INSC 310
Information Seeking: Resources and Strategies
Spring 2020

COURSE INFORMATION
INSC 310: Information Seeking: Resources and Strategies, Spring 2020, 3 Credit Hour
Course Mode: Online, asynchronous, 90-120 minutes lecture videos every week
Class Meetings: Lecture videos will be uploaded on every Wednesday

FACULTY CONTACT INFORMATION
Instructor: Cassandra (Li-Min) Huang
Office: 100 Communications Building
Email: lhuang23@vols.utk.edu
Phone Number: 865.964.0956
Office Hours: By Appointment.
Zoom Meeting ID: https://tennessee.zoom.us/j/2582391344

SIS OFFICE INFORMATION
450 Communications Bldg.
1345 Circle Park Drive
Knoxville, TN 37996-0341
SIS Office: 865.974.2148
Fax (SIS): 865.974.4667

Where to attend the course and access materials
This is an online asynchronous course. All course lecture videos and materials will be uploaded
in the Canvas site every week. You will need your NetID and password to access Canvas site:
https://online.utk.edu.

How to contact the instructor
1. Email. This is a preferable way to contact me. Please always to have INSC 310 and a
description of what you need in the subject line of your email. For example, “INSC 310:
question about assignment 1.” I check e-mail on a daily basis and usually reply emails within 36
hours. I will have conference travels in the Fall semester. When I’m traveling, I will reply to
emails within 72 hours. If you don’t receive my reply, please send the email again.

2. Zoom meeting. This is a good way if you have questions that need a longer discussion. In
Zoom, we can share screen and make the discussion more effective and efficient than emails. If
you want to meet with me via Zoom, please schedule a meeting time with me via email.

3. Meeting in person. Although this is an online asynchronous course, I encourage you to meet
me in person whenever you need. Please schedule a meeting time with me via email. We will
meet in my office in the CCI building or the Hodges Library.

Changes to this syllabus
The instructor reserves the right to revise, alter, and/or amend this syllabus, as necessary. You
will be notified in writing by email and through Canvas of any such revisions, alterations, and/or
amendments.
COURSE DESCRIPTION
This course will develop students’ abilities to design a research project and to locate and evaluate scholarly resources throughout the research process. These skills are useful for students in all majors and especially useful to those who must complete a research project or who are planning to engage in research in future school programs. In addition, these skills can be applied in everyday life and on-the-job situations. In the world of easily available information, especially on the Internet, it is important to understand how the information we gather is a direct result of the way we search and how we evaluate the available sources we find.

COURSE OBJECTIVES
By the end of the course, you will be able to:
1. Understand the research process to properly define a research task.
2. Identify and locate appropriate information resources in relation to particular research interests.
3. Evaluate information for quality and appropriateness.
4. Be familiar with basic terminology associated with research, information technology and information retrieval.
5. Understand the current online and offline information environment.
6. Develop personal strategies for gathering information in a particular area of study or interest.

ABOUT THE COURSE
INSC 310 is delivered through Canvas as an asynchronous online course, which means that each student will access each week’s pre-recorded class sessions at a time of their choosing, during the course of that week. You may attend classes from anywhere in the world. The course materials, assignments, and grades are accessible through Canvas.

By taking this class, you will be gaining both greater flexibility in managing your time and valuable experience with this alternative learning environment. UT SIS has successfully used distance education to deliver graduate classes for many years and began offering undergraduate online courses in Fall 2009. It is important to recognize that taking an asynchronous online course is different from a traditional class, or even a synchronous DE class, where everyone attends online at the same time. There are a few simple guidelines to follow (listed below), which will ensure that you have a successful experience. I promise you that I will uphold my responsibility to provide you with the same high level of support, access, and communication that you would want to have in a traditional classroom setting.

The course is structured to make it a rewarding learning experience that will also have meaning for you both for your subsequent education, and in your future professional life. In some aspects, your part of the bargain is the same as it would be for a traditional class. I expect you to demonstrate critical thinking skills as well as commitment and involvement with our online discussions and your assignments. Learning is not a passive process; it is about a student’s actively engaging the material through reading, thinking, discussing (online), questioning, practicing skills, and ultimately understanding. Bring your best efforts, a positive outlook, energy, and curiosity to each of the class sessions. Together we can make the class as interesting, relevant, and exciting as possible.
COURSE COMMUNICATIONS

To take this course, you must have access to a computer with high-speed Internet access, and you must use a UTK email account. You may use your own personal computer, or you may use the computers available in the various campus libraries or computer labs. If you are using your personal computer, be sure that you are running the latest version of Java by going to java.com and using the update button; this is free to do and will make sure that the applications run effectively for you.

All the course lecture videos and materials will be uploaded on the INSC 310 Canvas site. You can access the weekly content by clicking “module” on the left menu, then you will see the weekly content pages and assignment pages. Whether you are an experienced online student, or you have never had an online class before (here or elsewhere), be assured that you will be able to easily and conveniently access the course sessions, and any tech glitches that may pop up can be successfully solved. I will provide specific access instructions when the first class is released. Each lecture will be labeled with the topic and Part 1, Part 2, etc. The session will be available as an audio recording, illustrated by the PowerPoint slides or other visual aids, and may also include a visual of the instructor. You will have 90-120 minutes lecture videos to watch every week.

The recorded class sessions can be accessed online or downloaded to your personal computer, so you can attend class even when you aren’t actually online. This is true whether you use a PC or Mac platform.

The Canvas Learn (Online @ UT) program will also be used for many course management tasks. We will use interactive tools such as discussion boards. PowerPoint presentations from the class sessions will be posted under the appropriate weekly module. All Assignments and the Tests will be administered through the Canvas Course site. Canvas is available at http://online.utk.edu.

ONLINE COURSE SUCCESS GUIDELINES FOR STUDENTS

Accept that you must be more self-reliant in an online class
Although students are always responsible for knowing everything in the syllabus and complying with the requirements of a course, this is especially true for an online course. Students are expected to show self-initiative, to make good time management decisions, and to be especially proactive in contacting the instructor when they are having problems, or don’t understand something.

Keep up with the weekly schedule outlined below
Enjoy attending class at 2 am in your pajamas, or from a location halfway across the world, if you wish, but don’t abuse the schedule flexibility by falling behind, just because the class doesn’t meet at the same times each week. The single biggest mistake online students can make is to put off viewing the classes and allow the attendance and assignments to pile up.

Put extra effort into all opportunities for interaction with your classmates and instructor
We will be using the online blog tool, and other electronic means to interact as a class. Many students are very comfortable with interacting through electronic media like Facebook, but whether you are or not, believe me- we can have meaningful discussions, and question and answer sessions, even though we will not be together at the same time, as long as you do your part to participate.
STUDENT RESPONSIBILITIES

Do all assigned reading prior to attending each class session. The lecture will assume that you know the information that is in the readings, and will build upon it.

Complete all assignments and submit them on time, using the format and procedure specified by the instructor.

Check your e-mail and Canvas regularly. I will use email to return assignments, solicit student input, and make clarifications. Canvas will also be used for announcements and the discussion board, blogs, and other interactive activities.

Participate actively in the class by giving your best effort to the interactive activities using the discussion tool. In addition, treat your colleagues with courtesy and respect by reading and reflecting on their online comments, and responding to them appropriately.

Timely online attendance is required. The course schedule below lists which class sessions you should complete at your convenience during each week. It is essential that you keep up by attending the sessions in the proper week, so that you can complete assignments and exams as scheduled. Canvas provides statistics about whether or not a student has “attended” a recorded class session, which allows me to “take roll” just as I would in a traditional class.

REQUIRED READINGS AND RESOURCES

Check Canvas weekly for a list of required readings

Textbook

Recommended


Additional articles/excerpts
There will be additional readings for this class and I encourage you to read widely and recommend interesting readings to the class. The added readings will reflect the personal interests of class members. Some instructor assigned readings are noted on the attached schedule, however, there may be some adjustments in these readings as the course progresses and topics develop from student interests and discussions.

Free online resources
- University of Illinois – Urbana-Champaign’s Center for Writing Studies: http://www.cws.illinois.edu/workshop/writers/tips/
- Purdue University’s Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html
Software
Please download EndNote from OIT: https://oit.utk.edu/software-hardware/software/
It is a reference management software provided free to you as students. OIT offers PC and Mac compatible versions; these are listed under the vendor name “Clarivate Analytics.” You will need your NetID and password to download. During the semester, a guest speaker will be invited to the class and demonstrate how to use Endnote. Online tutorials on Endnote usage will be provided as well. It is a useful tool for keeping up with and organizing your references, and so it will be helpful to you in other courses.

STUDENT EVALUATION
Evaluation is based on performance for each of the responsibilities listed above. The final grade is based on the following assignments; you must complete them to earn a grade in this class. There might be opportunities to earn extra points. Please be aware of the extra credit announcements during the semester.

Grading Scale

<table>
<thead>
<tr>
<th>Item</th>
<th>%</th>
<th>Total Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Discussion Questions</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>4 Individual Assignments</td>
<td>30%</td>
<td>300 (100 each)</td>
</tr>
<tr>
<td>Midterm Project</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Final Project</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>1000</td>
</tr>
</tbody>
</table>

Discussion Questions
Five times throughout the term you will write a brief response to an assigned question. These questions will either require you to do further reading or research; or asking for your opinion and reflection based on your own experiences. You must complete a question by Tuesday 11:59 pm. You will not see other students’ posts until you post your answer. You will need to reply at least one of your cohort’s post in the following week.

Individual Assignments
There will be three assignments during the semester. You will thoroughly address questions given in class or via online instruction concerning the current readings. Additional details and instructions will be provided in the class lectures.

Midterm Project
For the Midterm Project, you will apply the search strategies and appropriate databases and information sources you have learned in the weekly class to locate sources that may help with your research topic.
Final Project
For the Final Project, you will propose a research question that relates to your chosen field of study or an area that is of interest to you, and create an annotated bibliography of a variety of types of resources that are relevant to the research question.

Attendance
This is a three credit hours course and you are expected to spend 90-120 minutes for watching lecture videos and 30-60 minutes for completing weekly online discussions. The instructor will grade your attendance based on the lecture video watching log provided by Canvas. On March 20th, the instructor will do the first attendance track by randomly selecting seven lecture videos and checking the watch log of these videos. On April 24th, the instructor will do the second track by randomly selecting three lecture videos. You will receive five points for watching each selected video.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>930≤</td>
</tr>
<tr>
<td>A-</td>
<td>900-929.9</td>
</tr>
<tr>
<td>B+</td>
<td>880-899.9</td>
</tr>
<tr>
<td>B</td>
<td>830-879.9</td>
</tr>
<tr>
<td>B-</td>
<td>800-829.9</td>
</tr>
<tr>
<td>C+</td>
<td>780-799.9</td>
</tr>
<tr>
<td>C</td>
<td>700-779.9</td>
</tr>
<tr>
<td>D</td>
<td>600-699.9</td>
</tr>
<tr>
<td>F</td>
<td>599.9≥</td>
</tr>
</tbody>
</table>

- A (4 quality points per semester hour) superior performance.
- A- (3.7 quality points per semester credit hour) intermediate grade performance.
- B+ (3.5 quality points per semester hour) better than satisfactory performance.
- B (3 quality points per semester hour) satisfactory performance.
- B- (2.7 quality points per semester credit hour) intermediate grade performance.
- C+ (2.5 quality points per semester hour) less than satisfactory performance.
- C (2 quality points per semester hour) performance well below the standard expected of graduate students.
- D (1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
- F (no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
- I (no quality points) a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
- S/NC (carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the Graduate Catalog. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
- P/NP (carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
- W (carries no credit hours or quality points) indicates that the student officially withdrew from the course.
COURSE POLICIES

Assignment Submission
Unless otherwise specified, all assignments should be typed, double-spaced, and in a 12-point font, with reasonable margins. Please include your name, date, course number, and appropriate pagination. Submit the assignments via Canvas, unless instructed to do otherwise.

Late Assignments
1. Late assignments will carry a 5 points deduction PER DAY. However, you only have a week to complete a late assignment.
2. Please do not send last minute emails asking for extensions on assignments after due dates. Please contact me before the due date if you have any issues.
3. Discussion question links will continue to be available so that you can see the responses of others and make comments, but late discussion questions will not count for credit.
4. Canvas does provide the date and time for every assignment submitted and every post made on the discussion forum for the thought questions.

Class Participation: Interactive Activities
In our course environment, class participation will occur using the interactive tools available on the Canvas site. The Discussion Board allows both the instructor and class members to pose and answer questions, and to share thoughts or ideas with the group.
This portion of your grade will be based on your efforts to join the interactive online conversations. If your contributions exhibit both quality of thought and frequent participation, you will earn top points for this aspect of your grade.
Here are some ideas of how you can be involved in our online conversation:
1. You can post questions to the discussion boards based on what we have read.
2. You can share items from the news or even your own experiences (both successful and frustrating) from working in organizations that relate to topics covered in class.
3. You can let your colleagues know about helpful web resources that you find, that relate to topics covered in class.

Academic Integrity
Please refer to Hilltopics Student Handbook. It can be accessed at http://web.utk.edu/~homepage/hilltopics or a print copy obtained in Student Services or the Registrar’s office.

“The responsibility for learning is an individual matter. Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that all work presented be the student’s own work, not only on tests, but in themes, papers, homework, and class presentation.”

Cheating, plagiarism, providing unauthorized help and other acts of dishonesty violate the rule of academic honesty; the offender will be subject to penalties as set forth in Hilltopics. The instructor reserves the right to use plagiarism detection software, such as Turn It In.

Failing the Course
A student may fail the course if he/she does not complete assignments or meet expectations for assignments as outlined in the syllabus. Also, missing the final exam or failing to turn in the final project will result in course failure.
ADDITIONAL POLICIES AND POINTS OF INFORMATION

DISABILITIES THAT MAY IMPEDE LEARNING
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

CIVILITY
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

CCI DIVERSITY STATEMENT
The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

INSTRUCTOR STATUS AS A TITLE IX MANDATORY REPORTER
University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.
The University Libraries
The University Libraries are staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at UTK. This course is dedicated to information seeking and a part of the information seeking process is learning how to use the library and/or the library’s resources effectively and efficiently.

Even if you are a distance education student, the library provides many resources to assist your students. From the library’s homepage (http://www.lib.utk.edu) you can use the chat reference tool. For the School of Information Science, we have a subject librarian Anna Sandelli (asandell@utk.edu) whom you may contact for support. She has developed helpful research guides that you may find here: https://libguides.utk.edu/subject/infosci.

You may also find it helpful to locate the subject librarian within your major area of study. To find your major subject librarian and/or research guides for your major, through the “Research Support” tab on the library homepage. We will address these resources in the lectures.

The Writing Center
The Writing Center provides free, one-to-one help to all students on campus. Their trained tutors offer constructive feedback during any stage of the writing process. While they are not a proofreading service, tutors will help students with anything related to writing – including grammar, brainstorming, organizing, citation, and more. No appointment is needed. Unfortunately, they do not currently offer services to students who cannot make it to campus at this time. However, their website (https://writingcenter.utk.edu/) that may be helpful to you. You may also email the WC at writingcenter@utk.edu.
### COURSE SCHEDULE

Please see the Canvas site for details

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Course Contents</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan 8 - Jan 11</td>
<td>Course Introduction and syllabus overview</td>
<td>D1: Self-introduction (Due: Jan 14 11:59 pm)</td>
</tr>
<tr>
<td>2</td>
<td>Jan 12 - Jan 18</td>
<td>Introduction of selective Information Theories</td>
<td>D2a: Self-reflection on your information seeking behaviors (Due: Jan 21 11:59 pm)</td>
</tr>
<tr>
<td>3</td>
<td>Jan 19 - Jan 25</td>
<td>Concept Maps and Mind Maps</td>
<td>D2b: Reply to D2a, D3a: Draw a concept map on your project (Due: Jan 28 11:59 pm)</td>
</tr>
<tr>
<td>4</td>
<td>Jan 26 - Feb 1</td>
<td>Introduction of Research Method</td>
<td>D3b: Reply to D3a (Due: Feb 4 11:59 pm)</td>
</tr>
<tr>
<td>5</td>
<td>Feb 2 - Feb 8</td>
<td>Background Research</td>
<td>Assignment 1-Planning your research (Due: Feb 11 11:59 pm)</td>
</tr>
<tr>
<td>6</td>
<td>Feb 9 - Feb 15</td>
<td>Develop Research Questions</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Feb 16 - Feb 22</td>
<td>Search Strategies</td>
<td>Assignment 2-Developing your research questions (Due: Feb 25 11:59 pm)</td>
</tr>
<tr>
<td>8</td>
<td>Feb 23 - Feb 29</td>
<td>Databases-UT Library Resources</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mar 1 - Mar 7</td>
<td>Primary, Secondary, and Tertiary Sources</td>
<td>Assignment 3-Search strategies (Due: Mar 10 11:59 pm)</td>
</tr>
<tr>
<td>10</td>
<td>Mar 8 - Mar 14</td>
<td>Government Sources -Guest Lecture</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mar 15 - Mar 21</td>
<td>Spring Break</td>
<td>First Attendance Check on Mar 20</td>
</tr>
<tr>
<td>12</td>
<td>Mar 22 - Mar 28</td>
<td>Evaluating Sources - C.R.A.P Test Fake news</td>
<td>Midterm Project D4a: Evaluating Fake News discussion (Due: Mar 31 11:59 pm)</td>
</tr>
<tr>
<td>13</td>
<td>Mar 29 – Apr 4</td>
<td>References and In-Text Citations</td>
<td>D4b-1: Reply to D5a (Due: Apr 7 11:59 pm)</td>
</tr>
<tr>
<td>14</td>
<td>Apr 5 – Apr 11</td>
<td>Plagiarism Paraphrase, Summarize and Quoting Text</td>
<td>D4b-2: Reply to D4b-1, D5a: Plagiarism discussion (Due: Apr 14 11:59 pm)</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Task</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>15 Apr 12 – Apr 18</td>
<td>Faculty research experiences sharing</td>
<td>D5b: Reply to D5a (Due: Apr 21 11:59 pm)</td>
<td></td>
</tr>
<tr>
<td>16 Apr 19 – Apr 25</td>
<td>Course Wrap-up</td>
<td>Final Project (Due: Apr 28 11:59 pm)</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>Apr 26 – May 4</td>
<td>Final exam week</td>
<td></td>
</tr>
</tbody>
</table>

*Second Attendance Check on Apr 24*