**Library 201: Introduction to Research Strategies**

**Tuesdays and Thursdays, 10:00 – 11:50 HH233**  
**Syllabus - Fall 2013**

Sylvia Tag

Associate Professor / Librarian  
E-mail: [sylvia.tag@wwu.edu](mailto:sylvia.tag@wwu.edu)

Phone: 360-650-7992  
Office: Wilson Library 272  
Office Hours: Wednesdays from 12:00 – 1:00. Or, by appointment arranged via email.

**Required Text**

Allison, J. & Gediman, D. (Eds.). (2007). *This I believe: The personal philosophies of remarkable men and women.* New York: Henry Holt and Company.

**Required Readings on Course Reserve**

“Her Point Is: The Art of Summarizing” pp.30-41 in *They Say. I Say:* *The Moves That Matter in Academic Writing*

“The Good, the Bad, and The Daily Show” pp.363-379 in *They Say. I Say:* *The Moves That Matter in Academic Writing*

“Don’t Blame the Eater” pp. 391-393 in *They Say. I Say:* *The Moves That Matter in Academic Writing*

**Course Description**

This course introduces students to the nature of academic research with emphasis on strategies for carrying out inquiry, locating electronic and print sources, assessing sources for authority, examining issues of intellectual property, and selecting and incorporating material from sources into writing. We will use the essays from the book *This I* B*elieve* along with assigned readings as springboards for research topics, and as a focal point to understand individual belief systems that influence the creation and exchange of information in society.

**Link**

GUR Competency 1: *Analyze and communicate ideas effectively in oral, written, and visual forms*.

LIBR201 is linked with Art History 271: Visual Cultures of East Asia (China, Korea, Japan.) During the quarter, there will be assignments in LIBR201 that will draw on content from A/HI271 with particular attention to our shared integration of GUR Competency 1. For example, Dr. Sapin will visit class three times when we discuss primary documents, data, and artifacts from China, Korea, and Japan.

“***Man’s mind, once stretched by a new idea,***

***never retains its original dimensions***.”

Oliver Wendell Holmes

**Course Objectives**  
In this course, you will learn how to find, evaluate and use information sources in an academic environment. You will examine your own research skills, towards developing a wider understanding of scholarly contexts and practices.

**The Social Aspect of Information**

* Explain the different uses of information (occupational, intellectual, recreational, etc.)
* Demonstrate knowledge of the ethics of information use by defining plagiarism and by explaining how and when to give credit for information and ideas from others by appropriately citing sources

**The Organization of Information**

* Describe the process by which scholarly, professional and popular is produced, organized and disseminated
* Identify appropriate reference sources in varying formats (encyclopedias, directories, indexes, abstracts, etc.) And explain their utility

**The Research Process**

* Identify and articulate information needs
* Develop effective search strategies
* Analyze and interpret search results and select relevant materials to examine
* Analyze and critically evaluate information
* Evaluate the research process

“***I find television very educating. Every time someone turns on the set,***

***I go to the other room and read a book***.”

Groucho Marx

**Course Work**

**Q2 Response Cards**

To process the information gleaned from the assigned texts and to guide our class discussions, you will complete a 4 x 6 note card. (See course calendar for due dates.) Q2 Cards are worth 2 points.

**Q2 response cards include:**

***Side one***: One quote that stands out as a key idea, issue, or inspiration from the reading [include page number when applicable] followed by your response to the quote discussing what insights or ideas it raises.

***Side two***: One question that was prompted by the reading (some issue, argument, or concern that you would like to discuss with others). Aim to raise a question you really wonder about. The more thoughtful and open-ended your question, the richer the discussion.

**Weekly Assignments**

Assignments providean opportunity to extend classroom learning, practice skills, and “digest” new ideas. Assignment details and due dates are provided in Canvas. Point Assignments vary slightly according to the extent of the work involved.

**Library Skills Exam**

There will be an exam on Nov, 21st. The exam will cover basic searching skills in the library catalog (OneSearch), databases, and the Internet. The exam will take place in the Haggard Hall 233 computer lab. The best preparation for the exam is to complete the Q2 cards and the weekly assignments.

**Final Research Project**

This research project is designed to enable you to demonstrate mastery of the course objectives. The research project is worth 25% of your grade and is due **Tuesday, Nov 26th at the beginning of class**

The “paper” portion should be a maximum of 5-6 pages in length, double-spaced. Your bibliography (list of works cited AND consulted) is an additional page. This makes 4 pages all together. Because this is a library course, on research strategies, the first section should describe your research process. The second section will be your opportunity to discuss a particular idea or question that is connected to your selected essay. The third section concludes the written portion, including your final insights. The bibliography is important because it will demonstrate your ability to locate and utilize a variety of quality resources. A **Research Prospectus is due on Thursday, Oct 17th.** Approximately 1 page in length, the prospectus should identify your chosen essay from *This I Believe*, and state the inquiry (argument, question, or position) that you plan to explore in your final project. You must include two scholarly sources relate to your inquiry and an in-text citation, in the form of a quote or a paraphrase.

“***We are what we imagine”***

N. Scott Momaday

**Calendar & Content Outline**

**Week / Date**

**Topics**

**Readings and Assignments**

**Week 1**

**Sept 24**

Introduction to the course - syllabus

In Class: Issues Filter Bubble, Bias

TED Talk: http://www.ted.com/playlists/26/our\_digital\_lives.html

*This I Believe* – background of the text.

Q2 Card

<http://www.ted.com/talks/christopher_m00t_poole_the_case_for_anonymity_online.html>

**Sept 26** Academic Libraries

Scholarship vs Research (anonymity?)

In-class: This I Believe Essay Activity – come up with 20 questions to research

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**Week 2**

**Oct 1**

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Vocabulary & Search Terms

Encyclopedias – print and E

Assignment #1

**Oct 3** Reference Sources – print and online

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**Week 3 –**

Database Searching – Print/Online

Due: Assignment #1

New: Assignment #2

**Oct 8** Print & Online

Q2 Card: http://www.ted.com/talks/aleph\_molinari\_let\_s\_bridge\_the\_digital\_divide.html

**Oct 10**

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**Week 4 –**

**Digital Divdie – R. Marrall**

Due: Assignment #2

Research Prospectus due

**Oct 15**

**Oct 17**

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Ethics & Intellectual Property

**Week 5** Research Prospectus FeedbackDue: Reflection Essay on

*Plagiarism or Innovation*

**Oct 22** Heritage Resources

TED Talk - http://www.ted.com/playlists/26/our\_digital\_lives.html

**Oct 24** Heritage Resources

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**Week 6**

**Oct 29**

**Oct 31**

*Field Trip to the Center for Pacific Northwest Studies* (CPNWS)

Activity at CPNWS

Heritage Resources

Begin Assignment #3

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**Week 7**  Assignment #3

Locating Newspaper Articles

**Nov 5**  Government Information

Guest Rob Lopresti

**Nov 7**

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**Week 8**

**Nov 12**

**Nov 14 Issues for our time**

**Googlization of Everything E-book**

**Anonymity Online:**

<http://www.ted.com/talks/christopher_m00t_poole_the_case_for_anonymity_online.html>

Internet Research

Due: Assignment #3 New: Assignment#5

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**Week 9**

Internet Searching Cont.

Due: Assignment #5

Review for Final Exam

**Nov 19**

**Nov 21**

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**Week 10**

**Nov 26**

Essays – This I Believe

Reading in class

**Final Research Papers due:** **Friday, Dec 3 by 5:00pm**

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**Final** Tuesday, December 5th 8:00 - 10:00 AM Final Exam

“***There is nothing so powerful as an idea whose time has come***.”

Victor Hugo

**Evaluation**

***Your attendance in class is required to succeed in this course***. The course material, activities and assignments are designed to build upon each other, cumulating in the final project. Students who hand in an assignment that “needs revising/editing” to meet the criteria for acceptance will be given one week to resubmit it. All assignments are due on the date specified on the class schedule.

Participation in class is also critical to your success. Class sessions will include discussions on various resources and group work. The class is a learning community that will perform collaborative work. Therefore, evaluation will rely on whether you attend class, whether you complete the assigned readings, whether you hand in your assignments, and the quality of those assignments.

**Late Work**

Late work is only accepted under exceptional circumstances and only if arrangements are made prior to the due date. Arrangements are defined as back-and-forth communication between Prof. Tag and the student.

Completion of the “*This I Believe*” essay*,* the final research project, and the final exam are required to pass the course.

Grade Percentage Breakdown:

Attendance/Participation = 10%

Weekly Assignments = 30%

Final Research Paper = 25%

Personal Essay = 15%

Final Exam = 20%

**Other considerations**

Late Policy: The success of this course relies on your engagement and performance, so being late to class or being late in submitting work will jeopardize your success and your grade. If you anticipate a problem with attendance or a late submission, you need to make arrangements beforehand.

**Honesty and Collegiality**  
This course promotes the development of effective and ethical learning practices. As such, you need to do your own thinking and acknowledge when you have drawn from other people’s words or ideas, including others in this class. You are encouraged to incorporate ideas from the assigned readings and class discussions. Always acknowledge the source of ideas and language in contrast to your own views. Failure to do so is a form of plagiarism and violates the intellectual property copyright laws.

**DisAbility Accommodation**  
If you have special circumstances, please advise me or contact the Office of Student Life, X3844, so reasonable accommodations can be provided.