University of Rhode Island - University Libraries
LIB 150: Search Strategies for the Information Age
Summer 2024 | Session #

Professor:
Email:
Office: Carothers Library, Public Services
Office Hours (in person or via Zoom): By appointment
Class Days/Time: Asynchronous

Land Acknowledgement

The University of Rhode Island occupies the traditional stomping ground of the Narragansett Nation and the Niantic People. We honor and respect the enduring and continuing relationship between the Indigenous people and this land by teaching and learning more about their history and present-day communities, and by becoming stewards of the land we, now too, inhabit.

Course Description, Goals, & Outcomes

Course Description:
Introduction to the exploration and practice of information literacy and library research concepts and skills, with an emphasis on the communication of information in today's world.

Course Objectives:
- Students will be able to navigate print and digital information research tools and use them for both college-level research and lifelong learning.
- Students will be able to differentiate information formats and quality and be able to apply these to college-level information research assignments.
- Students will be able to communicate their findings effectively to specific audiences.

URI General Education Student Learning Outcomes
- Information Literacy
- Communicating Effectively

Student IDEA Learning Outcomes
Essential
- Learning how to find, evaluate, and use resources to explore a topic in-depth
- Developing skill in expressing oneself orally or in writing
Importance
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Acquiring skills in working with others a member of a team

Strategies for Success
This class requires you to apply and reflect on the content introduced in course readings, lectures, and class discussions. To be successful in this course, you should:

- Read, watch, and apply all required course content located in our class Brightspace site.
- Complete all assignments in accordance with requirements, in detail, and on time.
- Ask questions and engage with your peers and professor.
- Proactively seek assistance from professor, university student services, or IT Help Desk when facing learning or technological barriers.

Required Materials

Readings:

There is no required textbook for this course. Course materials will be posted to the Brightspace site. These required "reading" materials include articles, videos, PowerPoint presentations, and websites. There are also optional readings that allow you to learn more about foundations in information literacy or to explore the intersections of information literacy with social justice, technology, and/or privacy. I encourage you to explore the optional "further reading" materials if they align with your personal or professional interests.

Required Technology:

You must have access to a computer, your URI email, and our course Brightspace site. Course communications will be sent out via Brightspace (Announcements and/or Messages), and you will be responsible for keeping up to date by visiting the course Brightspace site and checking your email daily.

Assignments, Projects, & Grading Policies

Assignments & Projects

Your grade will be determined based on the following components. ***Each assignment and project has a corresponding rubric available in Brightspace that you should use to guide you to success***.

Discussions - 15%
Each week you will be responsible for writing two original posts and responding substantively to two peers' responses. Your posts and responses should incorporate content from your readings and/or reflect upon past and current research practices and experiences. You may respond to discussion posts in writing, recorded videos, or recorded audio.

Skills Exercises (5) - 25%
Five skills exercises will be assigned throughout the course. These offer you an opportunity to practice and receive feedback on your application of important skills and concepts from this course. These exercises will be essential building blocks for the completion of the class projects.

Database Teach-In - 20%
In this project, you will work with a partner to identify and model how to use a URI Libraries database that would meet the information needs of a target audience. The project consists of slide deck and a brief annotated bibliography.

Beyond the News Project - 30%

For this project, you will develop a research project on a current topic that you find interesting and worthy of further academic research. This project has three parts: a topic proposal, an annotated bibliography of sources, and a recorded presentation of research.

Myself, the Researcher Essay - 5%
In this metacognitive essay, you will examine your growth as a researcher over the course of the semester, evaluating your strengths and weaknesses and identifying which assignments and projects were the most formative in further developing your research and information-seeking skills.

Peer Evaluations - 5%
This assignment will give you the opportunity to reflect on and evaluate the work of two of your peers. Reviewing the work of your peers is a powerful means of becoming a more effective researcher and communicator of information. The process of evaluating the strengths and areas for improvement for your peers can be formative in identifying areas that you would like to strengthen in your own work.

Assignment Submission Guidelines
- All graded assignments and projects should be turned in via Brightspace Assignments. If you are having trouble uploading your assignment (i.e. Brightspace issues), get in touch with me ahead of time and we will make arrangements.
- Assignments should be submitted in .doc, .docx, .pdf, or .rtf (rich text) format. Do ***not*** submit assignments in pages format or as links to Google Docs. Recorded videos may be submitted in MPG, MPEG, RM, MP3, MP4, M4V, M4A, AVI, WAV, RAM, ASF, or MOV format (these are the formats accepted by Brightspace).
- **All information sources used in this class MUST be accessible in full-text through the URI Library or online.** This allows me to look at the source while grading your work.

Grading Scale
Your grade will be based on an A-F scale. Grades for all criteria and the Final Grade will be given on the following standard scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	59 and below

Due Date Policy

All work should be submitted by the specified deadlines communicated in the syllabus and on Brightspace. LATE ASSIGNMENTS WILL NOT RECEIVE FULL CREDIT. The following late penalties will be applied to your grade:

    1 day late = marked down 10%
    2 days late = marked down 20%
    3 days late = marked down 30%
    4 days late or more = NO CREDIT

I will grant an automatic 24-hour extension if requested prior to the due date for any assignments **except the Beyond the News presentation**. Simply send me an email before the time the assignment is due and request the 24-hour extension.

Expectations and Accommodations

Expectations for Our Virtual Classroom
Students should be courteous and respectful to fellow students and the professor when interacting in discussion boards, emails, or other methods of communication.

For more information on standards of behavior at URI, please see the "Student Code of Conduct" in the University Student Handbook.

Academic Honesty:
All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites), they MUST be properly documented using the APA Manual, 7th edition, or you will be charged with plagiarism and receive an F on the assignment. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life. If you have any doubt about what constitutes plagiarism, visit the following websites: the URI Student Handbook, and Sections 8.27.10 – 8.27.21 of the University Manual (web.uri.edu/manual/). If you read this, please email me a picture of your pet or your favorite animal and tell me if you took the picture or share the URL of where you got the picture. You'll get an extra credit point added to your grade if you submit this by June 27th.

Respect for Diversity:
It is my intent that learners from all backgrounds and perspectives be well-served by this course. The diverse perspectives and experiences that we bring to this class are a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity in gender, sexual orientation, disability, age, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. Please feel welcome to discuss suggestions with me privately or to submit feedback anonymously. (Statement adapted from the University of Iowa's School of Education.)

If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find additional people and resources.

Accommodation for Special Needs:
Your access in this course is important. Please send me your Disability, Access, and Inclusion (DAI) accommodation letter early in the semester so that we have adequate time to discuss and arrange your approved academic accommodations. If you have not yet established services through DAI, please contact them to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. DAI can be reached by calling: 401-874-2098, visiting: web.uri.edu/disability, or emailing: dai@etal.uri.edu.

Academic Enhancement Center:
AEC offers free face to face and web-based services to undergraduate students seeking academic support. The Writing Center offers peer tutoring focused on supporting undergraduate writers at any stage of a writing assignment. Complete details, up-to-date schedules, contact information and self-service study resources are all available on the AEC website.

When life throws you a curve ball:
URI has resources available to support you if you need it! Here is a short list:
- Rhody Outpost Food Pantry provides a variety of food items, along with toiletries and cleaning supplies. Call 401-874-2098 or email dsooutreach@etal.uri.edu.
- Dean of Students offers resources to help you navigate and succeed in college, even when your outside life is challenging. Call 401-874-2098 or find more contact info here.
- URI Counseling Center provides confidential support. Call 401-874-2288 or learn more here.

Course Schedule

*Note that all course readings are posted in Brightspace.

Initial discussion post due Thursdays @ 11:59 p.m. All other discussion posts and responses due Sundays @11:59 p.m. (other than the final week when they are due Saturday, the last day of our term)

Week 1:	Readings
	Start Here!
	Information Concepts & Creation
	Evaluating Sources
	Information Ethics
	Research as Inquiry
	Due Thursday, June 27 @11:59 p.m.
	● Syllabus Critique
	Due Sunday, June 30 @11:59 p.m.
	● Skills 1
	Initial discussion post due Thursday @ 11:59 p.m. All other discussion posts and responses due Sunday @11:59 p.m.
Week 2:	Readings
	APA Workshop

	Finding Books
	Annotated Bibliographies
	Databases at the URI Libraries
	Due Friday, July 5 @11:59 p.m.
	   ● Skills 2
	Due Sunday, July 7 @11:59 p.m.
	   ● Skills 3
	Initial discussion post due Thursday @ 11:59 p.m. All other discussion posts and responses due Sunday @11:59 p.m.

Week 3:	Readings
	   Audience & Reading Scholarly Articles
	Due Thursday, July 11 @11:59 p.m.
	   ● Skills 4
	Due Sunday, July 14 @11:59 p.m.
	   ● Database Teach-In: Slide Deck & Annotated Bibliography
	Initial discussion post due Thursday @ 11:59 p.m. All other discussion posts and responses due Sunday @11:59 p.m.

Week 4:	Readings
	   The Internet and Online Searching
	   News Literacy
	Due Thursday, July 18 @11:59 p.m.
	   ● Beyond the News Topic Proposal
	Due Sunday, July 21 @11:59 p.m.
	   ● Skills 5
	Initial discussion post due Thursday @ 11:59 p.m. All other discussion posts and responses due Sunday @11:59 p.m.

Week 5:	Readings
	   None
	Due Thursday, July 25 @11:59 p.m.
	   ● Beyond the News Presentation
	   ● Beyond the News Annotated Bibliography
	Due Saturday, July 27 @11:59 p.m.
	   ● Peer Evaluations
	   ● Myself the Researcher Essay
	Initial discussion post due Thursday @ 11:59 p.m. All other discussion posts and responses due Saturday @11:59 p.m.