UCOR 100: Research and Information Skills Lab  
Fall 2017 at Duquesne University  

Section:   Class Location: Gumberg Library 408   Class Times:

Instructor:   Office Hours:   Phone:  
Office Location:   Email:  

Course Description
This course will help you develop new critical thinking and lifelong research skills, which can be applied during your time at Duquesne University, in everyday life, and in your chosen career. You will have the opportunity to complete hands-on information literacy projects with the ultimate goal of working with a team to create an attractive and informative research portfolio.

You will discover how different information sources (including books, journal articles, magazines, pamphlets, websites, and primary sources) may be appropriate for different purposes, and why it is essential to evaluate information sources by questioning the author’s motives and the source’s purpose.

This course will empower you to make choices about your personal and professional uses of information and simultaneously challenge you to have a skeptical lens for spotting fake news, exaggerated statistics, and misinformation. As a class, we will also explore the ways certain perspectives have traditionally been rejected by academic research, and seek a way to attain the best information for our purposes, regardless of the format in which it appears.

Learning Outcomes
After taking this course, you should be able to:

- Define scholarship as conversation
- Evaluate sources with an understanding of context
- Recognize that information has value and use information ethically
- Search strategically in a flexible and exploratory manner
- Assess the fit between an information source and information need

Course Materials
Readings and tutorials have been created by librarians; many of these readings have been created at Gumberg, and some have been created by librarians at other academic libraries, shared under a Creative Commons license.

Readings, videos, tutorials, and assignments will be posted on Blackboard.

BYOD
This is a bring your own device classroom. You will need to have a laptop or tablet with a WiFi connection and word processing capabilities. Anyone without their device will not be able to complete class assignments. If this is an issue for you, please contact me immediately.
Grading Scale
The grading scale for this course is as follows:

- 93-100% A
- 77-79.9% C+
- 90-92.9% A-
- 73-76.9% C
- 87-89.9% B+
- 70-72.9% D
- 83-86.9% B
- Less than 70% F
- 80-82.9% B-

Point Distribution
To be completed by instructor

Course Policies

Instructional Method
UCOR 100 requires exploration of the ideas found 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 100 meets only seven times, attendance to every class is required. If you are unable to attend class due to illness or other extenuating circumstance, please contact me prior to class. Excused absences are permitted for students with signed documents from a health care professional. You are expected to contact me to make up any missed assignments; make up work will be at my discretion. If you wish to withdraw from the course, consult your advisor. Deadlines for course withdrawal are listed in the Academic Calendar posted by the Office of the Registrar.

Late Assignments
I will not accept late assignments without an excused absence. This includes in-class assignments and quizzes completed in class.

Academic Integrity
All individual assignments in this course should be the product of your own efforts. Any instance of plagiarism or cheating will result in a minimum penalty of a failing grade for the assignment and a potential penalty of failing the course. Please review the definition of plagiarism in Duquesne’s Academic Integrity Policy.
Submitting Assignments via Blackboard
Please upload assignments on Blackboard as a document, not copied and pasted into the submission field. Only Word-readable documents will be accepted. Pages files will not be accepted.

E-mail
Please check your Duquesne personal e-mail account frequently (including your junk mail), since this is the method of e-mail communication used in this course. Do note that some messages from me may be in your junk mail folder; you will still be responsible for reading those messages. Please remember that e-mail communication with me should be professional and respectful. I try to respond within 24 hours on weekdays. If you have e-mailed me and have not received a response, please e-mail again and/or give me a call.

Extra Help
If you need help outside of class, or if you find you are falling behind, please contact me. I will be glad to meet with you and provide individual help with the course, so do not hesitate to ask.

Accessibility
Duquesne University is committed to providing all students with equal access to learning. If you think you have a disability requiring accommodations, you must register with the Office of Disability Services in 309 Duquesne Union (412-396-6658) in order to receive reasonable accommodations in this course. Once a disability is officially documented at Duquesne by this office, and with your permission, instructors will receive letters outlining the reasonable accommodations that are recommended. Once I have received this letter, you and I should meet to coordinate the way these will be implemented in this course. For more information, go to http://www.duq.edu/life-at-duquesne/student-services/disability-services. Please note that I cannot make any accommodations until after I have received the letter, and I can only make accommodations for future assignments and tests.

Syllabus Revisions
Any updates or revisions to this syllabus will be made in the online course schedule and posted as announcements in Blackboard.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>In-class Activities</th>
<th>Points</th>
<th>Readings (before next class)</th>
<th>Homework</th>
<th>Points and due date</th>
</tr>
</thead>
</table>
| 1    |      | • Navigating the Library Tutorial  
• Different Sources Meet Different Needs  
• Information Cycle Activity | 10     | Boolean Searching Video  
Boolean Tutorial  
Search Strategies: Design, Refine, Adjust  
Academic Search Elite Tutorial  
ProQuest Central Tutorial  
QuickSearch Videos | Rank final assignment topics  
Readings Quiz | Points: 5  Due:  
Points: 10  Due: |
| 2    |      | • Searching for Different Perspectives  
• Searching in the Databases  
• Determining Group Member Roles | 10     | Information Evaluation Guide  
Why Does Authority Matter in the Research Process? | Find three sources on your topic and bring the correct citations (APA or MLA) to class next week. Also bring the physical or electronic copy of the source. | Points: 10  Due: |
| 3    |      | • Matching Information Needs with Experts  
• Assembling Your Team  
• Review Your Group’s Sources | 10     | Information Has Value  
APA Citation Help  
MLA Citation Help  
MLA Video  
Gumberg Copyright and Fair Use Page  
Creative Commons Licenses | Thinking about what was discussed today, write your annotation for at least one of your sources. It should have:  
• A description of how each resource helps you to solve your problem  
• An evaluation of the source – Why is this source valuable to you? What does it provide that is unique, informative, and/or authoritative? What might be | Points: 10  Due: |
| 4 | • Valuing Information  
• Finding Creative Commons Images  
• Group Report (if time) | 10 | Peer Review in 3 Minutes  
Reading for Research Elements of a Research Article | Email a screenshot of your quiz score for the Elements of a Research Article tutorial  
(If your Group Report was not completed in class, complete it for homework) |
|---|---|---|---|---|
| 5 | • Scholarship as a conversation  
• Debate with Research  
• Work on Final Assignment | 10 | No reading – work on your final assignment | Work on final assignment to prepare for peer review |
| 6 | • External Report Workshop  
• Peer Review  
• Debriefing | 10 | No reading – work on your final assignment | Work on final assignment, group presentation, and external report |
| 7 | • Preparation time  
• SES  
• Final Presentation | 20 | | Final Assignment Due |
| | | | Points: 5 | Due: |
| | | | Points: 50 | Due: (35 group points, 15 individual) |