August 1	<b>Research as Inquiry</b>	<ul style="list-style-type: none"> <li>• Use Reference sources to develop search topics &amp; inquiry questions</li> <li>• Use the Research Reading Log</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Gale Virtual Reference Library subscription database to find a subject-specific reference entry</li> <li>• Use the Research Reading Log to read your source</li> </ul>
<b>Week 5</b> August 2 – August 8	<b>Searching as Strategic Exploration (Part I)</b>	<ul style="list-style-type: none"> <li>• Develop key words and search terms</li> <li>• Find books and streaming videos in the library catalog</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the Search Log activity</li> <li>• Write a short reflection</li> </ul>
<b>Week 6</b> August 9 – August 15	<b>Searching as Strategic Exploration (Part II)</b>	<ul style="list-style-type: none"> <li>• Use Boolean operators</li> <li>• Find magazine, newspaper, and scholarly journal articles in our subscription databases</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the Search Log activity</li> <li>• Write a short reflection</li> </ul>
<b>Week 7</b> August 16 – August 22	<b>Scholarship as Conversation</b>	<ul style="list-style-type: none"> <li>• Cite books and periodical articles in MLA format</li> <li>• Use in-text citations to acknowledge your sources</li> </ul>	<ul style="list-style-type: none"> <li>• Use the Writing Center, Ask Desk, or AskWA for help with citations</li> <li>• Write a Works Cited page with five sources cited in MLA style</li> </ul>
<b>Week 8</b> August 22 – August 24	<b>Final Reflection due by 5pm on Wednesday, August 24</b>		

***Note to ACRL2017 attendees: This schedule provides a general overview of the course. For readings, assignment details, rubrics, and more, find this course available for download in the Canvas Commons. You are also welcome to e-mail me at [zoe.fisher@ucdenver.edu](mailto:zoe.fisher@ucdenver.edu) or visit me online at [www.quickaskzoe.com](http://www.quickaskzoe.com).***