

Syllabus

New York City College of Technology

Library Department

LIB 1201 – Research & Documentation for the Information Age

Section D930

Professor:

Class Time: Monday & Wednesday 10:00-11:15 AM

Classroom: A543 (Library)

Email nprince@citytech.cuny.edu – always include “LIB 1201” in the subject line

Office Hours: by appointment

Course Description

In this course we will explore issues in research and documentation for text (in print and online), images, sound, and multimedia. You will investigate where information comes from and how it is organized in both traditional and emerging media. We will examine the ethics of information use and determine how to critically evaluate sources. Throughout the course, you will create and present research and documentation projects using traditional and emerging media and technologies. **This is a writing-intensive course.** You should expect to spend 4-6 hours outside of class time preparing for class each week.

Learning Outcomes

For the successful completion of this course, you should be able to:

- Describe the ways that information is produced and organized in a variety of formats
- Create and articulate a relevant, manageable research topic for your assignments
- Successfully search for and acquire appropriate information about your research topic in a variety of media and formats
- Critically evaluate and select information sources for your assignments and projects
- Use information ethically and responsibly with an awareness of copyright and fair use
- Synthesize information on a topic from a variety of sources and present your analysis in writing and orally
- Collaborate with a group to complete, modify, and document a process online
- Apply documentation methods and citation styles appropriately in your own work
- This is a writing intensive course intended to improve your writing skills, effective written communication is an invaluable skill in your future careers. The assignments in this course are designed to improve your critical thinking, digital technology and communication skills by including a substantial amount of reading, writing, oral presentations, efficient use of library resources and technology projects.

No Required Textbook

READINGS

Materials to read or watch are assigned for each class and will be listed on the course website.

Reliable access to the internet and to a computer with word processing software are essential for successful completion course assignments.

Assignments

Citizenship 15%: Citizenship is something like participation but entails a bit more; it means being a good student: arriving to class on time and prepared, participating in large and small group discussions actively, attentively, and effectively, refraining from distracting or negative behavior in class, and consistently engaging and investing in the work of the course and in your own development as a researcher, writer, and thinker.

Blog Contributions 20%: Short blog posts are related to the assigned reading are required throughout the course. These written responses will be used as the starting point for in-class discussion. You can find deadlines on the course schedule. In this course you are required to write regular posts on our class blog. All blog posts should be at least 100 words and submitted before the class meeting for which it is assigned. Our blog will allow us to continue discussions outside of class, and I will participate along with you. You can also use your blog posts to explore ideas that you may wish to develop more fully in your research paper or documentation project.

Guidelines for your blog posts for this course:

1. **Reading responses:** Discussing the readings assigned for the class. Identify a topic or theme from the reading and analyze it. Include at least **one quotation** from the reading that stands out and **one question** that connects your experiences to the reading in each post. You may incorporate a response to your classmate's discussion in your blog post if it is relevant to your conversation.

Categories: Assign the corresponding category to your post (ex: Assignment 1, check the "Assignment 1" category)

Blogs don't have to be written in a formal / academic style but please use proper spelling, grammar and punctuation.

How to Post on the Course Blog:

1. Go to <https://openlab.citytech.cuny.edu> and log in. Go to My OpenLab > My Courses > LIB 1201: Research & Documentation for the Information Age Fall 2018.

2. Find LIB 1201 Research and Documentation for the Information Age at the top of the page and select Dashboard from the dropdown menu. Once you are in the Dashboard, click “Add New” under the “Posts” menu on the left navigation bar to create a new post
3. On Add New Post, enter a title for your post and then paste or type your blog post into the large field in the middle of the screen.
4. There are two ways to format posts: Visual or HTML. If you know HTML feel free to use it. Otherwise you may want to select Visual and use the buttons along the top of the field to add bold, italics, etc.
5. Give your post one or more tags by entering them into the field under “Post Tags” on the right side of the Add New Post page.
6. If you’d like to take a look at your post before publishing it on the course blog, click the “Preview” button on the upper right side of the Add New Post page.
7. When you’re ready to publish your post to the blog for all to see, click the blue “Publish” button on the right side of the Add New Post page. Be sure to publish each post!
8. To view the blog after publishing your post, click “Visit Site” under the name of the blog at the top of the Add New Post page.

Grading:

Blog posts are worth 20% of your total course grade; that could be the difference between a C and an A. **Each post is worth one point. Each blogging assignment is due BEFORE THE START OF CLASS for which it is assigned.**

Each blog post will be graded as follows:

| Points | Rating | Characteristics of the Blog Post |
|--------|-----------|---|
| 1 | Excellent | <ul style="list-style-type: none"> • The blog post is focused and relevant to the topic. • Post includes a quote from the text • Post provides examples and explanations or analysis, and reflects in-depth engagement with the topic. • Sources are cited (if not from course readings). • Post is at least 100 words and has been assigned the correct category. • Post is submitted by the beginning of class (on time). |
| 0.75 | Competent | <ul style="list-style-type: none"> • The post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. • Post reflects passing engagement with the topic. |

| | | |
|-----------|---------------------|--|
| | | <ul style="list-style-type: none"> • Sources (if not from course readings) are not cited. • Post is at least 100 words, but has not been given any tags. |
| .5 | Attempted | <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ The blog post consists of one or two disconnected sentences, ○ The post does not demonstrate knowledge of the reading ○ Post is less than 100 words and has not been categorized. ○ Post is submitted after the beginning of class, but less than 48 hours late. |
| 0 | Insufficient | <ul style="list-style-type: none"> • No post was written for the assignment. • Post is submitted more than 48 hours after beginning of the class for which it was assigned. |

Research Project 40%: The research project is comprised of a Topic selection and proposal 10% , Annotated Bibliography 10%, and Research Paper 20%. Details and guidelines for each component of the assignment will be posted on the course website and discussed in class. Please follow the detailed description for your research project:

Research Project Assignment Details

The purpose of the paper is to provide the reader with a view of ideas and evidence that lead to a coherent understanding of a problem or issue that has been selected for your topic. The paper should explain the main problem/issue and why it is important. Your goal is to offer a critical interpretation of primary and secondary sources throughout the paper, these sources should be selected for their relevance and authority, and ultimately, support your analysis of the topic. It should compare and evaluate this research and ideas to arrive at a conclusion or solution as well as describe future directions or implications.

Length: 1500-2000 words of text and a references page

Introduction – focused research question or statement, introduction to the issue, the issue’s importance and background

Body –explain the different subjects that comprise the problem/issue through presenting existing research results, facts and/or statistics (evidence) and expert views that provide an understanding/solution in your analysis of problem or issue

Conclusion- summarize your conclusions within the context of your research question

References – Include a minimum of 5 sources, at least 2 peer reviewed articles from scholarly sources and at least 1 book. Sources must be cited in MLA style

This multi-part research project is worth 40% of your total grade for the course. Specific assignment guidelines for each project component are outlined below.

Components of Assignment

Research Topic Proposal & Process (10%) –

Annotated Bibliography (10%) –

Research Paper Draft (10%) –

Research Paper Final (10%) –

Research Topic Proposal

Help selecting topics and Forming a Research Question:

You will be spending many hours researching your topic, please select a topic that interest you.

Develop a list of questions about the topic.

- Ask yourself questions that can answer what, where, why, how, and when?
- Avoid asking questions that can be easily answered with a yes and/or no.

Choose topics from our lectures e.g. data visualization, digital privacy, open access, digital formats, social media, electronic books, digital humanities, census data online, data curation, taxonomies, cloud literacy, media literacy etc.

Choose topics from current events that are relevant to the course lectures e.g. measles, genetically modified foods, fake news, anorexia, hurricanes etc.

You may use library databases like Opposing Viewpoint -Tool finder.

A concept map tool will be posted on the course site.

Topics that are too Broad: please be careful not to select topics that are too broad, because you will find it overwhelming. You will find it useful to focus your research.

Broad: Eating disorders --> Focused topic: Anorexia -- What relationship does the images in women magazines have on anorexia sufferers?

How can data visualization be used as a technology tool to track recent measles outbreaks?

How can new initiatives in digital humanities that utilize digital technologies radically changed the ways in which materials can be searched? (**Consider adding specificities e.g. old English words in gothic novels**)

Topics that are too narrow or too vague: will present problems. You may not be able to find enough sources for your research paper to support your claims.

Narrow: The Daily Current and fake news --> Expanded topic: How media literacy can help students discern make news?

Narrow: Facebook --> **Broader Term:** Social Media

In your paper I will ask you to use a variety of different sources on your topic, including:

- primary sources
- internet sources
- scholarly sources

It's best if you choose a topic that is discussed in both academic and popular sources

Step 2: Write a proposal presenting your paper topic. Your proposal *must* include:

- a clearly stated research topic
- your research question
- a brief description of your topic and cite the source of your background research to learn about the topic
-
- **Proposal Format:**

Your proposal must be *at least* 100 words and include a topic, question, description, 3-5 keywords, list of possible resources. **Your proposal should be typed and submitted via the blog**

Step 3 – Final research question should be posted to the course blog.

Online documentation project 10%: In small groups assigned by the professor, students will build an online resource and collaboratively document their process. This is a group project – you will be working with your classmates on both the documentation project and the class presentation. *All* students in your group will receive the same grade on the resource guide. You will be graded individually on your presentation

For your project your group will:

1. Choose an issue/topic – you will create a Ted Talk style presentation and visual guide to help people understand this topic
2. Establish a site on the OpenLab to host your project
3. Research the issue/topic
4. Write a proposal for your research project – minimum one paragraph describing background and what your project will accomplish
5. Document your research process on a group blog
6. Publish your proposal and documentation on the OpenLab
7. Present your guide describing the creation process and what it offers people
8. Evaluate your work on this project and the work of the other students in your group

Choose a topic – you will be creating a research guide for this topic and documenting the process of creating this guide.

Research the topic- how have others studied this topic? Break the research process for this topic down into its most basic steps.

- Create an information resource: – it can be, an app type of website or newsletter type of document that will guide a user to understand the topic and finding resources on it.

Similar to a research tool, an information resource that you prototype can be based on information resources that we discussed in class and which you are already familiar with, such as newspapers, TV or radio stations, or even zines. If you could create an information resource of value for students and others in the college community, what would it be?

- **Presentations**
- You will be working with your classmates on your presentation. *All* students in your group will receive the same grade on the presentation.
- Presentations will be 5-7-minutes long, followed by time for questions from the rest of the class.

- Your presentation will present your online documentation project to the class. Your presentation must:
 1. Discuss **why the topic is one that should be understood and who will benefit from it**
 2. Present a TedTalk style guide to understanding an issue/topic
 3. Review your resource guide
 4. Include *at least* 4 images, audio and/or video.
 5. Cite all sources, including images, using MLA Style on a references page. .
- *All* students in your group must deliver the presentation. Be sure that everyone has roughly the same amount of time to speak.
- You can use presentation software to deliver your presentation, or create a multipage website using openlab. Powerpoint is one option; others are Google Docs Presentations (<http://docs.google.com>) and Prezi (<http://prezi.com/>) [both require internet access]. Let me know if there's another you'd like to use.
- Process example _ <https://openlab.citytech.cuny.edu/goalguide/>

Group discussion forum 15%: Each student group will give a 5-10-minute class presentation describing their topic and the class will engage in a discussion forum utilizing the online resource that they use as a reference and to present facts and information to back up their narrative.

Full details and requirements for each assignment will be discussed in class and posted on the course blog.

Course Policies

Contacting the professor: Please speak with me if there is anything you find unclear about the readings or assignments, or if you have concerns about your work in the course. Email is the best way to contact me – I will respond within 48 hours (and usually sooner).

Attendance: You are expected to attend every class during the course. The City Tech attendance policy allows a student to be absent during the semester without penalty for up to 3 class sessions. Additional absences may lower your grade in this course.

Lateness: Please be on time for class. Late students may miss important course material and can be disruptive to the rest of the class. Excessive lateness will lower your grade in this course.

Deadlines: All assignments are due on the dates listed in the Course Schedule below. Failure to submit work on time will result in a lower grade for the assignment. If the professor is notified in advance, late work will be accepted less 5 points per day after deadline. Work will not be accepted after 2 days.

Etiquette: Please be respectful of the opinions of others during class discussions and blog interactions. Please silence your cellphone during class, and do not text or IM unless requested to by the professor. Eating is not permitted in the library's flexible teaching space, but you may bring a drink with a lid.

Plagiarism: All assignments and work in this course **must** be your own, and you **must** give proper credit to any information or ideas that are the work of others. No credit will be given for plagiarized work. Please familiarize yourself with the college policy on plagiarism:

NYCCT Statement on Academic Integrity: Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.

Further information (including penalties for plagiarism at City Tech) can be found in the Student Handbook: <http://www.citytech.cuny.edu/files/students/handbook.pdf>

Additional Resources for Students:

The College Learning Centers offer tutoring and writing support in 2 locations: Atrium G18 and Voorhees 217. For more information: <http://websupport2.citytech.cuny.edu/learningcenters/>

For help with accessing the campus wifi network, or for information on computer labs for students, visit the CIS Help Desk, located in the Welcome Center on the Atrium ground floor.

Readings are all due prior to class time on the day that they are listed under. Be prepared to discuss the readings in class.

Syllabus – due to the current content of the course, this is a living document that may change over the span of the semester. Please check the assignment each week before completing them.

Class 1 – Characteristics of Information – Introduction to Information

Class 2 Information History

Readings: Badke, William B “Welcome to the Information Fog,” . Research Strategies: Finding Your Way Through the Information Fog. 4th ed. Bloomington, IN: IUUniverse, Inc, 2011.

<https://drive.google.com/open?id=0B33C3CjD2mm6OGZfUIRmT1YxMDA>

“The future of the book.” The Economist, The Economist Newspaper, 8 Oct. 2014, <http://www.economist.com/news/essays/21623373-which-something-old-and-powerful-encountered-vault>. (text link) https://docs.google.com/document/d/1ffgdBu-vDx_9uFngxHYEtYtuQCuAHq5KOHkzxXLPzOI/edit?usp=sharing

Assignment 1: Blog post – Discuss what the author means by “critical thinking” how do you use critical thinking in acquiring information in school, keeping up with current affairs, at work, at home. After reading “The Future of the book” consider reading, what might critical reading be? Does the method of publication factor in how evaluate the information that you are reading?

Class 3

Mahler, Jonathan. “Two Maxims at Odds: Tell a Story, Tell the Truth.” The New York Times, The New York Times, 22 Mar. 2015, <http://www.nytimes.com/2015/03/23/business/media/two-maxims-at-odds-tell-a-story-tell-the-truth.html>.

Jabr, Ferris. “The Reading Brain in the Digital Age: The Science of Paper versus Screens.” Scientific American, Scientific American, 11 Apr. 2013, <http://www.scientificamerican.com/article/reading-paper-screens/>

Class 4 -The Internet

Castells, M. (2001). Lessons from the History of the Internet. In The Internet Galaxy: Reflections on the Internet, Business, and Society (pp. 8-35). Oxford, UK: Oxford UP. <https://drive.google.com/file/d/1Sd3D2Lulbm2MV-0F3RiDoYAZcu0zJjci/view?usp=sharing>

Class 5

Lih, Andrew. “Wikipedia just turned 15 years old. Will it survive 15 more?” The Washington Post, WP Company, 15 Jan. 2016, http://www.washingtonpost.com/news/the-intersect/wp/2016/01/15/wikipedia-just-turned-15-years-old-will-it-survive-15-more/?utm_term=.cdf5798578ea.

Assignment 2: Blog Post: Is wikipedia still relevant? Research who is posting to wikipedia, post to the blog your findings and weigh in on the credibility of wikipedia as a source of information in light of the authors and editors.

Class 6

Reading: Review the full guide- “A Guide to Online Research.” Digital Literacy Resource – A Guide To Doing Research Online, Cornell University,
<https://digitalliteracy.cornell.edu/tutorial/dp13000.html>

Class 7

Gumberg Library Research Guides. (2018). Reading for Research: Overview.
<http://guides.library.duq.edu/readingforResearch>

blogShirky, Clay. “Clay Shirky’s Writings About the Internet.” Shirky: Ontology is Overrated — Categories, Links, and Tags,
http://shirky.com/writings/herecomeseverybody/ontology_overrated.html.

Assignment: Research Topic Proposal: Post 5 possible research paper topics to the course blog page
Assignment 3: Blog post on reading: How do we utilize ontologies to identify information and make decisions? Reference the readings in your response.

Assignment: Research Topic Proposal: Post 5 possible research paper topics to the course blog page

Class 8 – Research Search Strategies – 2/25/19

Reading: Review – Harpring, Patricia. “Introduction to Controlled Vocabularies (Getty Research Institute).” Understanding Formal Analysis, J. Paul Getty Museum, Los Angeles, 2010,
http://www.getty.edu/research/publications/electronic_publications/intro_controlled_vocab/what.html.

Class 9 – 2/27/19

Research Search Strategies

Library Guides: Information Literacy Tutorial: Module 4. Searching a Database. Delaware County Community College Library. <http://libguides.dccc.edu/c.php?g=386828&p=2624489>

Assignment 4: Blog Post- Consider your familiarity with the concept of controlled vocabularies or taxonomies, how have you used controlled vocabularies in your information searches? Consider trying to locate a work of art from a specific period on a specific subject how might that search be structured? How might this search principal be applied outside of academic or art research?

Class 10 Issues in Information — No Classes due to weather. Assignment is due as scheduled. – class held 3/6

Uberti, David. “The real history of fake news,” The Columbia Journalism Review. December 2016. https://www.cjr.org/special_report/fake_news_history.php

Assignment 5: Based on the authors definition and description of fake news, write a blog post considering how the label fake news is being used currently, how it affects you and your peers and who is publishing fake news? Has it evolved from the original meaning?

Class 11 – Monday 3/11

Readings: Duggan, Maeve, and Aaron Smith. “The Political Environment on Social Media.” Pew Research Center: Internet, Science & Tech, 25 Oct. 2016, <http://www.pewinternet.org/2016/10/25/the-political-environment-on-social-media>

Ronson, Jon. “How One Stupid Tweet Blew Up Justine Sacco’s Life.” The New York Times, The New York Times, 12 Feb. 2015, <http://www.nytimes.com/2015/02/15/magazine/how-one-stupid-tweet-ruined-justine-saccos-life.html>

Assignment 6: After reading both social media articles consider, what role does social media play in your life? What does it mean to use social media for civic engagement, for promotion, for communication? Are these uses of social media good for society?

Class 12 -Intellectual property – Wed 3/13

Reading “Critically Analyzing Information Sources.” Olin and Uris Libraries, Cornell University , <http://olinuris.library.cornell.edu/content/critically-analyzing-information-sources>.

RESEARCH PROJECT ASSIGNMENT: Post to the course blog your research question and a paragraph introducing and discussing the topic, giving an overview to the reader and explaining why it is an issue worth investigating. Must include:

1. An overall description of the subject of the paper
2. A thesis statement
3. A summary of the essay’s main points.

Assignment 7: Be prepared to post to the blog the class group at the start of class, the assignment from Monday 3/11 and continue the assignment in class. Each group member should have at least one point of evidence to strengthen the argument in favor or against the issue.

Class 13 – Monday – 3/18

Viewing: Grey, CGP. “Copyright: Forever Less One Day.” YouTube, YouTube, 23 Aug. 2011, <https://www.youtube.com/watch?v=tk862BbjWx4>.

Reading: Isserman, Maurice. “Plagiarism: A Lie of the Mind.” Chronicle.com, The Chronicle of Higher Education, 2 May 2003, <http://www.chronicle.com/article/Plagiarism-a-Lie-of-the-Mind/23609>.

Reading- Review creating citations on OWL MLA Style “Writing an Annotated Bibliography.” Library Home, Skidmore College. <http://lib.skidmore.edu/library/index.php/writing-an-annotated-bibliography>

Assignment 8: Blog post – Does copyright protection promote the creative process? Is it possible that it can stifle the creative or educational process? Explain.

Class 14– Information overload – Wed 3/20

Wright, Alex. Glut: mastering information through the ages. Cornell University Press, 2008. Pp 22-38 (eBook)

Class 15 – Monday 3/25

Forbes – Information overloads 2300 year history <https://hbr.org/2011/03/information-overloads-2300-yea.html>

Assignment 9: Blog post – Find an additional article on information overload. Respond to the question: Why is information overload a problem, how does this issue impact the quality of information people identify and their critical thinking process?

Class 16 – Wed 3/27

“Writing an Annotated Bibliography.” Library Home, Skidmore College. <https://lib.skidmore.edu/library/index.php/writing-an-annotated-bibliography>

Reading: “Drawing Relationships.” YouTube, UNC Writing Center, 25 Apr. 2012, <https://www.youtube.com/watch?v=kyndGGb7ic>

Class 17 – Writing a research Paper – Monday April 1

Meszaros, M. (2010). Who's in Charge Here? Authority, Authoritativeness, and the Undergraduate Researcher. *Communications in Information Literacy*, 4 (1). Use google to find this article

Assignment 10: What does Meszaros refer to when she discusses authority? Identify an example of the authority crisis that she references from the news, how does this concept apply to the case you have found?

Class 18 – Wednesday April 3

Annotated Bibliography Due by end of day – 11:59 PM

Class 19 -Privacy – Monday April 8

Reading: Conn, Ariel. "Can We Ensure Privacy in the Era of Big Data?" *Future of Life Institute, The Future of Life*, 5 June 2018, <http://futureoflife.org/2017/02/10/can-ensure-privacy-era-big-data/?cn-reloaded=1>.

Scott, M. Zuckerberg: Facebook will apply EU data privacy standards globally. *Politico*. Available at: <https://www.politico.eu/article/zuckerberg-facebook-eu-data-will-apply-privacy-standards-globally/>

Assignment 11: Blog post: What are 5 different types of privacies that we may have or may not have when we use the internet? How does internet privacy impact us (reference an outside article)? Do you personally value keeping your information private?

Class 20 – Wednesday April 10

Readings: Tufte, Edward. *Visual and Statistical Thinking*, Graphics Press LLC, 2003. <http://www.cs.cofc.edu/~bowring/classes/csci%20392/docs/Tufte.PDF> pages 5-15

"Writing Outlines." *Writing Tutorial Services, University of Indiana, Bloomington*. <https://wts.indiana.edu/writing-guides/using-outlines.html>

Assignment 11: Write blog post discussing how the cholera problem may have been addressed in the information age, would the epidemic be identified more quickly, less, could an outbreak happen in the information age?

Class 21 – Monday April 15

"Future – Garry Kasparov: Why the World Should Embrace AI." *BBC News, BBC*, 16 June 2017, <http://www.bbc.com/future/story/20170616-garry-kasparov-why-the-world-should-embrace-ai>.

Class 22 – TBA

Spring Recess April 19-28

Research Paper Draft Due – April 28

Class 23 & 24

Group Project work

Class 25 & 26

Group Project work

Friday May 10 – Final Research Paper Due

Class 27 & 28

Group Project work

Class 29 & 30

Group presentation