

“Knowledge is of two kinds; we know a subject ourselves, or we know where we can find information upon it.” Samuel Johnson (1709-1784)

**Information Literacy 101
St. Ambrose University Library
Spring 2009
SYLLABUS**

COURSE DESCRIPTION:

This course provides an introduction to techniques of information retrieval and information evaluation. Students completing this course will have the skills needed to locate and critically evaluate information, to think critically about research strategies, and to apply these concepts to undergraduate research using Library resources and the Internet.

COURSE WEBSITE: <http://library.sau.edu/>

- For Students – Information Literacy

CLASS MEETING TIMES:

Section N: Mondays and Wednesdays, 2:00 – 3:15 PM

Begins March 16, 2009 in the Library Media Room (lower level)

INSTRUCTOR:

Barb Kuttler, M.A. Library and Information Science, University of Iowa; B.A. Music,
Marycrest College

Office: Library 125 (near printer and copier, southwest corner.)

Office hours: By appointment, or drop-in anytime I'm on duty. Which is a lot.

Phone: 563-333-6473

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COURSE OBJECTIVES AND LEARNING OUTCOMES:

The main goal of this course is to help you become familiar with the information resources at the SAU Library and in cyberspace. By the end of the course, each student will be able to:

- recognize and define information needs
- understand how information is organized
- identify potential sources of information
- locate, access, and retrieve information from a variety of sources and formats
- critically evaluate information to determine its relevance, accuracy, and significance, and apply information to solve a problem or answer a research question.

MATERIALS:

- You'll need a **folder or binder** for your final project (can be the inexpensive paper pocket folders).
- You should **save your assignments:** on a USB device, in your network folder (My Documents), on a CD, somehow! as the corrected assignments will be used to prepare your final project, and in case you have problems printing. **THIS WILL SAVE YOU TYPING TIME!!!!!!**

RESERVE READINGS

Required and extra credit readings will be available online on the Library web site, and some are also held on reserve at the Circulation Desk.

- ❑ To access electronic reserves online, go to <http://library.sau.edu> and click on “For Students”. Under “Reserves”, click on “Electronic Reserves”, then again on “Electronic Reserves and Reserves Pages”. Either select “Information Literacy” as a department or “Kuttler” as an instructor, and then click on the “View” button. Choose the course “IL101”; you’ll be asked for a password. This semester the password is “**astro**”, so type that in, and click on “Accept”. A list of readings is now displayed, and you can select the one you want to read. Once the reading is displayed in its own window, give a print command from that window.
- ❑ There is a new print management system in the library, and other campus computer labs. After giving print commands, you’ll have to log in again at the print release stations located near the printers. All the print jobs you have pending in the last hour or two should display, then you will select either Print or Cancel. Click Done when finished.

COURSE REQUIREMENTS:

All assignments should be turned in on time.

ATTENDANCE POLICY:

It is your responsibility to be prompt and attend class. As there is no textbook, classroom demonstrations, discussion and participation form a significant portion of this class, and **EXCESSIVE ABSENTEEISM (MORE THAN ONE) WILL RESULT IN A FAILING GRADE**. If you are granted an excused absence (talk to instructor BEFORE you miss class), you will/may be required to make up work missed, turn in assignments ahead of time, **AND** do a reading/essay assignment.

POLICY ON USE OF ELECTRONIC DEVICES

The use by students of cell phones, pagers, similar communication devices, or computers during scheduled classes is prohibited. All such devices must be turned off or put in a silent mode and cannot be taken out during class. At the discretion of the instructor, exception to this policy is possible in special circumstances.

GRADING:

This is a **pass/fail course**. To pass the course, students must earn a total of 70 points or more by doing the following:

- ❑ Homework and In-Class Assignments/Participation (2 pts. each, total of 10 points)
- ❑ Final Project (50 points)
- ❑ Graded Assignments (30 points)
- ❑ Attend all classes (worth maximum of 10 points)

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Services for Students with Disabilities at 563-333-6161 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Final Project Portfolio: Due Monday April 20, 2009 by 9:30 PM. No late projects accepted, except with **prior** permission of instructor. You may turn in your projects early to the instructor. You may drop off at the library reference desk, with my name on it.

PUT IN A FOLDER or BINDER, with some logical organization, please.

Students will find **at least nine information resources (three books, three journal articles, and three web sites)** that relate to their chosen topic (narrowed down to **one** from the 2-4 topics initially identified). These should be the **BEST** sources on this single topic, appropriate for college-level work, which you can find. Using information learned in class, students will critically evaluate 3 of those sources, using criteria provided by the instructor (you will evaluate one of your book sources, one of your article sources, and one of your websites). A bibliography, or reference list, will be constructed of all 9 of the resources following APA (American Psychological Association) style. **You earn more points for sources which are most appropriate for college-level work.**

So, this is what your Final Project Portfolio should include:

1. Title page
 - Your name
 - IL – 101 – N
 - Spring 2009
 - State whether you live on campus (if you live on campus; project will be returned via campus mail) or off campus (pick up project at reference desk when notified or when you see your grade posted on Beeline.)
2. Final topic selection statement (refined as a result of information searches) – can be brief statement of topic. May appear on title page.
3. Final bibliography, or **reference list**, in APA format, of minimum of 9 information sources. Must include a minimum of **3 books** [found using PrairieCat Library Catalog (preferred), or WorldCat in FirstSearch], **3 journal articles** (found using one of the SAU indexes/databases, like EBSCOHost or Wiley Interscience), and **3 web documents**, of value for college-level work.
 - I mainly look for whether the source is truly pertinent to your topic, the academic level of the material, and the depth of coverage (length counts).
 - Do not separate by format – put all (books, journal articles, and web documents) in a single list, alphabetized by author, editor, or title (when no author or editor).
 - Remember to use the hanging indent!!! First line is flush left, 2nd and subsequent lines are indented.
4. **Include print-outs of for all 9 works cited. I will not grade your project without these.**
 - the “Catalog Record” tab, or a ‘kept’/‘marked’ list of your book sources from PrairieCat Library Catalog or WorldCat;
 - citation of journal articles (not the whole article) from EbscoHOST, FirstSearch, or one of our specialty indexes, like Wiley Interscience;
 - first page (make sure to capture the URL, please) of web documents,
5. A paragraph of evaluative annotation for each of 3 of the sources cited in the reference list (one book, one article, one web document), *either on separate pages, or imbedded in the reference list*. Criteria to be addressed will be given out in class.
6. Initial topic selections, 2-4 ideas – turn in the original
7. Graded Assignments (there should be 6 of them) **30% of final grade.**
8. Other assignments listed below, if not already completed in class.

Note: You will not actually write a paper on your chosen topic, but will prepare the reference list and evaluation sheets on selected sources, as though you were writing a paper on a particular topic.

Course Outline

Date	Topic	Assignments Due
Mon. 3/16/09 Class 1	Introduction	
Wed. 3/18/09 Class 2	Books I	<ul style="list-style-type: none"> • Graded Assignment #1: Response to reading "Thinking in Print" (typed as Word .doc) • Questions about syllabus (include at end of GA#1) • Topics (type as Word .doc) • Make contact with subject of Graded Assignment #3
Mon. 3/23/09 Class 3	Books II	<ul style="list-style-type: none"> • LC shelf tour assignment • Graded Assignment #2: PrairieCat search
Wed. 3/25/09 Class 4	Periodical Literature I: Keyword and Boolean	Turn in any late assignments
Mon. 3/30/09 Class 5	Per. Lit II: Database Searching; Websites	<ul style="list-style-type: none"> • Keyword worksheet (unless done in class) • Graded Assignment #3: Interview a professor (type as Word .doc)
Wed. 4/1/09 Class 6	Websites	<ul style="list-style-type: none"> • Graded Assignment #4: EbscoHOST search (or another periodical index)
Mon. 4/6/09 Class 7	Popular v. Scholarly Primary Sources	<ul style="list-style-type: none"> • Graded Assignment #5: Web search • Turn in any late assignments
Wed. 4/8/09 Class 8	Plagiarism and In-text citation Reference Books	<ul style="list-style-type: none"> • Graded Assignment #6: Response to reading "Ethics of Research" • Copyright Ethics response: write an additional Q&A for quiz OR news item
Mon. 4/13/09	<ul style="list-style-type: none"> • Make up date, if there is a cancellation of earlier class 	
Wed. 4/15/09	<ul style="list-style-type: none"> • Make up date, if there is a cancellation of earlier class 	
Mon. 4/20/09	<ul style="list-style-type: none"> • Final Project due by 9:30 PM in a folder or binder; no late projects accepted, unless previously arranged with instructor • Make up date, if there is a cancellation of earlier class 	

Graded Assignments:

30% of your grade will be based upon these. For Assignments #1 & #6, write a response (**typed in a MS Word document**) to the assigned reading. Please do not merely summarize the article; I've already read them both, and know what they say. I'm interested in hearing what your response is to the ideas presented in the reading. Length counts (minimum 2, maximum 3 pages), as does evidence of authentic engagement in the topic. Do you agree? Disagree? Have you experienced situations that relate to the ideas presented?

Assignments due Class 2

Graded Assignment #1:

- Read "Thinking in Print" by Booth, Colomb, and Williams (2003 edition). See guidance above, under **Graded Assignments**. This article can be found on the Library web site electronic reserves page <http://library.sau.edu>. Instructions for accessing e-reserves are on p. 2 of this syllabus. (After instructor returns GA#1 to you, save this and turn in with Final Project.)

- Read Syllabus, write down questions you may have about it, with your name, to hand in next class. If you understand completely, state so and turn in with your name. (This may be printed on the same page as Graded Assignment #1.)
- Develop **2-4 possible ideas** to research, which you might want to use as a paper topic in the future. Then, formulate **AT LEAST THREE** questions to be answered about each of those topics, or a problem to be solved. During the research process, you will be continually reevaluating your topic and focus, and you'll decide later which of these potential topics to use in this class for the Final Project. (After instructor returns this to you, save this and turn in with Final Project, along with revised topic statement.) *If you can't think of a topic, try identifying what you think are the most pressing problems/challenges facing you/our country/our world.*
- **Make contact (set up appointment)** with the subject of the interview for **Graded Assignment #3**, due Class 5.

Assignments due Class 3

- Library of Congress call letter tour (assignment handed out class 2)
- **Graded Assignment #2:** PrairieCat library catalog search, following instructions on handout given in class. (After instructor returns this to you, save this and turn in with Final Project.)



Helpful Hint: If you find 3 excellent book sources on your topic, print off copies of the catalog record for inclusion in your Final Project.

Assignments due Class 4

- **Turn in any late assignments for full credit.**

Assignments due Class 5

- **Keyword worksheet** handed out in class 4
- **Graded Assignment #3: Interview** one of your other professors/instructors to discover what kinds of information resources they consider appropriate. Ask her/him more generally what kinds of books and articles they recommend for undergraduate students, and why. Though they may not have any, you could ask them if they have any special authors or titles they recommend, books and journals. Ask them specifically about websites in their field. What do they NOT want to see students using for college work, especially in the category of Internet resources? Share the results of this inquiry in your journal. (After instructor returns this to you, save this and turn in with Final Project.) **Reflect and write** about what you have learned from this conversation, how this newfound knowledge will change how you approach gathering information for college papers in the future. This will work best as a face-to-face interview, as professors often keep a professional library of their favored resources in their office, and have favorite websites bookmarked on their computer.

Assignment due Class 6

- **Graded Assignment #4:** Periodical index search (EbscoHost, FirstSearch), following instructions on handout given in class. (After instructor returns this to you, save this and turn in with Final Project.)



Helpful Hint: If you find 3 excellent journal article sources on your topic, print off copies of the bibliographic citations for inclusion in your Final Project.

- **All late work must be turned in today if you want full credit.**

Assignment due Class 7

- **Graded Assignment #5:** Web search, following instructions on handout given in class. (This will be included in your Final Project Portfolio.)



Helpful Hint: If you find 3 excellent web documents on your topic, print off copies of the first page for inclusion in your Final Project.

- Turn in any late assignments.

Assignments due Class 8

- **Graded Assignment #6:** Read article – “The Ethics of Research” by Booth, Colomb, and Williams (2003 edition). See guidance above, under **Graded Assignments:** This article can be found on the Library web site electronic reserves page <http://library.sau.edu> . Instructions for accessing e-reserves are on p. 2 of this syllabus. (This may be done ahead of schedule and turned in any time prior to class 8.)
- Review Contents at <http://library.humboldt.edu/researchroadmap/ethics/ethics00.html> , then take the Copyright Ethics Quiz, located at <http://library.humboldt.edu/researchroadmap/ethics/ethics07.html> (If you have difficulty accessing this, go to google.com, and type in ‘owl 6 using information ethically’.) After taking the quiz (no need to print it out, it’s merely to provoke thought), you have your choice of assignment: **either write one additional, original question and answer on this topic of the ethical use of information,** and bring to class, to be used for class discussion and turned in **OR you may bring in one news item** (from a print source like a newspaper or a major online news organization like cnn.com), which deals with copyright law, intellectual property concerns like music downloading, plagiarism, and what really concerns you about the ethical use of information, and that was published in the last year or two.

Final Project due as discussed on pages 3 & 4 of this syllabus.

Instructor reserves the right to add/delete assignments as she sees fit.