

ULIB 696a
Information Research Strategies for Graduate Students and Researchers
Syllabus

Course Title and Number: Information Research Strategies for Graduate Students and Researchers ULIB 696a

Description of Course

This online course is open to graduate students and researchers in all departments and disciplines. The course will provide a foundation for graduate level library research that will be approached from a multidisciplinary perspective. It will include development of higher level information research skills, such as using cited reference searching, conducting comprehensive literature reviews using a bibliographic management system. In addition, students will learn about social networking forums and applications for scholarly communities, information access policies and copyright basics.

Online Course

The course will be taught through Desire2Learn (D2L). Please consult the following information links for more information about effective use of D2L:

- Website: <http://www.d2l.arizona.edu>
- D2L student tip sheet: http://www.help.d2l.arizona.edu/tip_sheet
- D2L Help pages: <http://help.d2l.arizona.edu>
- D2L often experiences service interruptions. Please plan to have your reading and assignments done well before the due date.

Co-Instructors Information

Name: Jill Newby
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Office Hours: TBD
Teaching assistants: NA
Web information including course homepage and instructor homepage: D2L

Name: Jeanne Pfander
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Teaching assistants: NA
Web information including course homepage and instructor homepage: D2L

Course Goals and Expected Learning Outcomes

Course Goals:

This course will

- Provide graduate students and researchers with a foundation for identifying an information need and locating information for their graduate courses and research.
- Examine the legal and ethical issues of information access and use.
- Analyze the scholarly communication mechanisms for a specific discipline or interdisciplinary areas.

Learning Outcomes

Students will be able to:

- Successfully identify library services, and effectively navigate the library website

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- Demonstrate knowledge of the disciplinary information structure (flow of information, types of publications, dissemination mechanisms)
- Demonstrate knowledge and use of information sources in their discipline and related interdisciplinary areas.
- Successfully identify and apply search strategies.
- Successfully gather and share information with classmates within and across disciplines.
- Effectively manage citations using a bibliographic management program.
- Describe the elements of a comprehensive review of the literature.
- Apply ethical and legal standards in their use of information.

Course Schedule

Week 1 - Information Search Process - Intro to the Course & D2L - Orientation to Library Resources & Services

Module 1. Orientation to course and D2L

Faculty Podcast/Presentations: Overview of course and D2L

Readings/PodCasts:

Review D2L Help for Students web site - <http://help.d2l.arizona.edu/students/home>

Students will be asked to check and adjust their D2L Email settings

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View Podcast – Welcome from Your Instructors

Optional Resource:

[Graduate Students - Intro to Library Services & Resources](#) (11 min.)

Module 2. Information Search Process

Faculty Podcast/Presentation: Kuhlthau's information seeking behavior model (ISP)

Readings/Podcasts:

Carol Collier Kuhlthau: The Information Search Process -

http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm

Assignment:

Using the ISP model, Students will be asked to describe their weakest and strongest stages in the research process and why.

Discussion for Week 1:

Students will introduce themselves to classmates and instructor (including major, what they want to get out of this course, how they feel when starting research)

Week 2 - Information Ecology

Faculty Podcast/Presentation: Information seeking; dissemination of knowledge; types of disciplinary research communication.

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Reading:

Darnton, Robert. 5 myths about the information age. *Chronicle of Higher Education*, April 17, 2011.

Discussion:

Students will be asked at the beginning of this unit to discuss: "What does research look like in your discipline?"

Assignment:

1. Students will interview a faculty member in their discipline and ask them about their information seeking practices and how they disseminate their research findings.
2. Students will identify a major researcher in their discipline and answer questions about what kinds of publications/other means of communication the researcher uses to disseminate research findings. Students will also identify major publications and other information resources essential for their discipline.
3. Students will be asked to identify their research interest or interests. Students will be asked to reflect on Assignments 1 & 2 and how this new learning has influenced their plans for research and dissemination of research findings?

Week 3 – Identifying a Topic – Effective Database Searching Techniques and Database Functionality

Module 1 Identifying a Topic

Faculty Podcast/Presentation: Developing a research topic

Resources: The following resources are optional and available for your review.

- 2 [Concept Mapping Word Document](#)
3. [Where Do I Start?](#)
4. [Creating a Research Question \(PDF\)](#) [Word Document](#)
5. [Developing a Library Research Strategy](#)

Assignment:

[Mind Mapping Your Topic.](#)

Using the mind mapping tool, students will be asked to describe how they developed two or three research topics they are interested in pursuing for a class project, or a thesis or dissertation.

Module 2. Effective Database Searching Techniques and Database Functionality

Faculty Podcast/Presentation: Search Strategy; Database functionality and features

Tutorials:

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1. [How to Search Effectively](#)
2. [Search Strategy Builder](#)
3. [Academic Search Complete Tutorial](#) (ASC)
4. [Catalog Tutorial \(UA Library\)](#)

Assignment:

Students will search Academic Search Complete (ASC) and the Library Catalog using a search statement they develop using the Search Strategy Builder. They will be asked to include all iterations of their search strategy. Students will be asked to provide 5 relevant citations from each of the two databases; ASC and library catalog.

Introduce Course Project (see Week 10 for description)

Resources identified each week will be incorporated into the research guide.

Introduce Management of Search Results. Introduce mobile apps, such as DropBox, Read It Later, Evernote, mobile versions of WorldCat and other databases, etc.

Week 4 Citation Management & Multidisciplinary Databases

Module 1. Citation Management

Faculty Podcast/Presentation: Characteristics of reference management programs; introduction to RefWorks, EndNote and Zotero

Tutorials:

[Which is the right Citation Manager for You?](#) ((Univ of Wisconsin Libraries, Madison)

[Comparison of Citation Manager Software](#) (Univ of Wisconsin Libraries, Madison)

[Test Drive RefWorks](#) (2 min)

[EndNote Guide:](#)

[Zotero – Quick Start Guide](#)

Students will be asked to select a citation management program for the course. They will be encouraged to use the discussion feature in D2L to help each other with learning and navigating the chosen citation management program.

Module 2 Multidisciplinary Databases

Faculty Podcast/Presentation: Intro to JSTOR, WorldCat Local, Web of Science

Tutorials: Side-by-side tutorials for JSTOR, WorldCat Local, Web of Science

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Assignment:

Students will search and import 3 citations from each of the multidisciplinary databases into the citation manager. They will create a bibliography and download and paste into the assignment.

Week 5 Disciplinary Databases - Intro to Literature Reviews

Module 1 - Disciplinary Databases

Faculty Podcast/Presentation: How to identify relevant disciplinary databases, print indexes, and disciplinary guides to the literature

Tutorials:

Review appropriate database tutorials listed next to the database link on the *Articles & Databases* page. If a tutorial is not available, connect to the database and explore the online help/tutorials available on the database website.

Assignment:

Identify at least 4 relevant disciplinary databases/print indexes and give a rationale about their research value. Compare the disciplinary databases according to a list of criteria provided by the instructor. Locate additional information resources using UA Library Subject Guides, research advisor or the instructor.

Module 2 – Introduction to Literature Reviews and Knowing when you have found enough Information

Faculty Podcast/Presentation: Knowing what a lit review is; departmental requirements, if applicable; knowing when you have enough information.

Tutorial:

Research and Writing Literature Reviews <http://www.library.arizona.edu/help/tutorials/litreviews/whatis.html>

Discussion:

Students will describe their department's requirements concerning a lit review for their theses/dissertation.

Assignment:

Students will locate a review of the literature article in one of their major disciplinary journals. Students will be asked to identify with examples the key elements of the lit review article.

Knowing when you have enough information

Checklist for knowing when literature review is complete

Check-in about progress on course project

Week 6 Digital Repositories and Web-Based Resources

Faculty Podcast/Presentation: Digital Repositories and web-based resources, such as Google Books, Google Scholar, CRL, Hathi Trust, National Digital Libraries/Catalogs and online archival collections.

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Readings:

“Google who?” *Inside Higher Ed* March 28, 2011:

http://www.insidehighered.com/news/2011/03/28/new_library_tools_could_improve_digital_search_retrieval_services_despite_rejection_of_google_books_settlement

Assignment:

Comparison of Google Scholar with a disciplinary database using the criteria developed earlier for evaluating databases. Using the Library Subject Guides to identify at least two digital collections/search engines applicable to the student’s research topic and compare to disciplinary databases already identified. Using the Web of Knowledge students will need to identify at least two key authors in their research field. Students will describe their search strategy and process to identifying these authors.

Week 7 – Information Cycle and Scholarly Communication

Module 1. Information Cycle

Faculty Podcast/Presentation/Concepts:

Flow of information, open access to information

Tutorials:

Information Cycle YouTube video or web chart

Readings:

Ucak, Nazan Ozenc and Al, Umut. The Differences Among Disciplines in Scholarly Communication: A Bibliometric Analysis of Theses. *Libri* 59(3):166-79 2009.

Notess, Greg R. The changing information cycle. *Online*, 28 (5):40, Sept-Oct 2004.

Lindholm-Romantschuk, Ylva. Scholarly book reviewing in the social sciences and humanities : the flow of ideas within and among disciplines. Contributions in librarianship and information science, no. 91. Westport, Conn. : Greenwood Press, 1998.

Assignment:

Students will be asked to create a graphic description of the flow of information in their discipline.

Example: <http://www.lib.washington.edu/uwill/infocycle.htm>

Module 2. Scholarly Communication

Faculty Podcast/Presentation: author’s rights, open access, digital scholarship, intro to jigsaw assignment below

Tutorials:

[Open Access 101, from SPARC](#) A short video (3 min)

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Author's Rights: <http://blip.tv/file/743274/> (3 min)

Open Access Journals: <http://www.createchange.org/modes/openaccess.shtml>

Alternatives to commercial publishers and tenure/promotion issues

<http://www.createchange.org/cases/rewards.shtml>

<http://www.createchange.org/modes/researchers.shtml>

Busting OA Myths – Open Access and Scholarly Communication. (UNC Health Sciences Library)

<http://guides.hsl.unc.edu/content.php?pid=121319>

Readings:

[Revised Policy on Enhancing Public Access to Archived Publications Resulting from NIH-Funded Research.](#) NIH

Select and read the comments from a researcher about how scholarly communication is affecting their discipline:

<http://www.createchange.org/cases/scholars/>

Assignment:

Students will be assigned to one of the tutorials listed above and summarize for the class in the discussion forum. Students will be encouraged to read and comment on the summaries of other readings by classmates. (This is optional)

In addition, students will choose one of the following to complete:

Students will be asked to summarize the open access policies/activities of a major association/society in their discipline.

Students will be asked how are digital and open access journals been accepted in your discipline (for tenure or promotion, etc.).

Week 8 – Academic/Research Networking and Collaboration Tools

Faculty Podcast/Presentation:

Research/Academic social networking and collaboration tools

Readings:

- Zaugg, H., West, R. E., Tateishi, I., & Randall, D. L. (2011). Mendeley: Creating Communities of Scholarly Inquiry Through Research Collaboration. *TechTrends: Linking Research & Practice to Improve Learning*, 55(1), 32-36. doi:10.1007/s11528-011-0467-y

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- Greenhow, C. (2009). Social Scholarship: APPLYING SOCIAL NETWORKING TECHNOLOGIES TO RESEARCH PRACTICES. *Knowledge Quest*, 37(4), 42-47. Retrieved from EBSCOhost.
- Why Web 2.0 is Failing in Biology. By David Crotty. 2008.
<http://cshbenchmarks.wordpress.com/2008/02/14/why-web-20-is-failing-in-biology/>

Discussion:

Students will be asked to post a summary of key points from a blog post from Prof Hacker (*Chronicle of Higher Ed*) about networking/collaboration tools. Students will comment on their opinion regarding the blog post.

Assignment:

Students will select a research/academic social networking tool and submit a written description about the tool and its functions.

Week 9 - Ethical & Legal Use of Information & Preventing Plagiarism

Module 1

Faculty Podcast/Presentation: Copyright, Fair Use, and Plagiarism

Tutorials:

[Fair Use and Copyright in Instruction](#) (interactive tutorial from UA Libraries – 10 min)

[Fair Use Checklist](#) (UA Office of the General Counsel)

[Fair Use Evaluator](#) - To evaluate if you are using the Fair Use doctrine appropriately, try this. Developed by UA Librarian, Michael Brewer for the American Library Association (ALA) Office for Information Technology Policy.

Assignment:

Students will be presented with 3 scenarios that involve copyright issues for students, instructors, and creators of works. They will need to determine whether or not they will need to get permission to use a specific creative work. They will need to justify their answers by using the Fair Use Checklist and Copyright definitions.

Module 2 – Preventing Plagiarism

Resources:

[Research and Documentation Online](#) – Examples of citation style formats and sample papers in APA, Chicago and MLA citation styles.

[OWL Online Writing Lab: Quoting, Paraphrasing and Summarizing](#) - Purdue University Online Writing Lab

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Tutorials:

[UA Code of Academic Integrity](#)

[Avoiding Plagiarism](#)

Reading:

Dante, Ed. "The Shadow Scholar." *The Chronicle of Higher Education*. Nov. 12, 2010. Available at:
<http://chronicle.com/article/The-Shadow-Scholar/125329/> -- also read comments section

Discussion:

Students will respond to the *Chronicle* article (including comments) in terms of their own experiences as students and teaching assistants. Students will also need to include in their response a solution to paper mills/plagiarism.

-Pair students for the peer review assignment in Week 10.

Week 10 – Course Conclusion - Presentation on course project, reflection, peer review of course project

Final Project Due at beginning of Week 10

Students will submit a research guide that will include the following categories of resources: Databases; Reference sources; Web Sources; Literature Review (Selective Bibliography); Disciplinary Organizations; Core Authors in Disciplinary Area

The instructors will provide a template for the Research Guide using a Web 2.0 tool to be determined, such as Google sites, course guides, RefWorks, WordPress, and Mendeley

End of Course Reflection (10 pts.)

Relate to the Information Search Process – ask the 4 Kulthau questions again at the end of the course (info search process - areas of weakness – strength)

Peer Review (Discussion format) (10 pts.)

In pairs, students will provide a critique of the partner's research guide. The critique will only be available to the partner and the instructors. The instructors will create the template for the peer review.

Course Methodology

The course will include the following methodologies:

- Student collaboration and group work
- Faculty Interviews
- Research assignments
- Podcasts

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Readings
Discussion questions
Online tutorials

Required Texts

Course readings will consist of journal articles, blog postings, and other full-text linked material. All readings will be required and all readings will be available through web links or scanned materials listed on the course site.

Required or Special Materials

Students must have the latest version of Flash installed on their computers.

Required/Recommended Knowledge

Basic computer and internet skills are required.

Grading Policy

Letter grades will be awarded as follows:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
E = 0 - 59%

Grades are based on the following:

Assignments: 15 assignments @ approx 20 pts = 300 pts
Discussions: 7 discussions @ 10 pts = 70 pts
Final Project: 130 pts
Total: 500 pts

Feedback on assignments and discussions will be given through D2L to students individually through written comments. Feedback will be given within 7 days after submission.

Assignments/Participation/Final Project Submission:

All assignments, discussions, and the final project should be submitted on the due date. Late submissions will receive a 20% deduction of the total points for the assignment or project. Assignments submitted later than **one week after the due date** will not receive any credit. Students are responsible for assuring proper delivery of their assignments/final project.

Assignment Format

All assignments and discussions will be shared through the D2L course site.

Participation/Attendance

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Taking an online course can be quite different from taking a traditional course. In order to get the most out of this course you should log in at least twice a week instead of completing an entire unit in one sitting. You should also set aside specific study times so that you don't leave things until the last moment.

Class Conduct

All UA students are responsible for upholding the Student Code of Conduct, which can be read online at <http://deanofstudents.arizona.edu/policiesandcodes/studentcodeofconduct>.

Special Needs and Accommodations

Students who need special accommodation or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, <http://drc.arizona.edu/>. You must register and request that the Center or DRC send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment or during office hours to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. *The need for accommodations must be documented by the appropriate office.*

Student Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/codeofacademicintegrity>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/ferpa/default.htm>

Subject to Change Statement

Information contained in the course syllabus may be subject to change with advance notice, as deemed appropriate by the instructor.