

LIBR 100
Fall 2008
Information Research
Room: TH 402
Syllabus

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Course Description

Since the arrival of the internet a chief problem for students and researchers alike has become not too little information but too much. This embarrassment of riches means that it is more important now than ever to have the skills for homing in on relevant and credible sources. Information Research strives to meet this need.

We will cover the following topics: (1) Electronic research: selecting a manageable topic; choosing an appropriate database; identifying keywords; combining keywords with the boolean operators *and*, *or*, and *not*; the different types of databases (full text, index and abstract, and index). (2) Reading citations. (3) Magazines and scholarly journals. (4) Books: How searching for books by subject in a catalog is different from searching for magazine or journal articles by subject in a database. Why books remain a valuable source for research. (5) Reference sources. (6) Evaluating sources for credibility and bias: print, organizational websites, Wikipedia, and blogs. (7) Copyright and information ethics. (8) Plagiarism and academic integrity.

Course Goals.

At the end of the course you should be able to:

1. Know how to identify an appropriate research topic.
2. Find relevant print and electronic sources on your topic.
3. Use the free web effectively.
4. Evaluate sources, both print and electronic, as to authority, reliability, and bias.
5. Annotate and correctly cite sources.

Required text:

Arlene Rodda Quaratiello, *The College Student's Research Companion*, 4th Edition

Recommended text:

Myrtle Bolner and Gayle Poirier, *The Research Process: Book and Beyond*, 4th Edition. (On reserve)

Blackboard site: This course has a Blackboard site. You are expected to check the site in time to be prepared for your next class.

Assignments:

Diagnostic: 10%. This assignment is due September 2, by noon. Failure to answer every question by then will result in an F.

Quizzes and participation: 10%

Homework: 30%

Final project:

 Oral Component: 10%

 Written Component: 25%

Final: 15%

Reading: You're expected to do the reading before the class in question. There will occasionally be quizzes on the reading assigned for that day. These exercises will be graded A, C, or F.

Homework. There will be six short assignments, including the diagnostic (due Sept. 2 at noon); no handwritten work accepted. Citations have to be in MLA format. You will lose a full grade on any assignment in which you fail to follow MLA format.

Final project

Written component: Choose a controversial topic related to the Bush administration or to the 2008 presidential campaign. Below are some general topics you might choose; you'll be expected to narrow down to some aspect of the general topics listed here. (No more than two students per topic)

- * The evidence for weapons of mass destruction in Iraq
- * The treatment of prisoners at Abu Ghraib prison
- * Climate change/global warming
- * Some aspect of the Iraq insurgency
- * No Child Left Behind
- * Embryonic stem cell research
- * Hurricane Katrina
- * The Bush Court
- * The Bush environmental policy
- * Some aspect of the Bush Administration's foreign policy
- * Immigration
- * The troop "surge" in Iraq
- * Race (or gender) and the 2008 presidential election

Other topics are also possible, subject to my approval.

You will be expected to give an informed and accessible discussion of your topic and your sources. You should evaluate your sources and explain how you located them. You will need to discuss the following sources.

- * One scholarly book; has to be cataloged in CUNY+
 - * One peer reviewed article; has to be at least 7 pages long; has to be indexed in one of CUNY's subscription databases
 - * Two articles from two different magazines chosen from the List of Conservative and Liberal Journals (in BB, under Handouts), excluding *Time*, *Newsweek*, *US News and World Report*, and *Business Week*. In addition you can use *Atlantic*, *Harpers*, *New Scientist*, *The New Yorker*, *Scientific American*; other magazines are possible, subject to my approval. Articles have to be at least 1500 words; no editorials. Articles must be indexed in one of CUNY's subscription databases.
 - * Two newspaper articles from two of the following: *The New York Times*, *The Guardian*, and *The Wall Street Journal* (at least 1000 words; no editorials), using Lexis-Nexis.
- These sources should come from your homework assignments of weeks 5, 7, 9, and 11.

Focus. The paper should focus on a discussion of your research strategy. In it you should address the following questions: What keywords and subject terms did you use? Which ones worked? Did you have to refine or revise your topic? If so, why? What databases did you use? Why? You should also discuss your sources. Did they deal with your topic? Were they biased? What were the authors' credentials? What bearing did these credentials have on the credibility or objectivity of the article or book? How was your strategy for finding a book different from your strategy for finding articles? Do not quote from your sources. Also, you don't need an introduction or a conclusion: You can start right off discussing your sources.

All the sources that you use have to be available at CUNY. If you have trouble finding a source, let me know. Please don't go to the reference desk.

Purpose: to choose a plausible topic, refine it, locate credible and relevant sources, and to defend the choices that you've made. Avoid editorializing.

Audience: A reasonably well informed person who, say, reads *The New York Times* or listens to NPR regularly but who lacks detailed knowledge of your topic.

Length: five pages, double spaced, one inch margins, 12 pt. Times Roman font. All sources must be properly documented. Citations in MLA format. Use in text citations when quoting or paraphrasing. See the Hunter Reading Writing Center's superb handout on MLA format (<http://rwc.hunter.cuny.edu/reading-writing/on-line/mla.pdf>). You will lose a full grade if you fail to follow MLA format.

Due: December 17, at the beginning of class

Oral component: Between November 5 and December 10 everyone will be expected to talk about their final paper for 4 minutes. I will ask people to sign up for a time during the first class. You will be expected to discuss the following sources.

- * One peer-reviewed article
- * One magazine article
- * One article from either *The New York Times*, *The Guardian*, or *The Wall Street Journal*
- * One scholarly book

These sources should come from your homework assignments of weeks 5, 7, 9, and 11. Everyone will be expected to put together a Powerpoint presentation of at least 8 slides covering the following: (1) the databases you used to find your magazine, journal, and newspaper articles, with an explanation about why you chose them; (2) the strategy you used in CUNY+ to find your book and an explanation of why you chose it. You can refer to an outline during your presentation, but you shouldn't read from a text.

Audience: A reasonably well informed person who, say, reads *The New York Times* or listens to NPR regularly but who lacks detailed knowledge of your topic.

Assessment of final project. In your oral presentation I will be looking for lucid coverage of the themes mentioned above. Your essay will be graded on the overall quality of your presentation, specifically (1) the clarity of your prose, (2) the coherence of your essay, (3) the extent to which you address the questions mentioned above in **Focus**, and (4) the quality of the sources that you have chosen.

Late work: All assignments are due at the beginning of class. I will accept nothing electronically unless noted. I will accept no late work without a legitimate, documented excuse.

Lateness and absences: You will not pass the course if you miss more than two classes unless you have a compelling, documented excuse. Lateness after 5 minutes will be counted as half an absence; lateness after 15 minutes will be counted as a full absence. You are responsible for everything covered in classes that you miss. If you are late or absent for your presentation, you will not be able to make it up without a compelling, documented excuse.

Please note: There will be no incompletes.

Communication: Occasionally I will want to get in touch with the whole class by email. I will address all emails to your Hunter account. If you're not in the habit of checking your Hunter account, please have your emails forwarded from it to the account that you do check regularly.

Plagiarism and cheating. Cheating on quizzes or the exam will result in an automatic F for the exercise. I will also report you to the college's student disciplinary committee for possible further sanctions. Plagiarism is any attempt to pass someone else's ideas or research off as your own, through either unattributed direct quotation or paraphrasing. It's a kind of theft. Plagiarism on the final essay will also result in an automatic F for the assignment, and I will again report you to the student disciplinary committee. Plagiarism doesn't pay: if you try it, you will almost certainly get caught.

Turn-it-in.com. If I suspect plagiarism I will ask that you submit your essay to Turn-it-in.

Class rules. Please leave your phone off during class; no internet searching that is not directly related to class; no food or drink.

CUNY POLICY ON ACADEMIC INTEGRITY

<http://academic.brooklyn.cuny.edu/english/melani/english2/plagiarism.html>

Academic Dishonesty is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion.

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise.

The following are some examples of cheating, but by no means is it an exhaustive list:

- * Copying from another student during an examination or allowing another to copy your work.
- * Unauthorized collaboration on a take home assignment or examination.
- * Using notes during a closed book examination.
- * Taking an examination for another student, or asking or allowing another student to take an examination for you.
- * Changing a graded exam and returning it for more credit.
- * Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- * Preparing answers or writing notes in a blue book (exam booklet) before an examination. Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services. Giving assistance to acts of academic misconduct or dishonesty
- * Fabricating data (all or in part).
- * Submitting someone else's work as your own.
- * Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person's ideas, research or writings as your own.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- * Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source..
- * Presenting another person's ideas or theories in your own words without acknowledging the source.
- * Using information that is not common knowledge without acknowledging the source.
- * Failing to acknowledge collaborators on homework and laboratory assignments.

Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting & pasting" from various sources without proper attribution.

Obtaining Unfair Advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.

The following are some examples of obtaining an unfair advantage, but by no means it is an exhaustive list:

- * Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- * Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.

* Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.

* Intentionally obstructing or interfering with another student's work.

Adapted with permission from Baruch College : A Faculty Guide to Student Academic Integrity.

Class schedule

Week 1 (August 27): Information, choosing a topic, and databases

1. Information
 - a. How is information produced?
 - b. How does it find its way to you?
 - c. How do we assess its credibility?
 - d. Peer review
 - e. Primary vs. secondary sources
2. Choosing a viable research topic
 - a. Topic
 - b. Thesis
3. Databases

Homework:

1. Choose a topic for your final project and write three questions you want answered about that topic; due at the beginning of class, September 3.
2. Take diagnostic test on Blackboard (in Assignments); due Tuesday, September 2 at noon.

Week 2 (September 3): Databases; searching methods in databases

1. What is a database?
 - a. Indexes
 - b. Indexes with abstracts
 - c. Full text databases
2. Choosing the right databases:
 - a. General databases vs. specialized databases
 - b. Scholarly databases vs. non-scholarly databases
3. Working with Academic Search Premier
 - a. Boolean methods and proximity operators
 - b. Controlled vocabulary: subject indexing/headings

Reading: Quaratiello, chs. 1 and 2

Recommended: Bolner: pp. 23-26

Week 3 (September 10): Searching methods in databases (continued); citations and annotations

1. Keyword searching vs. field searching vs. full text searching
2. Working with Academic Search Premier
3. Reading citations
4. Annotated bibliographies
5. Writing annotations
6. Creating bibliographies with Refworks

Reading: Quaratiello, ch. 2; 68-77; ch. 6, read the sections on the following databases: Ebscohost, Lexis-Nexis, Jstor, and Net Library; General Searching Strategies (tutorial;

http://library.hunter.cuny.edu/tdoyle/Boolean_files/v3_document.htm)

Recommended: Bolner, pp. 59-69.

Homework (due Week 4). Write a 150 word annotation on the article handed out in class today. Your annotation should discuss the main theme(s) of the piece as well as identify any bias that the article betrays. For an example see Sample Annotation in Assignments in Blackboard. You will be graded on how effectively you meet the above requirements and on the clarity of your prose. Citations in MLA format. See

the Hunter Reading Writing Center's superb handout on MLA format (<http://rwc.hunter.cuny.edu/reading-writing/on-line/mla.pdf>). You will lose a full grade if you fail to follow MLA format.

Week 4 (September 17): More databases

1. Lexis-Nexis
2. Specialized databases again
 - a. Psycinfo and its thesaurus
 - b. Gender Watch
3. Jstor and scholarly databases

Homework (due week 6) Provide citations and 150 word annotations for two articles from two different magazines included on the List of Conservative and Liberal Journals (in Handouts, on Blackboard), excluding *Time*, *Newsweek*, *US News*, *World Report*, and *Business Week*. In addition you can use *Atlantic*, *Harpers*, and *New Scientist*, *The New Yorker*, and *Scientific American*. Other magazines are eligible, subject to my approval. Articles must be at least 1500 words; no editorials. Your articles must be indexed in one of CUNY's subscription databases. The articles must be relevant to your topic. Indicate your topic on the assignment. You will be graded on how effectively you meet the above requirements and on the clarity of your prose. Citations in MLA format. You will lose a full grade if you fail to follow MLA format.

Week 5 (September 24): Magazines vs. journals; political bias or orientation in magazines

1. Periodicals: scholarly, trade, and popular sources
2. Scholarly communication and peer review
3. Detecting political, religious, etc. bias in magazine articles; American vs. British journalism
4. Plausibility of information

Reading: Quaratiello, pp. 57-60; also Kinsley, Michael. "The Twilight of Objectivity." *Washington Post*, March 31, 2006: A19.

Recommended: Bolner, pp. 29-31; 225-31; 157-60

Week 6 (October 15): Books

1. CUNY+
2. Strategies for finding books vs. strategies for finding articles
3. Library of Congress classification
4. Deciphering catalog records
5. Using Library of Congress subject headings
6. Scholarly books vs. trade books
7. Publishers and record labels

Reading: Quaratiello, pp. 33-40 (top); 48-55

Recommended: Bolner, 79-80 (top); 81-84; 157-60; 359

Homework (due Week 7): Provide citations and annotations for two peer reviewed articles that are relevant to the topic of your final project. Your annotations should justify your choice of articles. The annotations should be 150 words each. Your articles must be indexed in one of CUNY's subscription databases. Articles must be at least 7 pages long, excluding references or endnotes. You will be graded on how effectively you meet the above requirements and on the clarity of your prose. Citations in MLA format. You will lose a full grade if you fail to follow MLA format.

Week 7 (October 22): Books (cont.); reference sources

1. Call numbers

2. Books as sources of bibliographies
3. Google Books
4. Net Library
5. Finding book reviews in databases
6. Strong sources for book reviews: *The New York Review of Books*, *The Times Literary Supplement (TLS)*, and *The New Republic*
7. Reference sources (time permitting)
 - a. Specialized (subject) encyclopedias/dictionaries
 - b. Online general sources
 - i. Gale Virtual Reference Library
 - ii. Oxford Reference Online

Reading:

Quaratiello, chapter 5

Raimes, *The Open Handbook*, p. 402 (eres)

Recommended: Bolner, pp. 30; 173-83 (top); 186-92

Week 8 (October 29): Evaluation: peer reviewed articles and websites

1. Evaluating the quality of peer reviewed articles using Web of Science
 - a. Citation counts
 - b. How to use a citation index
 - c. Citation counts in Google Scholar
2. Research on the web
 - a. Credibility: the internet vs. print
 - b. Authorship; sponsoring institution
 - c. Authority
 - d. Purpose
 - e. Quality of writing; tendentious language
 - f. How recent?
 - g. Can factual claims be corroborated?
 - h. Domain
 - i. Search directories

Reading:

Fallis, Don. "On Verifying the Accuracy of Information: Philosophical Perspectives." *Library Trends* 52.3 (2004): 463-487. (Read 463-466, paragraph 2; 470 (bottom)-472 (bottom)).

Quaratiello, pp. 31, 54, 80, 100, 122, 130-32, 149

Recommended:

Bolner, 157-61

Hunter's Reading/Writing Center's handout on web evaluation at <http://rwc.hunter.cuny.edu/reading-writing/on-line/evaluating-web-sources.pdf>.

Also:

Burbules, Nicholas. "Paradoxes of the Web: The Ethical Dimensions of Credibility." *Library Trends* 49.3 (2001): 441-53.

Drobnicki, John and Richard Asaro. Historical fabrications on the Internet: recognition, evaluation, and use in bibliographic instruction. *Reference Librarian* 74 (2001): 121-64.

Vedder, Anton and Robert Wachbroit. "Reliability of Information on the Internet: Some Distinctions." *Ethics and Information Technology* 5.4 (2003): 211-15.

Homework (due Week 9): Provide a citation and annotation for one scholarly book that is relevant to the topic of your final project. Your book must be cataloged in CUNY+. You should read at least the

introduction to the book, the first chapter too if the introduction is fewer than ten pages. Your annotation should justify your choice and should include reference to at least one review of the book that you've consulted, preferably from either *The New Republic*, *The New York Review of Books*, or the *Times Literary Supplement (TLS)*, or a peer reviewed journal. The review should be cited in MLA format. You will be graded on how effectively you meet the about requirements and on the clarity of your prose. The annotation should be roughly 250 words. Citations in MLA format. You will lose a full grade if you fail to follow MLA format.

Week 9 (November 5): Web evaluation (continued) and *Wikipedia*

1. Presentations (3)
2. Sample websites
3. Wikipedia
 - a. Compared to *Britannica*
 - b. As a source for research
4. Discussion of the reading on *Wikipedia*

Reading

- . "Battle of Britannica." *The Economist* 378.8471 (April 1, 2006): 65-66.
- . "The Wiki Principle." *The Economist* 378.8474 (April 22, 2006): Special Section, 14-15.
- Giles, J. "Internet Encyclopedias Go Head to Head." *Nature* 438.7070 (December 15, 2005): 900-01.
- Reed, Brock. "'Wikimania' Participants Give the Online Encyclopedia Mixed Reviews." *The Chronicle of Higher Education* 53 (September 1, 2006): 62.

Recommended:

- . "The Battle for Wikipedia's Soul." *The Economist* 386.8570 (March 8, 2008): 3-4.
- Poe, Marshall. "The Hive." *Atlantic* 298 (September 2006): 86-94.
- Rothenberg, David. "How the Web Destroys the Quality of Students' Research Papers." *The Chronicle of Higher Education* 32 (August 15, 1997): A44.
- Schiff, Stacy. "Know it All." *The New Yorker* 82 (July 23, 2006): 36-43.

Week 10 (November 12):

1. Presentations (3)
2. Blogs
3. Demographic Information
 - a. U.S. Census Bureau
 - b. Infoshare
 - c. Social Explorer

Homework (due Week 11): Provide citations and annotations of 150 words each for two newspaper articles from two the following three newspapers: *The New York Times*, *The Guardian*, or *The Wall Street Journal*. You will be graded on how effectively you meet the about requirements and on the clarity of your prose. Citations in MLA format. You will lose a full grade if you fail to follow MLA format.

Week 11 (November 19): Presentations; Information ethics I

1. Presentations (4)
2. Information ethics: Copyright, intellectual property, fair use, and plagiarism and academic integrity

Reading:

- Averill, Marilyn. "Intellectual Property." *Encyclopedia of Science, Technology, and Ethics*. Ed. Carl Mitcham. Vol. 2. Detroit: Macmillan Reference USA, 2005: 1030-1034.
(In Gale Virtual Reference Library at library.hunter.cuny.edu/databases; read 1030-33.3)
- Hettinger, Edwin. "Justifying Intellectual Property." *Philosophy and Public Affairs* 18.1 (1989): 31-52.
(Read 32.2; 47.4-49.)

Bolner in Handouts on BB
Raines in Handouts on BB

Week 12 (November 26): Presentations; information ethics II

1. Presentations (4)
2. Copyright, intellectual property, fair use, and plagiarism and academic integrity (continued)

Week 13 (December 3): Presentations (5)

Week 14 (December 10)

1. Presentations (4)
2. Review for final exam

Week 15 (December 17, 11:30-12:20)

1. Final exam (40 minutes)
2. Final papers due