

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://ualberta.ca/modern-languages-and-cultural-studies>

2020-2021 MLCS 795: Information Literacy & Scholarly Communication

(Fall Term 2020)

Note: Remote Delivery

Instructors:

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Time: Fridays 9am-10am &
Online Asynchronous
Place: eClass
Office: Virtual
Office Hours: By appointment

Library Website:
<https://www.library.ualberta.ca/>

Course Website: eClass

Course Prerequisite: consent of department

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Technology requirements (minimum):

- Computer, laptop, or tablet
- 3MT - recording device and software (e.g. phone, Zoom, app)

It is your responsibility as a student to ensure that you have the appropriate technology for the course.

Experiential Learning Component

- this course has a significant experiential learning component (15% or more of the course grade)

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

- Yes No, not needed

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

Course Description, Objectives and Expected Learning Outcomes:

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.

Course Format:

The objectives of this course will be learned from a combination of formal lectures, hands-on activities, group work, eClass participation, guest presentations, suggested readings, and audiovisual materials.

Texts:

No required textbook. Please see weekly required and recommended readings in eClass.

Additional Course Fees

- Yes
- No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2020
Add/Delete Date: September 15, 2020
50% Withdrawal Date: October 2, 2020
Fall Term Reading Week: November 9-13, 2020
Withdrawal Date: November 30, 2020
Last Day of Class: December 7, 2020
Final Exam Date (if applicable): *N/A*

Date of Deferred Final Exam (if applicable): *Please consult the following site:*
[https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_\(Exams\)](https://calendar.ualberta.ca/content.php?catoid=6&navoid=806#Examinations_(Exams))

Deferred Final Examination: For information on how to apply for a deferred exam see [“I Missed my Final Exam, Now What?”](#)

Components of Course Grade (see “Explanatory Notes”):

Students in this course will receive a Pass or Fail grade. eClass exercises and a three minute presentation will be required to be completed to the satisfaction of the instructors to receive a passing grade. Demonstration of eClass participation and engagement with course materials will also be required and contribute to passing this course.

Explanatory Notes on Assignments:

- Course readings, exercises, and eClass participation is required
 - eClass participation: weekly forum contributions as assigned
- The draft 3-minute thesis assignment has to be posted in eClass on Friday before 11:00am on November 20, 2020.
 - Please record your 3MT via your phone, Zoom, or App and post it to eClass. **Make sure it is in a format that is accessible.**
 - See [UA Three Minute Thesis](#)
 - The Three Minute Thesis (3MT™) assignment is based on the international academic competition that assists current graduate students with fostering effective presentation and communication skills. Students have just three minutes to explain the breadth and significance of their research projects to the MLCS 795 class and instructors. Beyond MLCS 795, students are encouraged to use feedback from instructors and peers to hone their presentations for future use. Students are encouraged to enter the MLCS and UAL 3-minute thesis competitions, and to repurpose the content of their presentations for ongoing communication about their research.
 - Evaluation Guidelines:
 - Communication:

- Was the thesis topic and its significance communicated in language appropriate to a general/non-specialist audience?
- Did the speaker use sufficient eye contact and vocal range, maintain a steady pace, and a confident stance?
- Did the speaker avoid jargon, explain terminology, and provide adequate background information to illustrate points?
- Did the speaker spend the right amount of time on each element of their presentation - or did they elaborate for too long or were they rushed?
- Did the PowerPoint slide enhance, rather than detract, from their presentation - was it clear, legible, and concise?
- Comprehension:
 - Did the presentation help the audience understand the research and research methods?
 - Did the presenter clearly outline the nature and aims of the research?
 - Was the significance and impact of the presenter's research clearly defined?
 - Did the presentation follow a logical sequence?
- Engagement:
 - Did the presentation make the audience want to know more?
 - Was the presenter careful not to trivialize or overly generalize the research?
 - Did the presenter convey enthusiasm for their research?
 - Did the presenter capture and maintain their audience's attention?

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

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](#) and avoid any behaviour that 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.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

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](#).

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy 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 direct 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 [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Sexual Violence Policy:

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

Territorial Statement:

“The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.” (*from the beginning of the Calendar*).

Recording of Lectures:

Audio or video recording, digital or otherwise, 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. Student or instructor content, digital or otherwise, created and/or used within the context of the course 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:

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 [Attendance](#) and [Examinations](#) 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.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the Code of Student Behaviour.

In this course, virtual attendance and participation at ALL 5 classes is mandatory for a pass due to assignments being done in eClass. In cases of potentially excusable incompleteness of assignments due to emergencies (e.g. technical difficulties, illness) notify your instructors by email as soon as possible.

Policy for Late Assignments:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is:

<https://www.ualberta.ca/current-students>

Accessibility Resources: (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information to register for services visit the [Accessibility Resources](#) webpage.

The Academic Success Centre: (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

The Centre for Writers: (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

Health and Wellness Support: There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

Office of the Student Ombuds:

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Graduate Grading Scale”

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure
C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure

COURSE SCHEDULE

Week 1: Imagining and Discovering Research - Friday, October 16th 2020 (Debbie)

We will start this class with a course Introduction & Syllabus. Then we will introduce students to information resources in the context of scholarly communications. Students will explore the Library's 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.

Required preparation for class:

- As an icebreaker activity you will create content for 2 slides in a [shared slide deck](#):
 - a. on the 1st slide, share with us a single image that describes your research in this shared slide deck:
<https://drive.google.com/drive/folders/19LlWj-MLaTNE0IlvRRx4IJzO5fD9v-G2?usp=sharing> (login with UA email/ CCID)
Note: images can be your own OR here are some Open Access Image Sources to assist you:
 - Pixabay - <https://pixabay.com/>
 - Pexels - <https://www.pexels.com/>
 - Commons: Free media resources/Photography - https://commons.wikimedia.org/wiki/Commons:Free_media_resources/Photography
 - Flickr Creative Commons Search - <https://www.flickr.com/search/advanced/>
 - Creative Commons Search - <https://search.creativecommons.org/>
 - b. on the 2nd slide, provide us with highlights of the bibliography from your grant application (4-5 references)
- Create a RefWorks account. Find more information on [RefWorks here](#)

Readings and activities for class:

See eClass

eClass exercises to be completed by October 16:

- [Ice Breaker image activity](#) as described above
- Go over Week 1, Imagining and Discovering Research slides/recordings in

eClass

- Database & RefWorks 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: Humanities Scholarship: the Languages of the Digital - Friday, October 23rd 2020, (Peggy Sue)

Special searching techniques (e.g. how to search non-Latin languages), evaluating what you read, and a general introduction to the Digital Scholarship Centre (DSC) and digital scholarship (Guest: Lydia Zvyagintseva).

Digital scholarship discussion/Q&A live class on Zoom 9:00-10:00am MST.

Readings and activities for class:

See eClass

eClass exercise to be completed before Oct 23rd:

- Go over Week 2, Humanities Scholarship: the Languages of the Digital slides/recordings in eClass
- After reviewing readings and pre-recorded content in eClass, reflect on aspects of digital scholarship that may be relevant to your research, to prepare for live discussion.

Week 3: Identity Crisis: Author, Manager, Reader Friday October 30th 2020, (Doris)

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 as well create researcher profiles.

Introduction and questions to 3MT assignment via live class on Zoom 9:00-10:00am MST.

Readings and activities for class:

See eClass

eClass exercise to be completed by Oct 30th:

- Go over Week 3, Identity Crisis: Author, Manager, Reader slides/recordings in eClass
- 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.

Week 4: Who owns what: Copyright & Publishing Friday, November 6th 2020, (Denis)

This class will consist of a copyright presentation by Amanda Wakaruk, Copyright Librarian at the University of Alberta. A brief introduction to the economics of publishing and Open Access to research will follow, including another presentation on Open Educational Resources (OERs) and OJS by Michelle Brailey and Sonya Betz. A discussion forum will be available in eClass.

Class outline:

- Copyright presentation
- OA publishing and Scholarly Communication
- OERs and OJS presentation

Readings and activities for class:

See eClass

eClass journal evaluation exercise to be completed by Nov 6th:

- Go over Week 4, Who owns what: Copyright & Publishing slides/recordings in eClass
- The title of one of two journals will be assigned to you and your classmates as part of an evaluation exercise. Please collaborate with your classmates who have the same title as you to answer the questions relating to your journal title. See eClass for links to the questions.

November 9-13th 2020: NO CLASS – FALL TERM READING WEEK

Week 5: Planning for the future: Research in 3 minutes and Research Data Management Friday, November 20th, 2020 (Doris)

For this class have the 3 minute thesis presentations (3MT™) for MLCS 795 recorded and shared in eClass. We'll be looking at Research Data Management and Data Management Plans (DMPs).

There will be an in-class exercise and wrap up via live class on Zoom 9:00-10:00am MST.

Readings and activities for class:

See eClass

eClass exercise to be completed by Nov 20th:

- Go over Week 5, Planning for the future: Research in 3 minutes and Research Data Management slides/recordings in eClass
- *3 minute thesis presentations.* The Three Minute Thesis (3MT™) assignment is based on the international academic competition that assists current graduate students with fostering effective presentations and communication skills. Students have just three minutes to explain the breadth and significance of their research projects to the MLCS 795 class and instructors. Please find guidelines used to evaluate the presentations in the *Explanatory Notes on Assignments* above.

In-class exercise:

- 1) *Data Management Plans.* Look at sample DMP Abstracts. See how they are formatted, what they include, and what aspects you could incorporate in your own future DMP abstract. You will be put into Zoom breakout groups and then we'll discuss as a class.

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