**Library Resources 102: Information Literacy Skills for College-Level Research, 1 credit (graded)**

**Syllabus
Spring 2018 – Tuesdays from 8-8:50 in ALB 107**

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## Course Description

### **This is a 1-credit, graded course.**

**Class meets every Tuesday 8:00 – 8:50 a.m. (Room 107 ALB/Library).**

# The purpose of this course is to help you become proficient and discerning in using library resources to obtain relevant information. You will learn information literacy skills, concepts, and strategies for college-level research. You will also learn how to access, use, and evaluate information resources and will become more familiar with the Library. This course is a combination of lectures, discussions, activities, tours, assignments, and guest speakers.

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| **Learning Outcomes** |
| *Students will learn how to analyze sources to determine the reliability, quality, validity, accuracy, authority, point of view, bias and relevancy.*  |
| *Students will be able to recognize when an information system is appropriate for an information need and create effective search strategies to generate meaningful results.* |
| *Students will be able to describe and document parts of a citation as well as manage citations for projects. Students will recognize that attribution is a key element in the ethical use of information.*  |
| *Students will be able to apply information learned in the course to all aspects of their future education and life beyond college.*  |
| *Students will educate peers on library resources and services in the residence halls using created materials.*  |

# Evaluation/Course Requirements\*

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| ***Assignment*** | ***Brief Description*** | ***Value*** |
| 6 Item Annotated Bibliography  | Evaluate 6 peer reviewed articles discovered using Search@UW on a specific study skill / strategy.  | 60 Points |
| Deconstruct a Database  | Paper and presentation on a library subscription databases. | 30 points |
| 3 creative projects (poster, brochure, video etc.) to share with peers in the residence hall. You may consider doing more to meet the semester long 5 hours a week of “work” requirement. | There will be one project due about every 4-5 weeks. You can work on these out of class to help satisfy the 5 hours of “work” requirement.  | 20 points each for a total of 60 points |
| Attendance | Showing up is 90 percent of life.  | **-12 Points for each unexcused absence** |
| Participation |  | **10 points** |
| Final Exam |  | **30 Points** |
| Course Assignments  | Assignments on course content will be assigned most weeks as indicated in the course schedule. There are a total of ten assignments worth ten points each.  | **100 Points** |

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**Your grade is calculated as a percentage of the 290 possible points you can earn during the semester. So, if you end up with 255 out of 290 points your percentage would be 87.9 and would equal a B+ (255 divided by 290).**

## Textbook & Course Materials

### Required Text

* There is no required textbook for this class. There will be occasional readings, which will be posted in D2L or will be distributed in class.

## Required Materials

* D2L Access (I will post grades, assignments, & readings and you will submit completed work to a folder)
* We will provide laptops for some in-class activities, but if you have your own laptop or mobile device with Internet Access, please feel free to use that.

# Technology Guidelines

**Cell phone usage:** Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

# Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

# Grading Scale

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| 94 – 100% =A  | 77 – 79% = C+  | 60 – 63% = D- |
| 90 – 93% = A-  | 74 – 76% = C  |  < 60% = F |
| 87 – 89% = B+  | 70 – 73% = C- |  |
| 84 – 86% = B  | 67 – 69% = D+ |  |
| 80 – 83% = B-  | 64 – 66% = D |  |

# Communicating with your Instructor

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|  | **Text and Email** are the quickest way to reach me at:  |
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|  |  |

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

## Office hours

I am available without an appointment each week on Friday at 1:00 PM unless I tell you otherwise. Individual meetings can be arranged through an email request, phone call, text or conversation directly before or after class. I do not hold normal office hours during the following weeks: (Spring Break and Finals Weeks)

# Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

If you decide to drop a class, please do so using accessSPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

* If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
* If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed.  Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
* If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
* If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
* If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

#### **Absences due to Military Service**

You will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](https://www3.uwsp.edu/veteran-services/Pages/Call-Up-Guidelines.aspx).

# Late Work – Late work will not be accepted beyond 5 days of the due date. Late work can earn no higher than 5 of the possible 10 points (or ½ of the number of points the assignment is worth).

# Religious Beliefs AccommodationIt is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

* There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
* You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
* Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
* Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
* You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

# Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom.  Examinations or other procedures used for evaluating students' academic achievements may be adapted.  The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form.  Phone: 346-3365 or Room 609 Albertson Hall.*

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# Resources

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| Tutoring | Advising | Safety and General Support | Health |
| Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568 | Academic and Career Advising Center, 320 Albertson Hall, ext 3226 | Dean of Students Office, 212 Old Main, ext. 2611 | Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646 |

## UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information.](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)

# Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system.  The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty.  Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1)  Academic misconduct is an act in which a student:

(a)  Seeks to claim credit for the work or efforts of another without authorization or citation;

(b)  Uses unauthorized materials or fabricated data in any academic exercise;

(c)  Forges or falsifies academic documents or records;

     (d)  Intentionally impedes or damages the academic work of others;

(e)  Engages in conduct aimed at making false representation of a student's academic performance; or

(f)  Assists other students in any of these acts.

(2)  Examples of academic misconduct include, but are not limited to:

* Cheating on an examination
* Collaborating with others in work to be presented, contrary to the stated rules of the course
* Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
* Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
* Stealing examinations or course materials
* Submitting, if contrary to the rules of a course, work previously presented in another course
* Tampering with the laboratory experiment or computer program of another student
* Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

# Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

All assignments are due at the beginning of the class the week after the class in which they are assigned. There may be some adjustments made to the following schedule. If so, you will be told ahead of time.

| **Date** | **Topic** | **Readings** | **Activities/Assignment**  | **Due Date** |
| --- | --- | --- | --- | --- |
| 1/23 | **Introduction/First Day:** Welcome from Nancy LoPatin-Lummis -- Associate Dean, General Education, University CollegeIntroductions, Library Homepage, Virtual tour, D2L Tour, collections, study spaces, and more |  | Questionnaire activity (5 points) | In-class activity |
| 1/30 | **Library Overview:** Projects Overview, Syllabus Overview, Library Homepage, Virtual tour, D2LInformation Literacy Assessment & Advocacy Pilot -- Survey | “Information Overload” article | Library Ambassador Program at USC– short essay assignment(10 points) | **2/6**  |
| 2/6 | **Information Sources I:** Understanding reference sources, reference databases, and ASKUS**Guest Lecture – Troy Espe** |  | Reference assignment(10 points)1st annotation dueShort reflection essay on USC Library Ambassador Program due | **2/13** |
| 2/13 | **Information Sources II:** Intro to discovery system – search for books, articles, videos, and more.Introduce Deconstruct a Database Assignment |  | Discuss first project – Select a database for the Deconstruct a Database presentation and project due 3/20 |  |
| 2/20 | **Scholarship as Conversation:** ACRL framework. Conversational nature of sources. |  | 1st Project Due2nd annotation due | In-class group activity |
| 2/27 | **WORK DAY** |  | WORK DAY |  |
| 3/6 | **Search as Strategic Exploration I:** Databases, Subject databases, and effective search strategies |  | Work Time |  |
| 3/13 | **Research as Inquiry:** Understanding the complexity of fake news |  | Project Time3rd annotation due | **3/20** |
| 3/20 | Deconstruct a Database Presentations and Second Project are due (Project should relate to your chosen database) |  | 10% course grade2nd Project Due |  |
| 3/27 | No Class – Spring Break  |  |  |  |
| 4/3 | **Information Creation as a Process:** Creating and managing citations. Guest Lecture -- Troy Espe **Government Documents** |  | Citation Assignment(10 points) | **4/10** |
| 4/10 | **Government Documents**Meet in Room 650**Guest Lecture – Tom Reich** |  | Gov Docs Assignment(10 points)5th annotation due | **4/17** |
| 4/17 | Introduction to Grant Seeking and Proposal Writing**Guest Lecture – Nerissa Nelson** **University Archives:**  |  |  |  |
| 4/24 | **Data & Information:** Understanding data sets beyond Text |  | Data assignment(10 points)3rd project Due | **5/1** |
| 5/1 | **University Archives:** Meet in Room 507**Guest Lecture – Ruth Wachter-Nelson** |  | 6th annotation due |  |
| 5/8 | **Wrap up:**Course Evaluation, Final Exam Review |  |  |  |
| 5/15 | **\*FINAL EXAM – To be announced** |  | Annotated Bibliography and 6 research journal entries due to the drop box by 11:59 pm |  |

*Ideas for Meeting the Housing Incentive for Ambassadors Enrolled in LR 102 (5 hours of “work” per week).*

The class counts as one hour. You may hold one hour of study table if you wish. Make sure your RHD knows so they can quickly observe and give you credit. If you miss a class you are responsible for making up that hour. Make sure your RHD is aware and can assist you in advertising the event properly and provide other guidelines for you to follow.

The list below is not exhaustive. If you have ideas please run them by me first. I am not the person signing your timesheet but I would like to make sure it is an appropriate “work” activity or project.

I encourage you to plan your activities on a weekly or bi-weekly basis and share in writing what you plan to accomplish with your RHD. Budgeting time for a project or activity needs to be reasonable. Giving a library tour to three of your hall mates should not take three hours, rather one. Completing a tri-fold brochure as one of your projects should not take 15 hours, rather 3-5. All work requirement projects must benefit the residents of your hall directly.

* Promote library services, resources, and events to students in the residence halls, classes, and beyond.
* Give a demonstration of a library resource to one or more fellow hall mates.
* Design a poster or a brochure highlighting library services or resources learned about in class.
* Develop a graphic highlighting a library service or resource to post on social media.
* Develop a basic online tutorial highlighting a library resource or service using screen casting
.
* Give two or more hall mates a library tour.
* Publicize a library event such as Exam Cram, guest lectures, and exhibits.
* Bring two or more fellow hall mates to a library event.
* Serve as a Resident Hall research / information literacy mentor / “library first responder.”
* Make a sign to hang outside your residence hallroom designating you as a resource for research.
* Offer “reference assistance” times in the residence halls.
* Lead discussions with fellow hall mates about information literacy concepts like fake news, biased information, going beyond Google, etc. (as follow-up to concepts learned in class).
* Gather feedback to help the library improve the student experience.
* Lead a focus group with fellow hall mates (questions developed by librarians).
* Have fellow hall mates complete a survey (questions developed by librarians).
* Suggest opportunities for the libraries to more effectively meet the needs of students living in the residence halls.
* Check with me about evaluating a part of the library website before writing a short “report” of what works and what can be improved.