LIS 2005: Library & Internet Research Skills (Global Citizenship Cohort)
Instructor: Lily Todorinova
Room: CIS 2028
Time: T & R 2:00pm-3:15pm

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Phone: (813) 974-1578
Office: LIB 112B
Office Hours: Wednesdays 2-4

Course Description:

LIS 2005, Library and Internet Research Skills (Global Citizenship Cohort), provides an introduction to research and critical thinking skills, which include: how to identify, select and evaluate appropriate printed and internet-based documents and databases to answer information-based needs within a global context. The course will require students to reflect upon the ways in which the information literacy skills they’ve acquired provide a foundation for both global citizenship and lifelong learning.

Course Objectives

• Locate, access, select, and use appropriate resources in order to conduct academic research
• Develop and refine a research topic of global or international importance and create a research strategy for investigating it
• Evaluate information and distinguish between different formats of information
• Understand the scholarly process
• Understand how information and knowledge are affected by cultural, political and economic factors
• Gain awareness of current issues concerning the dissemination and use of information in a global context

Textbook (required):

• Additional readings and activities are on the Blackboard website for this class, accessible through MyUSF at https://learn.usf.edu/.
• All students must have an active USF e-mail account. Students will also need a USF Network ID to use the Blackboard website. See http://www.acomp.usf.edu/portal.html for further information.
• If you regularly use another email other than your official USF email address you may want to forward your USF email to that address. See https://una.acomp.usf.edu/ for information
Class Policies:

- **Attendance/Participation**: In this course there are regular readings, discussions, exercises, quizzes, and team assignments due each week. In order to be successful in this course, you must attend and **participate fully** in all of these. Also, expect to spend an average of 12 hours per week on course-related work. This includes attending class, assigned readings & tutorials, and completing assignments, quizzes & exams.
- This course will be held in a computer-equipped classroom. However, unless you are instructed to, **do not use the computers during lecture**.
- **Quizzes will cover class lectures and readings assigned as homework**.
- **The Research Portfolio will be the major course assignment**. You will be expected to complete it in 3 phases, **incorporating my feedback, as well as the feedback of your classmates, into several revisions**. Your portfolio will be graded on the quality and quantity of these revisions and your overall progress.
- All of the class content will be accessible through BlackBoard. **You are expected to log into BlackBoard often, and use the course management system for turning in all assignments and quizzes, as well as accessing supplemental materials**.
- Technical computer or connection issues are not an acceptable excuse for consistently missing assignment due dates. **It is your responsibility to find equipment that works from off campus or from a computer lab on campus**.
- All dates and policies are subject to change at the instructor's discretion, or as required by other circumstances.
- **If you have any questions, please stop in during my regular office hours, or by appointment. My office is on the first floor of the library, LIB112B.**

### Points Distribution

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance, Participation</td>
<td>60</td>
</tr>
<tr>
<td>Team Assignments</td>
<td>180</td>
</tr>
<tr>
<td>Quizzes</td>
<td>70</td>
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<tr>
<td>Portfolio Phase I</td>
<td>50</td>
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<tr>
<td>Portfolio Phase II</td>
<td>140</td>
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<tr>
<td>Final Research Portfolio</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>700</strong></td>
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### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96.9%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<tr>
<td>C+</td>
<td>77-79.9%</td>
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<tr>
<td>C</td>
<td>73-76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9%</td>
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<tr>
<td>D+</td>
<td>67-69.9%</td>
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B  83-86.9%  D  63-66.9%
B- 80-82.9%  D- 60-62.9%
F  less than 60%

As of Fall 2009: In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor Blackboard site for each class for course specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

Any student with a disability is encouraged to meet with his or her instructor during the first week of class to discuss accommodations. Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services which is a prerequisite for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks notice. All course documents can be made available in alternate format if requested in the students Memorandum of Accommodations. (Revised 5-14-2010)

**Description of Assignments:**

- There will be several homework assignments each day. These will be readings, videos, tutorials, or other. You will be expected to complete them and be able to discuss them before the **next class time**. Information from these activities will be a large part of the quizzes, as well as your participation grade.

- Class participation and active contribution to team work will account for a large percentage of your grade. You will be expected to contribute to class discussions daily, as well as meet with your group outside of class time to complete assignments. You should also meet with myself and the class TA (Sylvia Martinez) during our office hours on at least a few occasions during the semester.

- If you need to be absent, communicate with me **before** the class time affected. Absences will only be excused upon my discretion.

- **There will be 8 quizzes** (in BlackBoard), but only 7 will count toward the final grade. The lowest quiz grade will be dropped. These are "open book" and will be based on materials the lectures of the previous class session and the readings and the other activities assigned as homework. They will vary in length and difficulty.

- **There will be 6 team assignments** You are expected to form your own 3-4 person teams and **actively** contribute in all aspects of the work.

- **Individual research portfolio**: this is your main class project. It will be graded in 3 phases. A full description of this assignment will be available in BlackBoard.

  **Late assignments will NOT be accepted.**
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topics, Assignments Due, &amp; Homework</th>
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</table>
| 1    | 8/23 | **Topic:** Introductions, Course Philosophy, Syllabus  
**Homework:**  
- Read Badke *Chapter 1*  
| 2    | 8/25 | **Topic:** Introduction to Information  
***DUE: QUIZ 1 (Information Literacy Survey)***  
**Homework:**  
| 2    | 8/30 | **Topic:** Information Literacy  
**Homework:**  
- Information cycle video: [http://www.youtube.com/watch?v=898CmcAam0s](http://www.youtube.com/watch?v=898CmcAam0s)  
| 3    | 9/1  | **Topic:** Production of Information/The Scholarly Process  
**Homework:**  
- Work on Team Assignment 1: Photo Narrative  
- Read Badke *Chapter 4* |
| 3    | 9/6  | **Topic:** Using the USF Library  
Susan Silver (meet on the 2nd floor of the library, Room 209)  
***DUE: QUIZ 2 (Information)***  
**Homework:**  
- Watch tutorial: [http://www.twu.ca/library/Flash_Tutorials/informational_research/informational_research.htm](http://www.twu.ca/library/Flash_Tutorials/informational_research/informational_research.htm) |
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| 9/8  |     | **Topic:** Organization and Access of Information  
LC Classification, the Library Catalog  
**Homework:**  
• Read from *The Bedford Reader*, Chapters 2 & 3: “The Writing Process” and “Academic Writing” (excerpts in BlackBoard) |
| 4    | 9/13| **Topic:** The Research & Writing Processes  
***DUE: QUIZ 3 (The Scholarly Process & Using USF Libraries)***  
**Homework:**  
• Read Badke, *Chapter 2 & Appendix I* (p. 223-257)  
• Read “There’s Nothing on my Topic!” Using the Theories of Oscar Wilde and Henry Giroux to Develop Critical Pedagogy for Library Instruction. Elisabeth Pankl and Jason Coleman (from *Critical Library Instruction* in BlackBoard)  
• Read from *The Bedford Reader*, “Elements of Argument” (excerpts in BlackBoard) |
| 9/15 |     | **Topic:** Developing a Research Question  
Concept Mapping, Arguments and Claims, Formulating a Thesis  
**Homework:**  
***Research Portfolio Assignment Distributed*** |
| 5    | 9/20| **Susan Ariew**  
***DUE: QUIZ 4 (LC Classification)***  
**Topic:** Reference Sources & Wikipedia  
**Homework:**  
• Read Badke, *Chapter 5* (pp. 89-94) |
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<th>Week</th>
<th>Day</th>
<th>Topics, Assignments Due, &amp; Homework</th>
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<tbody>
<tr>
<td>9/22</td>
<td></td>
<td>Sylvia Martinez and LeEtta Schmid</td>
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<td></td>
<td><strong>Topic:</strong> Locating, Accessing, and Evaluating Sources</td>
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<td>Books &amp; E-Books, ILL</td>
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<td><em><strong>DUE: Team Assignment 1: Photo Narrative of USF Libraries</strong></em></td>
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<td><strong>Homework:</strong></td>
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<td>• Read Badke, <em>Chapters 3 &amp; 5</em> (pp. 94-120)</td>
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<td>6</td>
<td>9/27</td>
<td><strong>Topic:</strong> Locating, Accessing, and Evaluating Sources</td>
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<tr>
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<td>Databases (Journals)</td>
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<td><strong>Homework:</strong></td>
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<td>9/29</td>
<td></td>
<td><strong>Topic:</strong> Locating, Accessing, and Evaluating Sources</td>
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<td>Databases (Other Periodicals)</td>
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<td><strong>Homework:</strong></td>
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<td><em><strong>DUE on Friday Sept 30th: QUIZ 5 (Research Topic Formulation)</strong></em></td>
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<td>7</td>
<td>10/4</td>
<td><strong>Topic:</strong> Locating, Accessing, and Evaluating Sources</td>
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<td>Effective database and search engine strategies (Part 1)</td>
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<td><strong>Homework:</strong></td>
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<td>• Work on <em>Team Assignment 2: Locating and Evaluating Academic Articles</em></td>
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<td>• Readings, activities (TBA)</td>
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<td>Week</td>
<td>Day</td>
<td>Topics, Assignments Due, &amp; Homework</td>
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| 10/6 | Topic: Locating, Accessing, and Evaluating Sources  
Effective database and search engine strategies (Part 2: LAB)  
Homework:  
- Read Prose, “What Words Can Tell” (in BlackBoard)  
- Read Badke Chapter 8 |
| 8 10/11 | Topic: USF Libraries Special Collections Tour and Talk (meet on the 4th Floor of the Library)  
Mark Greenberg: “The Information Politics of Genocide” (Florida Studies Room)  
***DUE: Phase I of Portfolio***  
***DUE: QUIZ 6 (Database Searching I)***  
Homework:  
- Read Badke Chapters 9 & 10  
- Read from The Bedford Reader, “Responding to a Text” and “Integrating Source Material” (in BlackBoard) |
| 10/13 | Topic: Locating, Accessing, and Evaluating Sources  
Reading texts critically  
Homework:  
- In BlackBoard |
| 9 10/18 | Topic: Ownership of Information: Citation Conventions (APA, MLA, Chicago, Others)  
Homework:  
| 10/20 | Topic: Ownership of Information: Copyright and Plagiarism  
***DUE: Team Assignment 2: Locating, Reading, and Evaluating Academic Articles***  
Homework:  
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Privacy-Matters-Even-if/127461/</strong></td>
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| 10   | 10/25| **Topic:** Government Information Resources  
Homework: TBA |
| 10/27| Topic: Peer Review Workshop on Phase II  
**Homework:**  
| 11   | 11/1 | **Topic:** The Politics and Economics of Information  
Nancy Cunningham  
***DUE: QUIZ 7 (Database Searching II)***  
***DUE: Team Assignment 3: Citing in APA***  
**Homework:**  
- Readings, activities (TBA) |
| 11/3 | Topic: Privacy and Information Control  
**Homework:**  
- Read Grossman, “Iran’s Protests: Twitter, the Medium of the Movement”: [http://www.time.com/time/world/article/0,8599,1905125,00.html](http://www.time.com/time/world/article/0,8599,1905125,00.html)  
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| 12   | 11/8| **Topic:** New Technologies and the Freedom of Information  
Facebook, Wikipedia, Twitter  

***DUE: Team Assignment 4: Peer Review of Phase II of Team's Portfolios***  
Homework: TBA |
| 11/10| Topic: Doing Research While Abroad  
Musa Olaka  
Homework: TBA |
| 13   | 11/15| **Topic:** Information Resources on Other Countries  
Homework:  
• Work on Team Assignment 5: Researching a Country  
• Readings, activities (TBA) |
| 11/17| **Topic:** Information Ethics  
***DUE: QUIZ 8 (Readings, Lectures)***  
Homework:  
• Read Bush, “As We May Think”: http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/3881/ |
| 14   | 11/22| **Topic:** LAB (meet in LIB 209)  
***DUE: Group Assignment 5: Researching a Country of Your Choice***  
***DUE: Portfolio II (with incorporated Peer-Review)***  
*Make appointments for individual conferences on portfolio progress with myself, Sylvia, or Krystal.* |
| 11/24| NO CLASS: THANKSGIVING HOLIDAY |
| 15   | 11/29| **Topic:** Presentations  
***DUE: Group Assignment 6: Presentations of Assignment 5*** |
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<tr>
<th>Week</th>
<th>Day</th>
<th>Topics, Assignments Due, &amp; Homework</th>
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<tbody>
<tr>
<td>12/01</td>
<td>Topic: Wrap up, course evaluations TBA</td>
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<tr>
<td>16</td>
<td>12/06</td>
<td><em><strong>DUE: Phase III of Research Portfolio</strong></em></td>
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