Instructor Contact Information

Instructor Name: Kate Borowske
Email: kborowske@hamline.edu
Phone: 651-523-2442
Preferred Method of Contact: email
Office Hours: Fridays 1:00 – 2:00 or by appt.
Office Location: Bush Library 102 (south wall of 1st floor, in the right-hand corner)
Department Contact (in case of emergency): Bush Library Reference Desk, 651-523-2375

Course Description

Where does information come from? Where does it go? How do I find it? To answer those questions, we will take an in-depth look at how encyclopedias, journals, news and other sources of information are produced and how that affects our decisions to use them in our research. We will hear from guest speakers who are involved in the creation of these sources, as well as from scholars and practitioners who use information in their work. We will also explore some of the economic, social, and legal issues surrounding the creation, use, and ownership of information. Students will create a literature review on a topic of their choice, which could also be used for a future Collaborative Research or Honors Project. Students will learn how to stay current in a discipline and will prototype an iphone app that helps them do so. They will learn how to develop a research strategy, how to choose the most appropriate database/s, and how to evaluate the information they find.

Course Philosophy

January Term is an opportunity for immersion in a single subject. I’m hoping that you will jump in, immerse yourself, and approach it with a spirit of exploration.

Our topic, information, is more complicated than it seems. It’s also more interesting than it might seem. It can be quirky and some of it has large warts. In the “old” days (about 15 years ago), you could evaluate information by where you found it (the public library or college library); the “seriousness” of the graphic design; whether or not a magazine smells like perfume. When you do a Google search, you lose that context; you get links that, at first glance, seem equal. However, the only thing many of them have in common is that they utilize the internet for access; what’s behind the links varies significantly.

Who created the information behind the link? What was their intention? Their credentials? Is it a book? A website created by a high school student? A report from a government agency? Was it written by an advocacy group? A hate group? Is it part of an online journal or magazine? It is a forum for professional? The general public? Do they know what they’re talking about? And, by the way, what does it actually mean to know something? Does anyone really know anything?

Understanding the context of information is critical to evaluating it for accuracy, bias, and relevancy. And the best way to learn about that context is to hear first-hand about how it is created. Therefore, this course is built around guest speakers, who will describe how they create, distribute, or use information. There is extensive reading, about both tradition and innovation; technology, from the printing press to the Internet, has had a significant impact on everything. And, because research is as much art as skill, the more you practice, the more you’ll learn. You will do that while working on your assignments, but we will also be doing that in class, where we can learn from each other. Also, technology and information are intertwined; we will use various technologies that are useful for finding and presenting information.
My hope for you is that you start the next semester feeling empowered and excited about doing research for your upcoming courses, for your major, and for your life after college, whether that is in academia or in the professions.

My goal is to create a classroom environment that is informal and comfortable for reflective discussion and exploration. Informal, however, does not mean that I don’t expect excellence. I expect you to engage with the reading and assignments and with each other; the more you put into the course, the more you’ll get out of it.

**Course Schedule** (for reading assignments, see *Reading* in Blackboard)

OUR OFFICIAL CALENDAR WILL BE THE Bb CALENDAR—for any updates, changes, etc.

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<thead>
<tr>
<th>Topic</th>
<th>Assignment Due</th>
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<td><strong>Jan 2</strong></td>
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<tr>
<td>Introductions and overview</td>
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<tr>
<td>Guest speaker: Prof. Stephen Kellert</td>
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<td><strong>Jan 3</strong></td>
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<td>News: The Basics</td>
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<td><strong>Jan 7</strong></td>
<td>Information Cycle and Presentation</td>
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<td><strong>Jan 8</strong></td>
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<tr>
<td>Scholarly Communication: Journals; Peer review</td>
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<td>Guest speaker: Professor Joe Peschek</td>
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<td><strong>Jan 9</strong></td>
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<tr>
<td>Scholarly Communication: Journals and Databases</td>
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<td>Guest speaker: Jon Neilson, Systems Librarian</td>
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<td><strong>Jan 10</strong></td>
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<tr>
<td>Scholarly Communication: Journals and Databases</td>
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<td><strong>Jan 14</strong></td>
<td>Research Guide</td>
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<td>Scholarly Communication: Journals and Databases</td>
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<td>Guest speaker: Professor Lisa Stegall</td>
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<td><strong>Jan 15</strong></td>
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<tr>
<td>Scholarly Communication: Journals and Databases</td>
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<td>Guest speaker: Don Effenberger, News Editor, MinnPost</td>
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<td><strong>Jan 16</strong></td>
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<td>Books and Encyclopedias</td>
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<td>Guest Speaker: Prof David Schultz</td>
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<td><strong>Jan 17</strong></td>
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<td>Open Access and Other Changes to Scholarly Communication</td>
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<tr>
<td>Guest speaker: Prof Shelly Schaefer</td>
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<td><strong>Jan 21</strong></td>
<td>MLK Day: NO CLASS</td>
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<td><strong>Jan 22</strong></td>
<td>Wikipedia and “Grey Literature”</td>
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<td><strong>Jan 23</strong></td>
<td>Challenges, Changes, Problems and Innovations</td>
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<td><strong>Jan 24</strong></td>
<td>Fact-checking and Changes</td>
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<td>Guest speaker: Richard Morrison, Editorial Director, U of MN Press</td>
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Learning Outcomes

Outcomes selected from Bush Library’s Information Literacy Learning Outcomes

BLI LO1: A Hamline student will be able to develop a research strategy
Awareness of Services offered by the Library
Awareness of the library web page and its role as a gateway to academic research
Understands the purpose/scope of reference materials (print and online)
Understands the existence of controlled vocabulary, keywords vs. subject searching
Demonstrates ability to broaden or narrow search plans using alternative terminology
Demonstrates an understanding of variations in subject terminology in different databases
Understands boolean searching operators
Is able to locate discipline specific research sources

BLI LO2: A Hamline Student will be able to select the appropriate finding tools (databases/indexes) for his/her research.
Understands currency of research topic in relation to publication cycles of sources.
Understands difference between primary, secondary and tertiary sources.
Understands differences between popular and scholarly sources and knows when to use each type.
Identifies need for particular types of literature for their research.
Understands the purpose or scope of various finding tools, including both subscription products and free web resources.

BLI LO 6: A Hamline student will be able to evaluate the sources they discover
Identifies audience for which materials were written and purpose of the product
Evaluates best disciplinary finding tools for the research assignment.
Uses appropriate criteria for evaluating web sites.
Compares all search results to each other to evaluate truth and accuracy.
Uses judgment to determine fact, opinion or bias in results.

BLI LO 7: A Hamline student will be able to document the sources they cite in their research.
Is familiar with citation management software, like RefWorks.

BLI LO 8: A Hamline student will understand the economic, legal and social issues which surround the creation, use, and ownership/retention of information
Demonstrates an understanding of costs associated with availability of research resources in a library.
Understands the creation, posting, use, management and retention of internet information

Text and Required Materials

Required: Internet Research Skills, by Niall O’Dochartaigh, 3rd ed.
Assignments

Assignments and Due Dates (see Blackboard Assignments menu for details)

Reading Notes: Daily
Reflective Journal: Daily
Information Cycle: Due Jan 7
Research Guide: Due Jan 14
Literature Review and Research Log: Due Jan 23

Policies:
The completion of ALL course assignments is required to obtain a passing grade for this course. All assignments are due by start of class (1:00 p.m.) unless otherwise noted. Be very careful to submit by the required time and date. You are responsible for knowing the due dates of all assignments and meeting the required deadlines. No exceptions will be made after the due date passes for an assignment.

Assignments that are not submitted on time will receive a grade of zero, unless the student has received prior written approval from the instructor.

Attendance

“80% of success is showing up.” Woody Allen

There are only 13 days of class. You are expected to come every day. This class is designed as a workshop, with hands-on exercises; discussions; and presentations from guest speakers. You will be learning from each other, as well as from your instructor and guests, so it’s critical that you’re there. If there is an emergency or serious illness, please contact me.

You are expected to be on time. Class will start promptly at 1:00. Being on time is a sign of respect for your classmates and instructor.

Grading

See Assignments section for grading rubrics

Point Distribution

Class participation, including Attendance: 10
Reading Notes/Discussion Board: 10
Journal: 10
Information Cycle Project: 15 new 25
Research Guide: 25 new: 0 (or extra credit)
Literature Review: 30 new: Annotated Bibliography and Research Log 45
Academic Honesty

“Borrowing” someone else’s words or ideas is called plagiarism. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. You can check your own work for originality at turnitin.com http://turnitin.com/static/products.html#originality_checking

Ghost writing is preparing work for another or having another prepare one’s own work. Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited at Hamline University.

You are expected to practice the highest standards of ethics, honesty, and integrity in all academic coursework. Any form of academic dishonesty (e.g., plagiarism, cheating, or misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or all of the course, as well as suspension from the university.

Remember what is important is what YOU are learning and are able to reflect upon. Give credit and reference where needed; learn to site your sources, and express yourself in your own words.

Technology Use Policy

As a Hamline student, you are expected to observe the highest standards of responsibility and ethics when using technology as detailed in Hamline’s Technology Use Policy. In general this means that an individual's use of technology should not infringe on the rights of other users, utilize an unfair share of system resources, or interfere with the normal operation of the system.

Technical Requirements and Expectations

As a student in Consider the Source, you are to familiarize yourself with Critical Tasks in Blackboard, Hamline University’s course management platform in order to access course materials, participate in online course discussion, and submit assignments.

Students are further responsible for making sure that their Mac / PC computer is compatible with Blackboard regarding browser and plug-in requirements.

Students should further be comfortable navigating the Internet to access online resources and be able to use the Microsoft Office Suite (Word, PowerPoint, Excel) effectively. All written assignments must be submitted in Microsoft Word. Assignments in other word-processing programs will NOT be accepted.
**Student Rights and Responsibilities**

**Student Rights**
The instructor will return email and phone communications within 2 days unless otherwise announced in the course. Announcements are made in the DISCUSSION module under the ANNOUNCEMENT heading as well as in the course home page. Emergency emails and phone communications will be returned as soon as possible.

The instructor will grade *written assignments* within 7 days of the due date.

**Student Responsibilities**
Students are responsible for reading the assigned reading as stated.

Students are responsible for POSTING reading notes that reflect their understanding of the content presented in assigned reading and online resources of this course. Postings should incorporate content vocabulary, quotations from text, and/or references to content.

Students are responsible to upload assignments before or on the assigned due date/time.

**Accommodations for Students with Disabilities**
Students who have disabilities that may affect their work in the course should inform the instructor(s) by no later than the end of the second week of the course so that appropriate course adjustments can be made. The sooner you inform your instructor(s) about the need for accommodations the easier it is to make appropriate adjustments in course materials. Please note that appropriate accommodations begin once the instructor(s) have received official notification and will not necessarily be applied retroactively. For more information about university policies and services regarding students with disabilities, please visit Disability Services.