INSC 310: Information Seeking: Resources and Strategies
Summer 2020
3 credit hours

University of Tennessee, Knoxville
Course Mode: Online, asynchronous
Class Meetings: Lectures will be uploaded on Thursdays.

Faculty Contact Information
• Joseph Winberry (he/him/his)
• Jwinber1@vols.utk.edu
• Office Hours: Virtual Office hours by appointment held via Zoom

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

Welcome Statement
Hello and welcome to INSC 310! My hope is that the strategies and resources you learn about in the class will assist you throughout your academic and professional lives. If at any point throughout this class you have questions, concerns, or just want to discuss the material, please reach out to me via email and we can find a time to speak over Zoom. This is a challenging time for our world, but we will get through this class together. Have a great semester!

Catalog Description
Information as a critical resource for research and decision-making. Emphasis on planning, executing, and evaluating information searches. Focus on topic of student's major.

Student Learning Outcomes
Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of...

1. What the research process is and how to properly define a research task.
2. How to identify and locate appropriate information resources in relation to particular
research interests.
3. How to evaluate information for quality and appropriateness.
4. Basic terminology associated with research, information technology and information retrieval.
5. How to understand the current online and offline information environment.
6. How to develop personal strategies for gathering information in a particular area of study or interest.

Course Design
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. 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.

Required Text

Note: Other required readings will be supplied to supplement the textbook. Check Canvas weekly for a list of required readings.

Recommended Texts
Note: All these recommended readings are not required to be purchased, they would be helpful to you throughout your academic journey. I also encourage you to check out the following online resources which can help you, especially as you work on your citations:

- 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://oit.utk.edu/software-hardware/software/)

**COMMUNICATION**

**Email**
I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred address if you don’t wish to check both accounts.

**Instructor Availability**
My preferred method of contact is email. However, I am happy to talk with you over phone or by Zoom for any meetings or other needs not easily met through email. I usually respond to emails within 48 hours. If you have not heard from me within 48 hours, feel free to email me again. **In order to assist with a quick reply, please write “INSC 310” into your email subject line before sending.**

**COMPUTING REQUIREMENTS AND RESOURCES**

**Requirements**
Since this is an online asynchronous course, access to a computer and stable Internet access are required. If you have any issues in accessing or completing course materials, please see the resources shown below as necessary. Also, contact the instructor if the resources are not able to meet your needs or if you have questions.

**Course Resources**
As students of the university, you are paying for certain resources that can help you along your academic journey. I encourage you to take advantage of those resources. These resources include:
The Office of Information Technology

The Office of Information Technology (OIT) is an important partner for all your IT needs and questions. By visiting their website, (https://oit.utk.edu/) you will see they offer many services useful for students such as online consultations, numerous software, trainings, and more. While demand is currently high, OIT may have laptops, hotspots, and other technology that can assist you in the completion of your course requirements.

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 (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 library homepage. We will address these resources in the lectures.

Lastly, we will discuss citation management resources in the course. One helpful tool is available for download through the library. This tool, EndNote, makes it easier for you to manage citations you need to complete work in this and other classes. For information on EndNote and how to download it, see: https://libguides.utk.edu/endnote.

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 ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations
I expect you to take an entrepreneurial approach to this class by determining how the course materials can help you meet your own goals in and outside of this specific class. This will be accomplished in part by engaging with all of the assigned videos, readings, and discussion board posts. I expect you to think critically, interact with others respectfully, and offer your thoughtful and unique contributions to the conversation this class will take us all on.

Specifically:

- **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 or Canvas 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.

Instructor Expectations
Expectations is a two-way street. Students can expect that the instructor:

- **Be prepared for all classes**
- **Evaluate all work fairly and equitably**
- **Be respectful of all students**
- **Create and facilitate meaningful learning activities**
- **Behave according to University codes of conduct**

Attendance and Participation
Given the fast-paced nature of the summer semester, students can expect to spend around 3-6 hours every week completing assignments such as reading, watching videos, submitting discussion responses, etc. Attendance and participation are extremely important and are discussed further in the assignments section.
In the event of **Inclement Weather**, the chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at [http://utk.edu](http://utk.edu).

### ADDITIONAL POLICIES AND POINTS OF INFORMATION

#### Disabilities that may Impede Learning
Any student who feels they may need an accommodation based on the impact of a disability should contact the 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/](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.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity
Students should be familiar and maintain their Academic Integrity described in https://hilltopics.utk.edu/academics/, p. 15 as: “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 the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”

Students should abide by the Honor Statement (https://hilltopics.utk.edu/student-code-of-conduct/ Section X. Honor Statement)

“As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Plagiarism
Statement about plagiarism and penalties, e.g.,

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism.)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."
Assignments and Grading
Materials will be posted each Thursday and students will be expected to complete all of the assigned work including readings and videos for the week by 11:59 PM Eastern on the following Wednesday. All other assignments are due by 11:59 PM Eastern on the day designated in the assignments section below.

Preparation of Written Work
The instructor prefers that you use APA style when completing written assignments. Assignments should be named in the following convention:

Last Name[First Initial]-INSC310-[Date]

Ex. WinberryJ-INSC310-052820

Additionally, each submitted assignment should be typed and submitted as a Microsoft Word or PDF file. Submissions should include your name, class number, date of submission, and the name of the assignment in the top right-hand corner of the paper heading.

Example:
Joseph Winberry
INSC 310
05-28-20
Assignment 1

Due Dates and Late Assignments
Given the short nature of the semester, it is imperative that you consider how to approach the workload including planning out the completion of assignments in advance. Due dates are firm and late assignments will lose 0.5 point every day that they are late. If you are experiencing a personal crisis (e.g., death in the family, major health issue, etc.) and require an extension, you must contact the instructor PRIOR to the assignment being due. To repeat, do not wait until an assignment is past due to request an extension. Requests for an extension will be decided on a case-by-case basis. Please note that due to the short time line I will have to submit final grades, NO extension for the final project may be granted.

Incompletes
Based on adopted University of Tennessee-Knoxville policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

Assigning Grades
Please note that I do not assign letter grades for individual assignments but will mark your paper with my comments and provide a point score based on the possible points earned for
that assignment. If you’d like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale below syllabus for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/total possible points over the course of the semester.

**Evaluation**

Semester grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93≤</td>
<td>(4 quality points per semester hour) superior performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td>(3.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.99</td>
<td>(3.5 quality points per semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83-87.99</td>
<td>(3 quality points per semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>(2.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>(2.5 quality points per semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70-77.99</td>
<td>(2 quality points per semester hour) performance well below the standard expected of graduate students.</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99</td>
<td>(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>59.99≥</td>
<td>(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>(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.</td>
</tr>
<tr>
<td>S/NC</td>
<td></td>
<td>(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 <em>Graduate Catalog</em>. The number of Satisfactory/No Credit courses in a student’s program is limited to one-fourth of the total credit hours required.</td>
</tr>
<tr>
<td>P/NP</td>
<td></td>
<td>(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>(carries no credit hours or quality points) indicates that the student officially withdrew from the course.</td>
</tr>
</tbody>
</table>
Course Evaluation
You will be invited via email to evaluate the course at the end of the term via TNVoice. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

Assignments: Descriptions and Due Dates
This table provides a brief summary of assignment names, due dates, and grade distribution. A fuller description of each assignment follows the table. All assignments must be submitted by 11:59 PM Eastern on the due date.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
<td>July 2; August 6</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>August 6</td>
</tr>
<tr>
<td>5 Discussion Board Questions</td>
<td>15</td>
<td>Varied</td>
</tr>
<tr>
<td>3 Individual Assignments</td>
<td>30</td>
<td>Varied</td>
</tr>
<tr>
<td>Midterm Project</td>
<td>15</td>
<td>July 5</td>
</tr>
<tr>
<td>Final Project</td>
<td>20</td>
<td>August 9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Attendance
The class is online and asynchronous. This means that there is not a designated time when we all get together for class. However, the instructor will still take attendance as they would in an in-person or online synchronous course. This is done by examining student viewing information collected via Canvas. Students should watch all of the video material every week in order to get all of their attendance points. The instructor will check attendance twice. First after the first five weeks of the semester (July 2) and again after the final five weeks (August 6). You must have watched all the videos and completed the week’s other materials in order to get full attendance credit.

Participation
Participation is critical to your own success! Participation opportunities will exist throughout the semester in the form of video quizzes and other activities that do not fit within one of the existing categories. I encourage you to ask questions, share resources, comment on other’s discussion posts, request office hour meeting as necessary, etc. Between attendance and participation, a full 20% of your class credit is easily obtained. Doing well in these sections will also help you learn more and therefore do better in the other assignments and likely help you remember more from the class. Please do participate!
Discussion Board Questions
Throughout the semester you will write a brief response to an assigned discussion. These discussions will either require you to do further reading or research or will ask for your opinion and reflection based on your own experiences. You must complete the assigned discussion board post by Wednesdays at 11:59 PM Eastern. You will not see other students’ posts until you post your answer.

Individual Assignments
There will be three assignments during the semester. These assignments are designed to help you apply what you are learning in the course to a research project. Additional details and instructions will be provided separately.

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. Additional details and instructions will be provided separately.

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. Additional details and instructions will be provided separately.

COURSE SCHEDULE

Please see our class Canvas page for more information. **Supplemental readings may be posted on Canvas each week even though they are not listed as action items below.** Therefore, it is imperative that you are checking Canvas every week for assigned readings.

<table>
<thead>
<tr>
<th>#</th>
<th>Week</th>
<th>Topics</th>
<th>Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 28 – June 3</td>
<td>Introduction to Course and Key Concepts</td>
<td>• Read syllabus</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Read Badke chapter 1 and 2</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Watch lecture</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete Discussion Board 1-A</td>
</tr>
<tr>
<td>2</td>
<td>June 4 – June 10</td>
<td>Finish Key Concepts; Concept Maps</td>
<td>• Read Badke chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Watch lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete DB 1-B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete DB 2-A</td>
</tr>
<tr>
<td>3</td>
<td>June 11 – June 17</td>
<td>Introduction to Research and Research Method Part I</td>
<td>• Readings on Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete DB 2-B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Watch lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assignment 1 due on June 17</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Tasks</td>
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</tbody>
</table>
| 4    | June 18 – June 24 | Introduction to Research and Research Method Part II, Background Research, and Develop Research Questions | • Read Badke chapters 4 and 7  
• Watch lecture  
• Complete DB 3-A |
| 5    | June 25 – July 1  | Search Strategies and Search Engines on Google; UT Library Sources  | • Complete DB 3-B  
• Read Badke chapters 5 and 6  
• Watch lecture  
• Assignment 2 due on July 1  
• Mid-term Attendance Check after July 1 |
| 6    | July 2 – July 8  | Primary, Secondary, and Tertiary Sources; Government and Biographical Sources  | • Read Badke chapter 8  
• Watch lecture  
• Mid-term project due on July 5th at 11:59 PM Eastern |
| 7    | July 9 – July 15 | Evaluating Sources: Fake News; References, Text Citations, and Bibliographic Software Tools (Part 1); Plagiarism  | • Read Badke chapter 9  
• Watch lecture  
• Complete DB 4-A  
• Assignment 3 Due on July 15 |
| 8    | July 16 – July 22 | References, Text Citations, and Bibliographic Software Tools (Part 2); Plagiarism  | • Read Badke chapter 10  
• Watch lecture  
• Complete DB 4-B  
• Complete DB 5-A |
| 9    | July 23 – July 29 | Open (Catch up or student requested topics)  | • Read Badke chapter 11 and skim appendices  
• Watch lecture  
• Complete DB 5-B |
| 10   | July 30 – August 9 | Course wrap up  | • Watch lecture  
• Final Attendance Check after 8/5  
• Final project due on 8/9 at 11:59 PM Eastern |
This syllabus is a contract between student and instructor. It is imperative that students refer to this document regularly in order to maintain their understanding of instructor expectations and due dates. There may be times where the instructor deems updates to the syllabus necessary for student success. The instructor reserves the right to make those changes and will inform students of any updates in writing.

This syllabus was last updated on May 25, 2020. This version was informed by past iterations created by Cassandra Huang and others.