2016-2017:   MLCS 795: Information Literacy
(Fall Term)

Instructors: Denis Lacroix, Lindsay Johnston, Erika Banski   Time: Thursdays 2pm - 4pm
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Website: https://www.library.ualberta.ca/   Course Website: http://guides.library.ualberta.ca/MLCS795

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Course Prerequisite: consent of department

Course-based Ethics Approval in place regarding all research projects that involve human testing,
questionnaires, etc.?
          ☐ Yes   ☑ No, not needed, no such projects approved.

Community Service Learning component
          ☐ Required   ☐ Optional   ☑ None

Past or Representative Evaluative Course Material Available
          ☐ Exam registry – Students' Union
             http://www.su.ualberta.ca/services/infolink/exam/
          ☐ See explanations below
          ☐ Document distributed in class
          ☐ Other (please specify)
          ☑ NA

Additional mandatory Instructional fees (approved by Board of Governors)
          ☐ Yes   ☑ No

Course Description and Objectives:
This course will provide students with practical knowledge to understand the nature of scholarly
conversations in their field and how they plan to participate in the discourse of their discipline. Students
will be expected to develop a research inquiry (questions) and strategies that address a broader
world-view, and that recognize information gaps and new investigative methods. Finding authoritative
sources of information and data in various formats and evaluating them critically and contextually will
be central to the students' ability to participate in scholarly conversations, both as consumers and
creators of information. Students will have the opportunity to identify and use a variety of information
discovery tools and techniques as they explore the most relevant and appropriate sources for their
research. Students will learn to recognize how the economics of information impact their research.

Students will learn how to use, manage, and preserve effectively and ethically the information they access, analyze, or create. By the end of the course, the students will have developed a plan for finding and evaluating relevant information resources. They will also understand the impact an individual's scholarly contribution may have on a discipline.

Texts:

    Required Readings:

    Foundational Tutorials: https://www.library.ualberta.ca/tutorials/foundational
    New Search: https://www.library.ualberta.ca/tutorials/search
    UNESCO Scholarly Communications 1 :
    http://unesdoc.unesco.org/images/0023/002319/231938e.pdf
    UNESCO Research Evaluation Metrics 4 :
    http://unesdoc.unesco.org/images/0023/002322/232210E.pdf
    UNESCO Sharing Your Work in Open Access 5 :
    http://unesdoc.unesco.org/images/0023/002322/232211E.pdf

    Suggested Readings:

    Onwuegbuzie, Anthony J. and Rebecca Frels. 7 Steps to a Comprehensive Literature Review: a Multimodal & Cultural Approach. Sage, 2016.

Grade Distribution (see "Explanatory Notes"):

    Students in this course will receive a Pass or Fail grade. Assignments will be required to be completed to the satisfaction of the instructors to receive a passing grade. Classroom participation and engagement with course materials will also be required for students to receive a passing grade.

Date of Deferred Final Exam (if applicable):

    There is no Final Exam in this course.

Explanatory Notes on Assignments:

    Contribution to in-class exercises, completion of course readings, class attendance & participation, and completion of the final assignment are all requirements for a pass.

Required Notes:

    "Policy about course outlines can be found in Section 23.4(2) of the University calendar."

Academic Integrity:

    "The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University."

Learning and Working Environment:

    The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and

work in an environment safe and free of discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels this policy has been or is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that directs discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice (http://www.ombudservice.ualberta.ca/).

Information about the University of Alberta Discrimination and Harassment Policy and Procedures is described in UAPPOL at https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=110 .

Academic Honesty:

All students should consult the information provided by the Office of Judicial Affairs regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the Academic Integrity Undergraduate Handbook and Information for Students). If in doubt about what is permitted in this class, ask the instructor.

Students involved in **language** courses and **translation** courses should be aware that on-line "translation engines" produce very dubious and unreliable "translations." **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of "cheating" that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the Academic Discipline Process.

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

In this course, attendance at all 5 classes is expected for a pass. Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.3(1) and 23.5.6 of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the "attendance and participation" component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Policy for Late Assignments:

Students are expected to complete readings and short assignments between classes. Some assignments will be carried out in class.

Student Accessibility Services:
>If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with Student Accessibility Services, contact their office immediately (2-800 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381; WEB www.ssds.ualberta.ca).

Grading:
>Students in this course will receive a Pass or Fail grade. Assignments will be required to be completed to the satisfaction of the instructors to receive a passing grade. Classroom participation and engagement with course materials will also be required for students to receive a passing grade.

COURSE SCHEDULE

Week 1: Thursday, October 20th 2016, 2pm-4pm

Course Introduction & Syllabus.
Introduce students to information resources in the context of scholarly communications. Students will explore the Libraries discovery and access tools focusing on databases relevant to students' research topics. Students will create and practice various search strategies and learn to use Refworks (bibliographic citation manager) to store and organize citations, and generate bibliographies.

Readings for class:
- Tutorials: Where do you find information?, Putting a search together, Where to start searching

Assignment: Complete Keywording exercise. Select a database relevant to your research topic and use your keywording sheet to search, then save and export citations to Refworks; in Refworks, create a folder for your research topic and add your citations there.

Week 2: Thursday, October 27th 2016, 2pm-4pm

Readings for class:
- UNESCO Scholarly Communications 1 (start reading for upcoming discussions)
- Keshav, S. "How to Read a Paper: A 3-Pass Approach to Reading." Computer Communication Review, vol. 37, no. 3, 2007, p. 83.
- Evaluating Sources Rhetorically Handout (U Indiana Libraries)
- Tutorials: Popular versus Scholarly , Primary versus Secondary , Critically evaluating information

Assignment: Search for articles on your topic and choose one that is relevant to your research. Fill out the assignment worksheet as you read and evaluate the article. Due in class on Nov. 3.

Week 3: Thursday, November 3rd 2016, 2pm-4pm

Introduce students to scholarly communication and information evaluation in terms of peer-review and research impact. Students will begin exploring various metrics and tools for measuring impact

Readings for class:
- [UNESCO Research Evaluation Metrics 4](#) : pp.5-9, pp.19-27, pp. 35-60: http://unesdoc.unesco.org/images/0023/002322/232210E.pd
- [Altmetrics in Context](#) : http://www.carl-abrc.ca/doc/CARL2013-altmetrics-EN-FA.pdf

Assignment: Find a peer-reviewed journal applicable to your subject area that will provide high impact and credibility. Analyze the journal's impact using the Google doc spreadsheet: [goo.gl/pMmLQh](#). Due in class on Nov. 17th.

November 7-11: NO CLASS – FALL TERM READING WEEK & REMEMBRANCE DAY

Week 4: Thursday, November 17th 2016, 2pm-4pm

Scholarly Communication: Open Access to Research

Readings for class:
- [UNESCO Sharing Your Work in Open Access 5](#): pp 6-10, pp 15-25: http://unesdoc.unesco.org/images/0023/002322/232211E.pdf

Assignment: Final assignment introduced. Start work on final assignment. Due December 8th. Hand in at Rutherford Service Desk.

Week 5: Thursday, November 24th 2016, 2pm-4pm

Copyright presentation by Amanda Wakaruk
Data Management Plans (DMPs)

Readings for this class:
[Prepare My Data Management Plan](#) (UA Libraries)

Thursday, December 8th: Final Assignment in Print Format Due
Hand in at Rutherford Library Service Desk

Final Assignment:

Citation/Concept Map
- Create a map of the various research questions you will be answering in your research
- Under each question, list the resources that you will use to support your arguments
- Use lines to connect authors who cite each other, thereby making the topical discourse explicit

Use [LucidChart](#) or [IHMC's Cmaps](#) concept mapping software for literature reviewing, see the article by [Maira Martelo](#) for information on how concept mapping can be used to prepare a literature review.

Preparation: Start by Stating Your Research Questions

Tips for formulating a good research question:
- A research question guides and centers your research. It should be clear and focused, allowing you to synthesize multiple sources to present *your unique* argument. In order to answer your main research question, you will need to pose sub-research questions.

- Conduct preliminary research on your topic to help you to generate your sub-research questions. Search in databases and discovery tools to see what research has already been done. This will help to determine what kinds of questions the topic generates and will help to define your main research question.

- Once you have conducted preliminary research, start asking open-ended "How?" "What?" and Why?" questions. Then evaluate possible responses to those questions.

Examples:
Possible Question: *How have minorities been represented in films?*
An evaluation of this question reveals that the question is unclear: it does not specify which minorities or which time period or type of film.

Revised Question: *How were Black men represented in 1970s Hollywood comedies and how does that representation differ from their representation in 2010s Hollywood comedies?*

This version specifies both the time periods in question (1970s and 2010s) and the type of cinema (Hollywood comedy) as well as the particular subject of inquiry (Black men).
In order to answer your main research question, you will need to pose sub-research questions, e.g. Which 1970 Hollywood comedies represent Black men? What is meant by cinematic representation?. These are the actual questions which will require information searching on which you will base yourself to answer your main research question.

For more information, see Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. "Chapter 3: From Topics to Questions." The Craft Of Research, University of Chicago Press, 2003. eBook Collection (EBSCOhost), pp. 40-52.

Part 1: Create your bibliography

Create a bibliography of **10** of the resources you have gathered using RefWorks. Use MLA 8th edition citation style and then add metric and BEAM annotations. Print out your bibliography.

The purpose of creating this bibliography is:
- To determine which authors/data will provide the information you need in answering □your research questions
- To describe clearly and succinctly the information you will be using
- To include an annotation listing the author and journal metrics you have found. If there are no metrics to be found for this source, please say so and indicate how you would go about evaluating this title.

Example bibliography entry with metric annotations:

Clayton, J. D. "The Play-within-the-Play as Metaphor and Metatheatre in Modern Russian Drama." *Theater and Literature in Russia 1900-1930: Collection of Essays*. Edited by Lars Kleberg and Nils Åke Nilsson., Almqvist & Wiksell International, 1984, pp. 71-100.
METRICS:
- Google Scholar: Cited by 14
- WorldCat: Held by 161 libraries
- Publish or Perish:
  - Author metrics

Results

						"Clayton, J. Douglas"
Papers:	116	Cites/paper:	0.97	h-index:	6	Query date: 2016-10-18
Citations:	113	Cites/author:	111.20	g-index:	8	Papers: 116
Years:	116	Papers/author:	79.62	hI,norm:	6	Citations: 113
Cites/year:	0.97	Authors/paper:	1.95	hI,annual:	0.05	Years: 116

BEAM: Argument Source

Part 2: Create your map:
- Start with your main research question
- Choose 2-5 sub-research questions
- Select at least one reference from your bibliography that speaks to each sub-research question.
- Place the author name in the map under each sub-research question
- Demonstrate the relationships between the authors
- Print out & hand in your map with your bibliography & the following data management abstract.

Sample citation/concept map created in Lucidchart.com

CITATION REVIEW CONCEPT MAP — Denis Lacroix | October 18, 2016
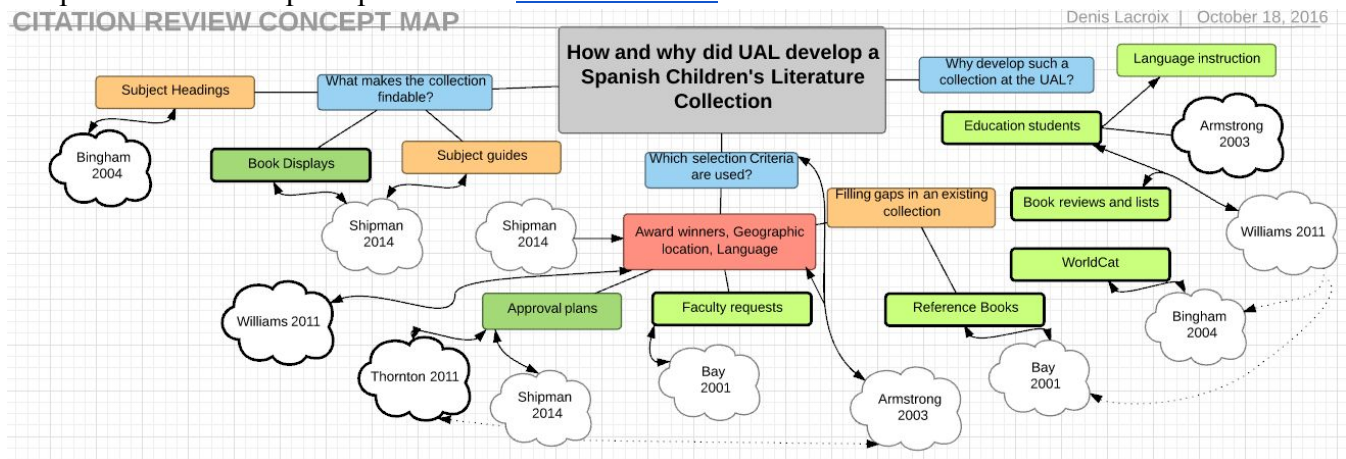
Part 3: Data Management Abstract
What type of data or research assets will you gather, generate, or analyze through the course of your research? Please describe.

Write your Data Management Abstract
The DMP Abstract should consist of a short (ca. 100 word) summary of the dataset or research asset(s) being described: what the data will cover, how it will be collected, how it will be stored, and a short description of its reuse potential. Use the online DMP tool to guide your thinking around answering the questions for the abstract.