

LIS2001: Introduction to Library and Internet Research

Spring 2022 | One Credit

Instructor: Lisa Campbell, lisacampbell@uflib.ufl.edu

Library West 503, 352-294-0476

Student drop-in hours: [Fridays, 1 - 3 PM, online via Zoom](#). I'll be available during this time to meet with any students. If you'd like to meet, and this time does not work for you, let me know and we can work together to find a time that fits our schedules.

Welcome to LIS2001! I understand that this continues to be a challenging time for learners and will do my best to be as flexible as possible. Communication is key, so please share with me any challenges you experience with the course. It is my goal to create a supportive learning environment.

Course Description:

In this course, you will learn how to conduct solid and reliable library research. **Critical thinking** skills are used to find, evaluate, and use relevant scholarly resources in a variety of disciplines. This dynamic, hands-on course emphasizes **creative thinking** and digital tools while exploring the social responsibilities of using digital information.

By learning how to find, evaluate, and use information you're developing essential skills that will not only help you with your research assignments, but will help you navigate the ever-growing information ecosystem. Plus, according to [research](#) students benefit from library instruction in a lot of ways!

Course Objectives:

By the end of this course, students will be able to:

- Determine the nature and extent of the information needed
- Access needed information effectively and efficiently
- Evaluate information and its sources and incorporate selected information into existing knowledge bases and value systems
- Use information to accomplish a specific purpose
- Understand the economic, legal, and social issues surrounding the use of information

These objectives are the [ACRL Information Literacy Competency Standards for Higher Education](#).

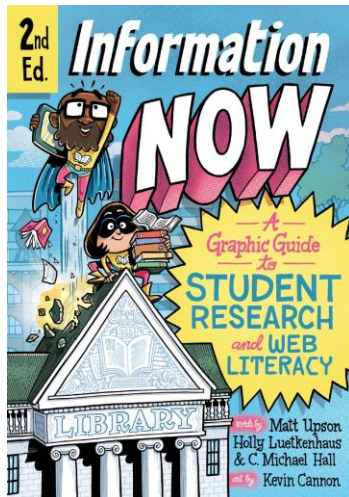
I encourage you to think about your own objectives for this course.

Intention

It is my intention for this course that all students' learning needs are addressed, and that the diversity of the students in the course be seen as a strength. I intend to include materials and activities that are respectful of diversity: disability, gender identity, race, religion, sexual orientation, socioeconomic status, culture, and other identities. Your suggestions about how to improve inclusion in this course are encouraged and appreciated. Please let me know if there are ways to improve the course for you personally or for other students or student groups. (Adapted from University of Iowa)

Course Texts:

Information Now, Second Edition: A Graphic Guide to Student Research and Web Literacy by Matt Upson, Holly Luetkenhaus, C. Michael Hall, and Kevin Cannon
ISBN-13: 978-0226766119(Paper), 978-0226766256 (PDF)



The first chapter of the text is digitally available in Canvas. The text is an essential part of the course, so please let me know if you are unable to acquire it and we can discuss options together.

Course Technology:

Required: Computer with audio, microphone, Internet.

The course will use Canvas for course content, assignments, communication, and grading.

The [Canvas Student Guide](#) can answer many questions about using Canvas.

We will be using various **free** software throughout the course:

- [Screencastify](#): [Privacy Policy](#); [Help](#)
- [Sutori](#): [Privacy Policy](#); [Accessibility](#); [Help](#)
- [Hypothesis](#): [Privacy Policy](#); [Accessibility at Hypothesis](#); [Help](#)
- [Padlet](#): [Privacy Policy](#); [Accessibility](#); [Help](#)

These technologies foster collaboration and develop digital literacy skills. If you are not able to use these programs due to accessibility or privacy concerns, please contact me to discuss alternative options for your assignments.

Course Assignments:

This course has three types of assignments: the weekly **Information Literacy Labs**, the weekly **Discussion Board Posts**, and the end of semester **Annotated Bibliography**. Each assignment has a purpose, tasks, and grading criteria listed in Canvas, so please read these instructions carefully. Questions about assignments are welcome.

Course Schedule:

These dates are subject to change, so please **consult dates in Canvas** to ensure that you have the correct due dates.

Week	Topic	Assignments
August 24 – August 28	Getting Started	Syllabus Quiz
August 29 – September 4	Course Goals	Introduction Discussion Post
September 6 - September 11	Module 1: Information Literacy	Discussion No. 1 Information Literacy Lab No. 1
September 12 – September 18	Module 2: The Information Cycle	Discussion No. 2 Information Literacy Lab No. 2
September 19 – September 25	Module 3: The (Library and Internet) Research Process	Discussion No. 3 Information Literacy Lab No. 3
September 26 – October 2	Module 4: Developing Research Questions	Discussion No. 4 Information Literacy Lab No. 4

October 3 – October 9	Module 5: Finding Background Information	Discussion No. 5 Information Literacy Lab No. 5
October 10 – October 16	Module 6: Searching Strategically for Information	Discussion No. 6 Information Literacy Lab No. 6
October 17 – October 23	Module 7: Searching the Open Web	Discussion No. 7 Information Literacy Lab No. 7
October 24 – October 30	Module 8: Critically Evaluating Information	Discussion No. 8 Information Literacy Lab No. 8
October 31 – November 6	Module 9: Citing and Sharing Information	Discussion No. 9 Information Literacy Lab No. 9
November 7 – November 13	Module 10: Creating Information	Discussion No. 10 Information Literacy Lab No. 10
November 14 – November 20	Annotated Bibliography	Annotated Bibliography
November 21 – November 27	Self-Reflection	Reflection Assignment
November 28 – December 4	Course-Reflection	Faculty Evaluation Survey

Course Grades:

Assignment	Points	Percentage
Discussions	2 points each, 10 points total	20%
Information Literacy Labs	5 points each, 50 points total	50%
Annotated Bibliography	25 points	25%
Reflection	5 points	5%
Total	100 points total	100%

Grading Policy:

Point Range	Letter Grade
94-100	A
90-93.9	A-
87-89.9	B+
83-86.9	B
80-82.9	B-
77-79.9	C+
73-76.9	C
70-72.9	C-
67-69.9	D+
63-66.9	D
60-62.9	D-
< 60	E

Grades and grade points are consistent with current [university grading policies](#).

Assignments will be graded with rubrics, and they can be used to better understand what is expected of you for an assignment. Review the rubrics in Canvas before submission to ensure that you've met the criteria of the assignment.

The assignments should be completed independently, but it's ok to ask questions. Your textbook (page 90-100) and Purdue OWL provide information on [safe practices to avoid plagiarism](#).

Late Work

To ensure that the class progresses together, and to allow for timely feedback, I ask that you strive to complete work by the due date. If you need more time for an assignment, **please reach out to me and let me know**. All due dates will be listed in Canvas.

Communication

I encourage you to reach out to me if you have any questions. Although I cannot provide an immediate response, I plan to respond to messages in one business day. I plan to provide feedback on assignments within two weeks, except for the two video recording assignments which may take longer.

Discussion Ground Rules (adapted from University of Michigan [CLRT](#))

Each week you will be posting to a discussion board. Please consider the following ground rules while posting:

- Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.
- Support your statements by identifying personal experiences, including evidence, and/or providing your rationale.
- Share responsibility for including all voices in the discussion.
- Recognize that we are all still learning. Be willing to change your perspective and make space for others to do the same.

Getting Tech Help

For technical issues and help with e-Learning (Canvas), please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352)392-HELP (4357)
- They are available 24/7!
- [E-Learning frequently asked questions](#)

If you have technical difficulties that impact your ability to complete an assignment, please contact the UF Help Desk.

If you need assistance with the software used in the course and are unable to find the answer to your question from the help pages, please send me a message and we can try to figure it out together.

Resources:

Health and Wellness:

- [U Matter, We Care](#) If you or a friend needs assistance, please reach out to umatter@ufl.edu or (352)392-1575 so that a team member can reach out to the student.
- [Counseling and Wellness Center](#) (352)392-1575

Academic Resources

- [Ask a Librarian](#): Help with research and library-related questions
- [Teaching Center](#): Study skill resources
- [Writing Studio](#): One-on-one writing help
- [Student Complaints](#)

UF Policies:

Students Requiring Accommodations

I believe that all students should have equitable opportunities for learning. If you are a student with a disability, I encourage you to register with the Disability Resource Center, a group dedicated to ensuring the success of students with disabilities. If you have received an accommodation letter, I encourage you to share this with me as soon as possible. I also encourage you to reach out with me to discuss the options for success.

Disability Resource Center: 352-392-8565 www.dso.ufl.edu/drc/

COVID-19:

If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Academic Honor Code

Students are expected to uphold the Academic Honor Code published in the Undergraduate Catalog (<https://catalog.ufl.edu/UGRD/student-responsibilities/>). Please become familiar with the policies as all violations will be reported to the Dean of Students Office. Research

misconduct, such as plagiarism or cheating, will result in an automatic failing grade for the assignment.

House Bill 7

People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.