

**SCHOOL OF LIBRARY AND INFORMATION SCIENCE 202
INTRODUCTION TO INFORMATION LITERACY & TECHNOLOGY**

BULLETIN INFORMATION

SLIS 202: Introduction to Information Literacy & Technology (3 credit hours)

Course Description:

Course Description: Introduces students to the basic information technologies used in all types of information organizations and the essential concepts and skills needed for information literacy.

SAMPLE COURSE OVERVIEW

ITEMIZED LEARNING OUTCOMES

Upon successful completion of SLIS 202, students will be able to:

1. Demonstrate understanding of the difference between data, information, knowledge, and wisdom;
2. Describe the concept of information literacy and illustrate how it relates to information use in different information settings;
3. Assess and explore information needs and develop research questions regarding information needs;
4. Evaluate different types of information resources (government sources, libraries, Internet, etc.) for content, reliability, and applicability;
5. Search effectively in online catalogs and databases, Web and print resources;
6. Apply the tenets of information literacy to specific tasks and demonstrate the correct use of information in the resulting outcomes;
7. Construct a repertoire of search strategies for organizational/content management purposes;
8. Critically evaluate search results and adjust as needed;
9. Identify and describe the operations of a basic computer and a computer communications network;
10. Construct basic electronic documents, spreadsheets, presentations, graphics, and a database using appropriate software to disseminate information;
11. Define and provide examples of the concept of information architecture;
12. Identify and describe the roles of current technologies for the handling of information in information organizations;
13. Define information literacy and then describe the negative and positive effects on individuals and society in general for both high and low levels of information literacy; and
14. Demonstrate ability to consider and respect the intellectual property rights of those who create information and knowledge they are using.

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

1. Hock, Randolph. *The extreme searcher's Internet handbook: A guide for the serious searcher*. 3rd edition. CyberAge Books, 2010. ISBN: 978-0-910965-84-2
2. Donlan, John. *A guide to research @ your library*[®]. American Library Association, 2002. ISBN: 978-0-8389-8276-1
3. Other readings will be assigned throughout the semester and will be made available to students via class, Blackboard, or University Libraries' electronic resources.
4. *Publication manual of the American Psychological Association*. 6th edition. APA, 2009.

SAMPLE ASSIGNMENTS AND/OR EXAMS

1. **Technology Exercises (5 exercises):** Students will be given exercises to be completed in class or outside of the classroom, followed by a summary/report to class of their findings. The purpose of these exercises is to facilitate learning the information technology component of the class. Examples could be developing a Web page, building a custom search engine, or creating selected electronic documents. Typically, students will be introduced to the subject matter through a brief lecture, followed by a "lab" during which the exercise will be completed.
2. **Class Exercises (5 exercises):** Students will be provided exercises which are designed to improve their Information Literacy skills and which will be completed in class. However, a portion of each exercise may be assigned as homework. Five of these exercises will be graded. Examples of such exercises include evaluation of information sources and ethical integration of sources into a project, evaluation of websites, use of various databases, etc. Typically, students will be introduced to the subject matter through a brief lecture, followed by a period during which the exercise is completed, and then students will be encouraged to discuss what they learned.
3. **Major Assignment 1: Search Engine Comparison and Presentation:** The student will provide an in-depth analysis of a selected search engine. The student will use the knowledge gained in class as well as the knowledge gained through research outside of the classroom to analyze a search engine using a framework that is appropriate. Possible frameworks will be discussed in class.

As part of this assignment the student will prepare a report; the report should have the following parts:

- a. An executive summary comprising your description of the search engine, how it works, including your recommendations for its use;
- b. A discussion of the framework you used to analyze the search engine;
- c. A comparison of the search engine to at least two other search engines; and,
- d. A PowerPoint which includes screen shots showing how the engine is used.

- e. The final product will be at least 3 pages long, written in Times New Roman, 12 point type, and be double-spaced. The presentation will be at least 10 minutes long (e.g., 5 minutes presentation, 5 minutes discussion).

- 4. Major Assignment 2: Information Sources Interview and Presentation:** The student will interview at least two people to find out the resources they use to obtain information in their work or profession and how the use of those resources has changed over time. The student shall select at least two people from the same field or different fields, ideally related to information science, but will fully describe the results of the two interviews. An example of the write up will be provided. The presentation will be at least 10 minutes long (e.g., 5 minutes presentation, 5 minutes discussion). Possible subjects include people from industry or people from a particular company, agency, or institution. The student will investigate current literature on the information behavior/resources of the subjects selected. Sometimes this means finding information on a similar field if little or no information exists on particular subjects.

The interview will focus on (1) what information resources are used, (2) why - the reason/purpose of the use of those resources, (3) how the resources are used and how the use of those resources has changed over time, and (4) the personal level of confidence (of the interviewees in their use of those sources) or some other measure of influence or constraint on access/use, as further explained in class. The student may also adapt/create an instrument to evaluate this or another similar influence/constraint.

And so, as part of this project, the student is required to do some research on the expected information resources of the particular profession, trade, or business being investigated and use this information to help interpret findings. The student must also use their research to predict the information behavior of the interviewees before beginning the interviews and include this information in their paper.

The final product will be at least 5-pages long, not including references cited. Times New Roman, 12 point type, and double-spaced. On a date to be determined, the student must turn in the names of the individuals who will be interviewed for this final paper and provide a brief description of the plan for doing the interview (5 points).

- 5. Final Exam:** A final exam will be administered. The structure and content of the exam will be discussed in class. The exam may comprise, for example, short answer questions, essays, or in-class searching to demonstrate skills learned. The subject matter of the exam will be derived from (1) the text, (2) class lectures, (3) assigned readings, and (4) library tours. A review will be scheduled before the exam to discuss the content of the exam.

- 6. Class Participation:** The points for class participation will come from a combination of attendance, contribution to discussions, and completion of in-class activities. Merely coming to class on time each week is *not* enough to secure the 10 points for the semester! I expect students to arrive prepared for each class session and to be ready to participate completely in class discussions and activities. Preparation means that you will have read *all* assigned materials, attempted to understand them, and written down any issues or questions for clarification or further elaboration. Frequent lack of participation or failure to contribute in the discussion/activity portion of class will be reflected in your final course grade.

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

- Class 1:** Course Introduction, Pre-Test & Review of Syllabus Review Pre-Test
Discuss Major Assignments
Discuss Search Engine Comparison and Presentation
Discuss Information Sources Interview and Presentation
Questions on Major Assignments
- Class 2:** History of the Internet
Internet Archive
Fair Use
The Deep Web
Definition and types of information literacy
How to measure
Advantages of information literacy and disadvantages of low information literacy
Hock Chapter 1
In-Class Exercise
- Class 3:** Evaluating Information Sources
Boolean logic and other searching techniques
Online catalogs and databases
Print resources (encyclopedias, handbooks, directories, etc.)
Web resources and Web search engines (briefly)
Evaluating search results: recall and precision; source and authority
In-Class Exercise
- Class 4:** Topics from Previous Class Continued
The Hidden Web
General Web Directories and Portals
Hock Chapter 2
In-Class Exercise

- Class 5:** What is Critical Thinking?
Evaluating Websites
Discuss Assignment/Search Engine Comparison
Computer basics
Telecommunications basics
Technology Exercise
- Class 6:** The Basics of Search Engines
Boolean Operators
Search Engines: The Specifics
Locating and Using Legal Information
Overview of Health Information Resources
Hock Chapter 3
- Class 7:** MAJOR ASSIGNMENT DUE
Search Engine Comparison and Presentation
- Class 8:** Google, Yahoo!
News Resources
Intellectual Property
Creating computer generated products
Word processing
Spreadsheets
Hock Chapter 4
Technology Exercise
- Class 9:** Previous class topics continued
Presentations
Graphics
Databases
Web pages
Blogs, Wikis, Twitter, and related products
Information architecture (briefly)
- Class 10:** Topics from previous class continued
Making the Most of Google
Technology Exercise
Turn in names of individuals you plan on interviewing for final paper and provide brief description
- Class 11:** Internet Reference Shelf
Encyclopedias, Dictionaries, Information about People, Colleges, and Universities
Jobs available
Skills needed

The future
Hock Chapter 6
In-Class Exercise

Class 12: In-Class Exercise

Class 13: “Sights and Sounds”
Hock Chapter 7
Technology Exercise

Class 14: Topics from Previous Classes Continued

Class 15: Review for Final; Work on Information Sources Interview and Presentation

Class 16: MAJOR ASSIGNMENT DUE
Information Sources Interview and Presentation