LIS2001: Introduction to Library and Internet Research

Spring 2024| 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 many 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 tell me if there are ways to improve the course for you or 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)
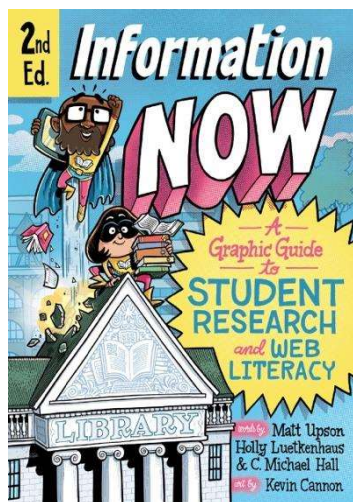
The first chapter of the text is digitally available in Canvas. The text is an essential part of the course, so please let me know if you are unable to acquire it and we can discuss options together.

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
January 8 – January 14	Getting Started	Syllabus Quiz
January 15 – January 21	Course Goals	Introduction Discussion Post
January 22 – January 28	Module 1: Information Literacy	Discussion No. 1 Information Literacy Lab No. 1
January 29 - February 4	Module 2: The Information Cycle	Discussion No. 2 Information Literacy Lab No. 2
February 5 – February 11	Module 3: The (Library and Internet) Research Process	Discussion No. 3 Information Literacy Lab No. 3
February 12 – February 18	Module 4: Developing Research Questions	Discussion No. 4 Information Literacy Lab No. 4
February 19 – February 25	Module 5: Finding Background Information	Discussion No. 5 Information Literacy Lab No. 5

February 26 - March 3	Module 6: Searching Strategically for Information	Discussion No. 6 Information Literacy Lab No. 6
March 4 – March 8	Module 7: Searching the Open Web	
March 9 – March 16	Spring Break	
March 17		Discussion No. 7 Information Literacy Lab No. 7
March 18 – March 31	Module 8: Critically Evaluating Information	Discussion No. 8 Information Literacy Lab No. 8
April 1 – April 7	Module 9: Citing and Sharing Information	Discussion No. 9 Information Literacy Lab No. 9
April 8 – April 14	Module 10: Creating Information	Discussion No. 10 Information Literacy Lab No. 10
April 15 – April 21	Annotated Bibliography	Annotated Bibliography
April 22 – April 24	Self-Reflection	Reflection Assignment

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**. I am willing to provide extra time if needed. 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 someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit **U Matter, We Care website** to refer or report a concern and a team member will reach out to the student in distress.
- **Counseling and Wellness Center:** Visit the **Counseling and Wellness Center website** or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **Student Health Care Center:** Call 352-392-1161 for 24/7 information to help you find the care you need or visit the **Student Health Care Center website**.
- **UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the **UF Health Emergency Room and Trauma Center website**.
- **GatorWell Health Promotion Services:** For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the **GatorWell website** or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the Student Honor Code and Student Conduct Code webpage for more information.
- On-Line Students Complaints: View the Distance Learning Student Complaint Process.

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/

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-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.