UCOR100: Research and Information Skills Lab
Fall 2016 at Duquesne University
Section: 01   Class Location: 435 Fisher Hall   Class Times: T 1:40-2:30pm
Instructor: Erin K. Johns Speese   Phone: 412-396-1531
Office Location: 632 College Hall   E-mail: speesee@duq.edu
Office Hours: TR 8:45-9:15am, T 2:30-3pm, Th 1:30-3pm, by appointment
          Note: You need to arrive at office hours at least 15 minutes before the end time.

Course Description
The goal of this course is to provide you with the basic skills required to perform academic research. These skills are necessary for success at Duquesne University, and while they will be further developed throughout your academic career, this course provides a foundation of information literacy skills, including defining your information needs, conducting research effectively, and evaluating your research results. You will also learn about ethical issues relevant to using sources in projects and papers, including academic integrity, copyright, and citation.

Learning Outcomes
Upon completion of this course, you should be able to:
- Describe how to use information ethically in an academic setting.
- Access Gumberg Library's services and collections (electronic and print).
- Find scholarly resources related to your coursework.
- Evaluate the quality of information you find.

Course Materials
The readings for UCOR 030 have been adapted under a Creative Commons License from the Open SUNY textbook *The Information Literacy User's Guide* by Deborah Bernnard, Greg Bobish, Daryl Bullis, Jenna Hecker, Irina Holden, Allison Hosier, Trudi Jacobson, and Tor Loney from 2014. The book was inspired by The Seven Pillars Model (2011) created by the Society of College, National and University Libraries and by the metaliteracy model developed by Trudi Jacobson and Thomas Mackey. Readings and assignments will be posted on Blackboard.

Note on the Syllabus
Your syllabus is your lifeline to this course. It includes all the policies, schedule of work, and the majority of the assignments for the semester. You should bring a copy to EVERY class. If you should lose your copy, you can print off a new one from our blackboard page.

Technology Requirements
You need access to a computer connected to the Internet, and a Web browser that meets Blackboard's requirements. You also need *Adobe Acrobat Reader* 10.1 or higher. Free downloads are available at the producers' websites.

This course assumes students have access to Word and Excel. Office 2010 is available at most CTS computer labs and in Gumberg Library. Assignments should be submitted through Blackboard in a file format that can be read in Office 2010. Acceptable file formats are: *.doc* and *.docx*.

Stop! Think Green. Please don't print me.

Submitting Assignments via Blackboard
Please upload assignments on Blackboard as a document, not copied and pasted into the submission field. **Assignments submitted through Blackboard should include your last name, then your first name, and then the name of the assignment in the filename.**

Document Storage: You will need to save a backup of the assignments you work on and upload to Blackboard in class. You can bring a portable storage device (e.g., a "thumb" drive), or you can save assignments to cloud storage (Dropbox or OneDrive, for example).

Note: *Lack of access to your own computer is not an excuse for missing an assignment or e-mails from your instructor.*

Grade Distribution
Participation/In Class Assignments-10%
Worksheets-10%
Lessons 1-8 Assignments-25%
Annotated Bibliography-30%
Syllabus Assignment-25%

*Note: Annotated Bibliography and Syllabus Assignment must be completed to pass the course. **For your own protection, you must keep all work that you produce for this class—including all graded work and in-class notes—until the end of the term.**

Course Policies
Instructional Method
UCOR 030 requires hands-on practice of the skills explored in the readings and in class. While the course will contain some lecture material, students will spend much class time in groups or individually working on in-class assignments.

Participation
To receive points for in-class assignments, students must participate in discussion, group work, and individual assignments as they are required. Students are expected to be respectful and attentive. Any student who does not participate, is not present in class, or is disruptive will not receive credit for in-class work.

Attendance Policy and Withdrawals
Since UCOR 030 meets only fourteen times, attendance to every class is required. However, I do understand that certain life events might make missing class necessary, including illness, personal emergency, or active military duty. To that end, a student may miss up to 1 class without affecting the attendance policy. If you miss 2 classes, the student's final grade will be dropped by **ONE grade level**. At **3** absences, the student **automatically fails the course**. In addition, excessive tardiness will result in an "F" in your in-class participation grade, which is 10% of your overall grade for the course. If you wish to withdraw from the course, consult your advisor; deadlines are listed in the Academic Calendar.

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PLEASE NOTE: You are expected to be in class every single day. The attendance policy is meant to accommodate emergencies and illnesses. **These are NOT skip days**. Let me repeat. These are only to be used for emergencies.

Late Work:
As a rule, I do not accept late work except under extreme emergency situations. Work is due at the beginning of class on the listed due date. **If you come to class late and the assignment has already been collected, I WILL NOT accept it.** Your work should be collected, stapled/paper clipped, and ready to turn in at the start of class. Also, if you miss class, you are still responsible for any work due at the next class that you attend. Assignments, due dates, and a course schedule are all included in this syllabus, so missing class is not an excuse for missing work due at the next class that you attend.

I also **do not** accept e-mailed work for missed classes unless arrangements have been made with me in advance. **DO NOT** e-mail me the work if you are not coming to class. **I would strongly encourage you to befriend a peer in your class who you might call upon and make arrangements to turn in your work for you if you would need to miss a class.**

PLEASE NOTE: The failure of a printer to work or a computer crash does not constitute an emergency. Be sure to save your work often and in multiple locations. Dropbox.com is a great online resource where you can save your work and avoid missing work due to a computer crash.

Office Hours and E-Mail:
Office hours (listed above) provide a great chance to talk one-on-one. Please stop by to ask questions— or to just say hello. You may drop in during these times or make an appointment with me to talk about any questions or comments you have about your progress in the course. I'd be happy to talk with you via e-mail as well, and you can expect that I will respond to you (in email or in class) within 48 hours Monday through Friday.

To practice professionalism, improperly formatted e-mails are not acceptable. In every e-mail, you must have an opening remark (Dear so and so), the body of the e-mail, a closing remark (Sincerely, etc…), and your full name (first and last) written at the bottom. In addition, e-mails should be properly formatted— meaning using proper sentence structure, capitalization, and the absence of text/IM language (like **u** for **you**). **THIS IS ESPECIALLY IMPORTANT IF YOU E-MAIL FROM A CELL PHONE.** If you do not follow proper e-mail format, then you forfeit the opportunity of receiving a response from me.

Also, the syllabus contains the majority of the information that you need for this course**. Please, review the syllabus before e-mailing me a question**—especially about length requirements. If the answer to your question can be found on the syllabus, I will simply refer you to the syllabus for the first e-mail, and thereafter, I maintain the right to not e-mail you back if the information can be found in the syllabus.

Cancellations:
In the event that I would need to unexpectedly cancel class, I will contact the class via e-mail. I do commute to campus, so on days of inclement weather, especially heavy snow, be sure to check your e-mail before coming to class. If class is cancelled, I may request that you e-mail work or give information about changes in the course schedule, so if class is cancelled, you are responsible for checking your e-mail and following any included instructions before the next class.

Electronic Devices:
I embrace technology. I know that many of you will bring your syllabus to class on cell phones, laptops, or tablets. As long as they are used for course related materials (i.e., taking notes, viewing reading assignments, consulting the syllabus), these devices are free for you to use during class. Also, we will be working on computers in the classroom. Like the other electronic devices, computers should be used for class related material. **However, cell phone ringers should be turned to silent, and if any device is used for anything other than class related work, I have a one strike policy. You will immediately lose your class privileges for electronic devices, and you will receive a "0" for class participation that day. If you repeatedly violate this policy, I reserve the right to collect the device from you at the beginning of every class AND/OR to give you a "F" in participation for the <u>term</u>.**

PLEASE NOTE: <u>This applies especially to texting or answering phone calls in class. You will also receive a "0" in participation for the day for misuse. I will not notify you of the "0" for participation. You will simply receive it if your cell phone is being used during my class. Continual misuse will result in a failing grade in participation for the course. If the disruption is extensive enough for me to ask you to leave, you will also receive an absence for the day. **EVEN IF WE HAVE DOWN TIME IN CLASS OR YOU FINISH A TASK BEFORE THE REST OF THE CLASS, THE CELL PHONE SHOULD ONLY BE USED FOR CLASS-RELATED MATERIAL. KEEP IT PUT AWAY.**</u>

Academic Honesty:
Plagiarism is the inclusion of another's words or ideas as your own in a paper you submit for this class. This includes having another person write a paper for you, turning in another student's work who has previously had this class, taking any or all information, writing, or ideas from the internet without proper in-text citations and works cited entries, and pulling any information, writing, or ideas from any other type of source that is not your own work. To avoid plagiarism, you should always use proper in-text citations for all quotations (which are direct word for word quotations in quotation marks) and for all paraphrased information (which is the use of others' ideas and information, which has been converted into your own language). For specific in-text guidelines, see the documentation and citation section in your grammar handbook or visit the Perdue Online Writing Lab (OWL) on the internet.

If you do plagiarize, there are consequences for your actions. The university penalties include a "0" on an essay/portion of your grade, a failing grade for the course, suspension, and expulsion from the university. In order to avoid this, be sure to document and cite your sources clearly. If you are having particular trouble with documentation, writing, or even finding an idea for a paper, please, come and see me so that we can discuss your issue. It is far better to take a late penalty or even a "0" on an assignment than have to face sanctions from the university. I am more than happy to help you with your writing/citing in any way that I can.

For complete information on the university plagiarism policy, see the "Academic Integrity" section of the undergraduate catalog located at: http://www.duq.edu/about/administration/academic-affairs/policies-and-procedures and the UCOR statement at: http://www.duq.edu/academics/schools/liberal-arts/for-undergraduate-students/academic-programs/english/first-year-writing/ucor-academic-integrity.

Athletics
If you are involved in a university athletic program and will miss class because of it, you must bring an official list of the classes you will be missing from the athletic department in the first week of class. Moreover, ALL work is to be submitted prior to the excused absence. You are responsible for any announcements and/or class notes that you miss.

Learning Differences Support and Reasonable Accommodations
If you have any disabilities that may impact your performance in this class, please speak to me within the first week of classes. Disabilities that require accommodation must be documented by the Office of Freshman Development and Special Student Services (x6657).

Schedule of Activities and Assignments
Note: Please bring your syllabus with you to class every day.
Course Schedule Subject To Change at Instructor's Discretion

Week	Day	Date	In-Class	Homework (Due on Date Listed)
1	T	8.23	Syllabus Review; Lesson 1	
2	T	8.30	Information Ethics/Academic Integrity	Read Manage
3	T	9.6	Information Cycle	Read Scope, Information Cycle, and review Gumberg Library Website; Lesson 2 Due
4	T	9.13	Search Strategies	Read Identify; Lesson 3 Due
5	T	9.20	Evaluating Sources	Read Plan; Lesson 4 Due
6	T	9.27	Introduce PIPAP Worksheet; Article Assignment	Read Evaluate; Lesson 5 Due
7	T	10.4	Credible Sources on the Web	**PIPAP Worksheet Due**
8	T	10.11	Authority as Constructed	Read Elements of a Research Article; Lesson 6 Due
9	T	10.18	Copyright; Book Assignment	Read Gather
10	T	10.25	Introduce Annotated Bibliography; AB Worksheet	Lesson 7 Due
11	T	11.1	Work on Annotated Bibliography	**AB Worksheet Due**
12	T	11.8	Work on Annotated Bibliography	Continue work on AB
13	T	11.15	Introduce Syllabus Assignment	**Annotated Bibliography Due**
	M-F	11.21-11.25	**Thanksgiving Recess**	
14	T	11.29	Work on Syllabus Assignment	Lesson 8 Due; Continue work on Syllabus
15	T	12.6	Course Evaluations	**Syllabus Assignment Due**

Annotated Bibliography

The Annotated Bibliography is a way for you to organize your research and begin understanding how to support your own argument. The Annotated Bibliography allows you to thoroughly overview your research by getting you in the practice of paraphrasing what you read and identifying potential quotations that can later be used in either the body of your paper or endnotes.

Be sure to organize your research and thoroughly read all of your items. Also, make sure that all of your secondary sources are credible—meaning no Wikipedia or other mass produced information. All of your sources should be from academic journals or scholarly books. Do NOT use magazines, newspapers, or information found on the internet. Published information is the most thoroughly researched and reliable. Much of your research may be found electronically (through the databases on the library webpage). These sources do not count as internet sources. But, be careful that your sources are journal articles and not magazines and newspapers since databases often have all three types of sources. Do not wait until the last minute to conduct your research. Some items may need to be sent though Interlibrary Loan or E-Z Borrow. See the Tips on Research sheet below in this syllabus.

Example Annotated Bib Entry:

Heller, Lee E. "The Persistence of Difference: Postfeminism, Popular Discourse, and Heterosexuality in *Star Trek: The Next Generation*. *Science-Fiction Studies* 24.2(1997): 226-243. Print.

Heller examines gender difference in association with the popular development of self-help/relationship books (like *Men Are from Mars, Women Are from Venus*) and magazine articles found in men's and women's magazines as well as the incorporation of the same relationship themes in *Star Trek: The Next Generation* episodes. Specifically, Heller argues that the heterosexual paradigm is challenged in many *ST: TNG* episodes, only to be reaffirmed as a necessity at the end of the episodes. Heller analyzes "The Host" and "The Outcast" for their surface level exploration of homosexuality and "The Perfect" and "In Theory" for their particular emphasis on gender roles in regards to personal relationships. Ultimately, *ST: TNG* reaffirms a heteronormative sexuality that endorses traditional gender roles for men (as emotionally unavailable) and women (as domestic homemaker). Heller's argument will help to support my own reading of the episode "The Host" and intersects with my own argument about both gender structures and heteronormative sexuality in *ST: TNG*. Finally, this is a credible source, because it is published in the peer-reviewed academic journal *Science-Fiction Studies*, and the article is written Lee E. Heller whose research specializes in *Star Trek* and Science Fiction.

<u>Evaluation</u>

Your Annotated Bibliography must meet the following minimum requirements in order to PASS:
- ☐ A creative title. (This may or may not be the title for your Final Research Paper. It can be the same as that of your paper proposal.)
- ☐ **8 ENTRIES** that include both an MLA works cited citation AND an Annotation.
- ☐ Annotations for every entry include the following:
- ☐ A summary of the main argument and ideas of the source.
- ☐ Indicate how the source will be used to support your overall argument. (Be very specific.)
- ☐ Evaluate the source in terms of credibility.
- ☐ Use Modern Language Association's (MLA) Guidelines for documentation. (See your *Easy Writer* for examples and specifics outside of what we discuss in class.)
- ☐ Entries are arranged alphabetically by author or first word in the entry according to MLA style.
- ☐ Vary syntax, sentence structure, and maintain a formal/informative tone.
- ☐ Edited/proofread all Works Cited entries and annotations for grammar, punctuation, and spelling.

Deadline: November 15, 2016

Syllabus Assignment

In both this class and in UCOR 101, we have discussed the rise of the online syllabus genre, looking especially at the Beyoncé *Lemonade* syllabus and the *Roots* syllabus created through a Twitter Hashtag. For your final assignment in UCOR 100, I am asking you to design an online syllabus for one of the texts or authors that you have read in ANY of your AMOR courses this semester. Pick a text or writer that you like and about whom you would enjoy learning more about. (The only text that is off limits is Beyoncé's *Lemonade* as we have already looked at a syllabus for it.)

I ask that you use a blogging website to design and post your syllabus (i.e., Wordpress, Blogger, etc…). You will need to compile multiple sources and either upload direct links to content or to where content can be purchased. Remember, you do not want to violate copyright and make copyrighted material available. In these cases, you will need to simply make a link to the content. For images that you find online, you should include direct links or citations to original source material. For this assignment, you will need to find the following number and types of sources:

- 3 Websites
- 10 Credible Online Articles
- 2 Scholarly Books
- 2 Scholarly Journal Article
- 4 Related Popular Culture Items

You will compile these sources and present them on a syllabus that should be informative AND aesthetically pleasing. Be sure to think about the best way to compile and present your information, and you are allowed to include more sources than required so long as you meet the minimum requirements.

Finally, I would ask that you also include a page with a reflection on your syllabus, discussing the information you have found, the way you have presented it, and what you would like the audience for your syllabus to learn from interacting these sources. In essence, what is it you hoped to educate your audience about and what should your audience take away from your "course"? These written reflections should be at least 500 words and should be a separate page on your website.

Evaluation

Your Syllabus Assignment should meet the following minimum requirements in order to PASS:
- ☐ Care has clearly been given to the design and layout of information.
- ☐ Has included all of the above listed genres along with the correct amounts.
- ☐ Attention has been paid to the organization of both the content and the overall syllabus.
- ☐ The syllabus is user friendly and easy to follow.
- ☐ Included a 500 word or more reflection.
- ☐ Reflection discusses your information, your intent, your presentation, and your intended education for your audience.
- ☐ Use Modern Language Association's (MLA) Guidelines for documentation. (See your *Easy Writer* for examples and specifics outside of what we discuss in class.)
- ☐ Credit has been given to all sources, including images.
- ☐ Links are hyperlinked.
- ☐ Attention to writing, avoiding typos, major grammatical errors, and clearly proofread/edited

Deadline: December 6, 2016