

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course Description, Course Competencies, Syllabus, Assignments, Films, Readings		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Information Sciences, Information Studies </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Information Sciences, Information Studies	Course Competencies, Syllabus, Assignments, Films, Readings
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Information Sciences, Information Studies				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Course Competencies, Syllabus, Assignments, Readings		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course Competencies, Syllabus, Assignments, Readings.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
IFS	112	College Research Foundations	Applying for SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Course is designed to advance basic understanding and knowledge about human interaction.	The course provides a comprehensive understanding of information organization and developing essential research knowledge and habits of mind needed to be successful in college. This is achieved through the examination of one's information seeking behaviors and online interactions, and the dynamics of information ecosystems. The course explores all information formats, their ethical use, and their impact on the decisions we make.	MCCCD Official Course Description MCCCD Official Course Competencies 1-6. MCCCD Official Course Outline (I - VI) Syllabus weeks 1-16 (see attached), Film: "Introduction to Information Literacy", Sample Assignment: Research Reflection #1- Information Literacy & You (see attached), Sample Assignment: Final Project - Annotated Bibliography (see attached)
2. Course content emphasizes the study of social behavior such as that found in: Information Sciences and Information Studies	The course uses a multidisciplinary research approach through the examination of information ecosystems. Students will hone in on their research skills and information seeking behaviors through a variety of resources using examples from across the curriculum including sociology, psychology, political science, cultural studies, anthropology, and history.	MCCCD Official Course Outline (II, III, IV) MCCCD Official Course Competencies 2, 3 Syllabus weeks 3,4,6,7,10-13 Film: The Great Levelling" Sample Assignment: Research Reflection #5 - Database Teach-in (see attached) Sample Assignment: Research Reflection #8 - Information Seeking Behaviors Sample Assignment: Final Project - Annotated Bibliography (see attached)
3. Course emphasizes the distinct methods of inquiry of the social and behavioral sciences.	The course uses a conceptual framework to support the development of college specific information literacy skills for investigating the social construction and dynamics of information use. Learners participate in academic scholarship by understanding how to identify credible sources and the process of academic discourse. Students also learn that inquiry is a cycle of exploration and discovery. This cycle is dependent on many variables and that to conduct	MCCCD Official Course Competencies 3,4,5,6 MCCCD Official Course Outline (IV - VI) Syllabus weeks 5, 8,10-15 (see attached), Sample Assignment: Research Reflection #6 - Concept Mapping & Inquiry Sample Assignment: Final Project - Annotated Bibliography (see attached) Sample Reading: Social Media & Intentional Misinformation pp.1-17 (Chapter 1 from Web of Deceit: Misinformation and Manipulation in the Age of Social Media) Sample Reading: Appendix A: Evaluating Websites pp. 153-161 (from Web of Deceit:

	<p>successful inquiry requires a set of knowledge practices including the ability to determine the research need, the need to design and revise research strategies, and how to mine information ecosystems for the most relevant information.</p>	<p>Misinformation and Manipulation in the Age of Social Media)</p>
<p>4. Course illustrates use of social and behavioral science perspectives and data.</p>	<p>The course draws upon evidence across the curriculum and the social sciences. Local, global, and current issues are used as research examples to draw upon data, statistics, government and non-governmental organizations, clinical studies, and cultural artifacts. Students examine evidence and determine how to integrate information into academic projects based on the information need.</p>	<p>MCCCD Official Course Competencies 4,5,6 MCCCD Official Course Outline (V-VI) Syllabus weeks 5-8,10-15 (see attached) Sample Assignment: Research Reflection #4 - Question Authority (see attached) Sample Assignment: Final Project - Annotated Bibliography (see attached) Sample Reading: The What and When of Referencing pp. 14-27 (Chapter 3 from The Complete Guide to Referencing and Avoiding Plagiarism) Sample Reading: Plagiarism pp. 28-43 (Chapter 4 from The Complete Guide to Referencing and Avoiding Plagiarism)</p>

Evidence for Social-Behavioral Sciences [SB] for IFS 112

1. Social Scientific Theories, Perspectives, and Principles:

Information Science is an integral component of most disciplines, but it is particularly aligned with the social and behavioral sciences. It addresses the critical need for human beings to acquire information necessary to survive and thrive in a complex and evolving world.

Information access is a human right: it is essential to the functioning and growth of economies, and without it, social, political, technological, cultural, and scientific progress is at a standstill.

Information Science operates within a very specific research and practice paradigm encompassing the study of the gathering, organizing, storing, retrieving, analyzing, and disseminating of information. The discipline of Information Science investigates the properties and behavior of information including how people relate to, seek, and use information as influenced by social, political, cultural, and economic factors. Human engagement with information is reflected in this social science's deep concern with the origination, collection, organization, storage, retrieval, interpretation, transmission, transformation, and utilization of information.

2. The Use of Social-Behavioral Methods to Acquire Knowledge or Social Events and Processes:

Information Science uses a variety of social-behavioral inquiry and research methods including "empirical, experimental, ethnographic, conceptual, historical, socio-technical, policy-analytic, or critical-theoretical nature" (as outlined in the journal JASIST, Journal of the Association of Information Science and Technology).

IFS 112 students engage with various types of information and data from the social and behavioral sciences and become ethical users and contributors to the global information landscape. Assignments require students to learn how to identify, retrieve, evaluate and use authoritative information across information ecosystems. Active engagement is emphasized in this course using in-class activities and reflections to enhance learning and expose students to a wide variety of research processes. Students explore timely, relatable issues and hot topics in order to gain local and global knowledge and become confident contributors to scholarly communication through a variety of platforms.

3. The Impact of Social Scientific Understanding on the World:

Information creation and sharing are integral parts of social and economic progress. IFS 112 examines how information and information seeking behaviors can impact society and the decisions we make. The class allows students to develop effective information seeking behaviors through the examination of information ecosystems. A variety of local and global topics are used as search examples to retrieve and examine information for authority, truth, and bias. Students think critically about the implications of information creation, format and online presence.

CRITERIA 1: (Course is designed to advance basic understanding and knowledge about human interaction)

The course provides a comprehensive understanding of information organization and developing essential research knowledge and habits of mind needed to be successful in college. This is achieved through the examination of one's information seeking behaviors and online interactions, and the dynamics of information ecosystems. The course explores all information formats, their ethical use, and their impact on the decisions we make.

SUPPORTING EVIDENCE:

- **MCCCD Official Course Description:**
 - *Development of research skills and competencies essential for college success including accessing, evaluating, and incorporating information sources into academic projects. Examination of information ecosystems, online presence, and the implications of one's information seeking behaviors.*
- **MCCCD Official Course Competencies (1-6):**
 1. Determine the organization of libraries and information retrieval systems. (I)
 2. Examine information ecosystems and information formats. (II, III)
 3. Create, apply, and assess search strategies for information retrieval. (IV)
 4. Evaluate information with informed skepticism. (V)
 5. Determine and integrate supporting evidence for academic projects. (V, VI)
 6. Organize and ethically use information. (VI)
- **MCCCD Official Course Outline** (see attached)
- **Syllabus weeks 1-16** (see attached)
- **Film:** "[Introduction to Information Literacy](#)"
- **Sample Assignment:** Research Reflection #1- Information Literacy & You (see attached)
- **Sample Assignment:** Final Project - Annotated Bibliography (see attached)

CRITERIA 2: (Course content emphasizes the study of social behavior such as that found in Information Studies and Information Sciences)

The course uses a multidisciplinary research approach through the examination of information ecosystems. Students will hone in on their research skills and information seeking behaviors through a variety of resources using examples from across the curriculum including sociology, psychology, political science, cultural studies, anthropology, and history.

SUPPORTING EVIDENCE:

- **MCCCD Official Course Competencies (2,3):**
 2. Examine information ecosystems and information formats. (II, III)
 3. Create, apply, and assess search strategies for information retrieval. (IV)
- **Syllabus weeks 3,4,6,7,10-13** (see attached)
- **Film:** [“The Great Levelling”](#)
- **Sample Assignment:** Research Reflection #5 - Database Teach-in (see attached)
- **Sample Assignment:** Research Reflection #8 - Information Seeking Behaviors (see attached)
- **Sample Assignment:** Final Project - Annotated Bibliography (see attached)

CRITERIA 3: (Course emphasizes the distinct knowledge base of the social and behavioral sciences/the distinct methods of inquiry of the social and behavioral sciences)

The course uses a conceptual framework to support the development of college specific information literacy skills for investigating the social construction and dynamics of information use. Learners participate in academic scholarship by understanding how to identify credible sources and the process of academic discourse. Students also learn that inquiry is a cycle of exploration and discovery. This cycle is dependent on many variables and that to conduct successful inquiry requires a set of knowledge practices including the ability to determine the research need, the need to design and revise research strategies, and how to mine information ecosystems for the most relevant information.

SUPPORTING EVIDENCE:

- **MCCCD Official Course Competencies (3,4,5,6):**
 3. Create, apply, and assess search strategies for information retrieval. (IV)
 4. Evaluate information with informed skepticism. (V)
 5. Determine and integrate supporting evidence for academic projects. (V, VI)
 6. Organize and ethically use information. (VI)
- **Syllabus weeks 5,8,10-15** (see attached)
- **Sample Assignment:** Research Reflection #6 - Concept Mapping & Inquiry
- **Sample Assignment:** Final Project - Annotated Bibliography (see attached)
- **Sample Reading:** [Social Media & Intentional Misinformation](#) pp.1-17 (Chapter 1 from *Web of Deceit: Misinformation and Manipulation in the Age of Social Media*)
- **Sample Reading:** [Appendix A: Evaluating Websites](#) pp. 153-161 (from *Web of Deceit: Misinformation and Manipulation in the Age of Social Media*)

CRITERIA 4: (Course illustrates use of the social and behavioral science perspectives and data)

The course draws upon evidence across the curriculum and the social sciences. Local, global, and current issues are used as research examples to draw upon data, statistics, government and non-governmental organizations, clinical studies, and cultural artifacts. Students examine evidence and determine how to integrate information into academic projects based on the information need.

SUPPORTING EVIDENCE:

- **MCCCD Official Course Competencies (4,5,6):**
 4. Evaluate information with informed skepticism. (V)
 5. Determine and integrate supporting evidence for academic projects. (V, VI)
 6. Organize and ethically use information. (VI)
- **Syllabus weeks 5-8,10-15** (see attached)
- **Sample Assignment:** Research Reflection #4 - Question Authority (see attached)
- **Sample Assignment:** Final Project - Annotated Bibliography (see attached)
- **Sample Reading:** [The What and When of Referencing](#) pp. 14-27 (Chapter 3 from *The Complete Guide to Referencing and Avoiding Plagiarism*)
- **Sample Reading:** [Plagiarism](#) pp. 28-43 (Chapter 4 from *The Complete Guide to Referencing and Avoiding Plagiarism*)



College Research Foundations

Course: IFS112	Lecture 3.0 Credit(s) 3.0 Period(s) 3.0 Load
First Term: 2018 Spring	Course Type: Academic
Final Term: Current	Load Formula: S - Standard Load

Description: Development of research skills and competencies essential for college success including accessing, evaluating, and incorporating information sources into academic projects. Examination of information ecosystems, online presence, and the implications of one's information seeking behaviors.

Requisites: Prerequisites: None.

MCCCD Official Course Competencies

1. Determine the organization of libraries and information retrieval systems. (I)
2. Examine information ecosystems and information formats. (II, III)
3. Create, apply, and assess search strategies for information retrieval. (IV)
4. Evaluate information with informed skepticism. (V)
5. Determine and integrate supporting evidence for academic projects. (V, VI)
6. Organize and ethically use information. (VI)

MCCCD Official Course Outline

- I Academic Libraries and Library Systems
 - A. Services and resources
 - B. Organization and classification systems
 - C. Library catalogs
- II. Information Sources
 - A. Evolution of information
 - B. Databases
 1. Subscription
 2. Open access
 - C. Periodicals
 - D. Books and eBooks
 - E. Government and non-governmental organizations
 - F. Social media
- III. Information Ecosystems
 - A. Definition and types
 1. Open web
 2. Proprietary
 - B. Dynamics and barriers to access
 - C. Creation and contribution
 1. Social media

- 2. Online interactions
 - D. Use and impact of information
 - 1. Authority
 - 2. Truth
 - 3. Bias
 - IV. Search Strategies
 - A. Research question
 - B. Key concepts
 - C. Search queries
 - D. Information gathering
 - V. Supporting Evidence
 - A. Information evaluation
 - B. Main ideas and supporting details
 - C. Semiotics of images
 - D. Source integration
 - 1. Direct references
 - 2. Indirect references
 - VI. Ethical Use, Organization, and Communication of Information
 - A. Plagiarism
 - B. Citations
 - C. Information organization
 - D. Information creation
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Last MCCCD Governing Board Approval Date: June 27, 2017

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.



**MESA
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

***IFS 112: College Research Foundations
Spring 2018, Section:
3 Credits; Prerequisites: None***

Instructor:

Instructor: Marjorie Leta

Email: Marjorie.Leta@mesacc.edu

Office: LB203, Library Administration, 2nd floor of the library

Office Hours: Monday – Friday 9:00-10:00am or by appointment

Phone: (480) 461-7663

Course Description:

In this course you will learn research skills and competencies essential for college success including accessing, evaluating, and incorporating information sources into academic projects. This will be accomplished through the examination of information ecosystems, online presence, and the implications of one's information seeking behaviors.

Location: Library, 2nd floor, Room LB245, Southern and Dobson Campus

Days: Tuesdays and Thursdays

Time: 11:00 PM to 12:30 PM

Course Competencies:

The primary purpose of this course is to provide students with the foundational knowledge, skills and habits of mind needed to be effective researchers and contributors to scholarly communication including how to:

1. Determine the organization of libraries and information retrieval systems.
2. Examine information ecosystems and information formats.
3. Create, apply, and assess search strategies for information retrieval.
4. Evaluate information with informed skepticism.
5. Determine and integrate supporting evidence for academic projects.
6. Organize and ethically use information.

Required Course Materials:

Students are not required to purchase a textbook for this course. The following texts will be available for your use in the library as we will refer to them throughout the semester: (Copies are on reserve at the 1st floor Services Desk and readily available at the 2nd floor Reference Desk in the library):

- Publication Manual of the American Psychological Association, American Psychological Association, Washington, DC: 2010. (on reserve in library)
- MLA Handbook, The Modern Language Association of America, New York: 2016. (on reserve in library)

You will be assigned select readings from the following eBooks which are both freely accessible using your MEID and password:

- [Web of Deceit: Misinformation and Manipulation in the Age of Social Media](#), Ann P. Mintz, Information Today, Inc.: 2012.
- [The Complete Guide to Referencing and Avoiding Plagiarism](#), Colin Neville, McGraw Hill Education: 2010.

Additional online readings, videos and resources will be assigned throughout the semester and made freely available via Canvas.

Canvas:

The Maricopa Community Colleges (with exception to Rio Salado College) use Canvas as their online learning management system. Course materials, assignments, grades and attendance scores should be accessed by students in Canvas. Although this course meets face to face, course materials including the course syllabus, grades, attendance, assignments, lessons, and readings should be accessed via Canvas.

[Login to Canvas \(https://learn.maricopa.edu/\)](https://learn.maricopa.edu/)

Help with Canvas:

24/7 Canvas Help: 1-888-994-4433

You can use the Student Guides Tutorials for navigating Canvas at

<http://ctl.mesacc.edu/resources/canvas/canvas-tutorials/>.

Technology support is available through the MCC Help Center by:

Phone (480) 461-7217

Email: HelpCenter@mesacc.edu, or via live chat during their open hours of operation at

<http://www.mesacc.edu/helpcenter/>

Student Email:

You will need a student email account so that your instructor can communicate with you regarding course work and performance in this class. This is available to all MCC students at no charge. Contact your instructor through your Maricopa email or through Canvas.

[Log in to your Maricopa Email \(https://my.maricopa.edu/\)](https://my.maricopa.edu/)
[Setting Up Your Maricopa Email](#)

The instructor for this course is NOT responsible for missed communication due to full e-mail boxes, e-mail “crashes”, or inattention to e-mail. When e-mailing the instructor on Mondays through Fridays during regular business hours (8:00 AM to 5:00 PM), please allow for a 48-hour turnaround time for all responses. All emails sent after 5:00 PM on Fridays will be answered on the following Monday. In addition, please ensure that all communication(s) that takes place in this course, including e-mails, are professional and well written.

Attendance Policy:

Attendance will be taken daily. You must be here and you must be on time because this is the only way real learning will occur.

Excused Absences

“Excused” absences, according to MCC’s policies include ONLY those due to college sanctioned events or religious observances. Long term medical leave (with documentation) will be excused at the instructor’s discretion. Jury duty or subpoenas will be excused with documentation. If you come to class after attendance has been taken, you will be considered tardy. Two tardies will count as one absence.

Attendance Withdrawal Policy

There are two kinds of withdrawal: student initiated withdrawal and instructor initiated withdrawal. You can find the specific withdrawal dates in my.maricopa.edu > Student Center > My Class Schedule > (Course Pre x/Number) > Calendar button under Deadlines. If you are concerned you are in danger of not passing a class, it is your responsibility to withdraw from that course by the published deadline. A grade of “W” (withdrawn, passing) will be assigned, with a reason provided. After the published deadline, only the instructor may withdraw you from a course and for this course, a grade of “W” will ONLY be granted if adequate documentation of severe extenuating circumstances (e.g. hospitalization due to an illness or death of an immediate family member) is provided and will be at the discretion of the instructor.

Additionally, for this course, students who do not attend the first week of classes may be withdrawn with a grade of “W”. Following the first week of classes and up to the 45th day of classes, you may also be withdrawn with a “W” if you miss more than two weeks of class and/or have not completed two or more required academic assignments/exams without contacting the instructor.

Please discuss any desires to withdraw from the class with your instructor so together you can decide on the best course of action.

Testing Policy and & Final Exam:

There are no formal written tests in this class. Students will be graded on the assignments outlined in this syllabus. The final exam for this course is the final project. The final project details will be discussed in class with details provided in Canvas. The final project is due on the day of the scheduled final exam for this course. Students are required to attend class this day. Failure to attend class on the day of the scheduled final exam will result in a failing grade for the final project.

Assignments:

Syllabus Acknowledgement and Student Information Form

You will be required to complete a Syllabus Acknowledgement and student information form in order to ensure your success in this class.

Pre and Post Survey: Information Facts & Fictions

You will complete an “Information Facts & Fiction” Survey before our second class meeting and again towards the end of the semester. Your survey responses are not graded, however, completion of this survey will count towards your active engagement points in this course. It is very important that you complete both the pre and post survey as it will be used as a tool to help you reflect upon your information seeking behaviors.

Canvas Module Quizzes

There will be a total of 3 online module quizzes, each covering material from class activities, discussions, lectures, assignments, independent readings, etc. within the given module. You may re-take these quizzes as many times as you would like to improve your score, as the purpose of these quizzes is to ensure you are ready to move on to the next phase of learning. Additional attempts will not be allowed once the due date has passed.

Research Reflections

Throughout the semester, you will be completing a variety of research reflections aligning to course lessons and discussions. The purpose of these research reflections is not only to apply what you learn but also reflect on the research process, consider the “why” of research, and contemplate how your information seeking behaviors affect the information you retrieve. These research reflections will be the focus of many class discussions to compare experiences and to learn from each other. You are asked to bring 2 copies of your research reflections to class on the day they are due. One copy will be turned in at the beginning of class and the other will be used for your reference for class discussion and activities.

Final Project

There is no final exam in this course but you will complete a final project which will be due during our scheduled final during finals week. Your final project will be to create an Annotated Bibliography on a social issue topic of your choice. Throughout the semester we will use a variety of current social issues and hot topics from a range of disciplines as research examples. You may use one of the social issues addressed in class or you can choose another social issue of your choice. The purpose of creating an Annotated Bibliography is to apply all the components of the research process covered throughout the semester while holistically exploring a social issue that interests you. If you are not familiar with Annotated Bibliographies, there are additional details, tutorials, a template you can work from, and a sample Annotated Bibliography all within the Final Project module of the course. Topics must be approved by the instructor and selected by March 29th.

Active Engagement

The instructor of this course has developed a number of in-class activities, discussions, and reflections to deepen and enhance your understanding of the course content. For these activities to be effective, it is important you are actively engaged with the course content, your classmates and your instructor and you come to class prepared. Your level of active engagement will be recorded using the Canvas "Attendance" function. In this course, an "absence" in the Canvas "Attendance" function is defined as missing class or arriving 15 minutes after class has officially begun. A "tardy" in the Canvas "Attendance" function will count as half of an "absence" and is defined as any of the following:

- Failure to complete readings and/or bring required materials to class.
- Failing to actively contribute to and/or complete in-class activities
- Engaging in disruptive behavior during in-class activities (e.g. texting, e-mailing, "facebooking", holding social conversations, leaving the classroom, etc.)
- Arriving after the instructor has taken attendance
- Leaving before the scheduled end of class

You may view your active engagement score at any time by clicking on the link titled "Attendance" in the Navigation section of the Canvas course (left hand side of the screen). Scores will reflect the percentage of points earned at that moment in time.

In order to be prepared for class and thus earn full active engagement points on any given day, you must pay close attention to any directions provided in class and/or on Canvas. Additionally, it is your responsibility to obtain information missed due to an absence and ensure the timely submission of any assignments due.

Make-up & Late Work

Late submissions of any kind will only be accepted for severe extenuating circumstances (hospitalization due to a severe illness or injury or death of an immediate family member). If an emergency arises, notification PRIOR to the deadline must be given to the instructor and documentation of the extenuating circumstance must be provided. Exceptions to this rule will only be allowed for severe extenuating circumstances (hospitalization due to a severe illness or injury

or death of an immediate family member) and official school business. If an emergency arises, notification PRIOR to the deadline must be given to the instructor and documentation of the extenuating circumstance must be provided. Make-ups for active engagement points will only be allowed for severe extenuating circumstances (hospitalization due to a severe illness or injury or death of an immediate family member) or official school related business. If an emergency arises, notification PRIOR to class must be given to the instructor.

Grading

You will be graded on the items shown below. The weighting system will be as follows:

Assignment	Details	Point Total
Quizzes	3 quizzes	10%
Research Reflections	8 research reflections	40%
Active Engagement	Attendance, engagement, completion of pre/post survey	20%
Final Project	Annotated Bibliography	30%
Total		100%

Grading Scheme

- A < 100% - 90%
- B < 90% - 80%
- C < 80% - 70%
- D < 70% - 60%
- F < 60%

Behaving Responsibly and Cooperatively in Class:

Part of our purpose in this class is to come together as a community of learners in which ideas are shared and we learn by doing and explaining, not just by watching. Often, you will find that your classmates have different perspectives and experiences than you and can offer tips or techniques that can enhance your learning and understanding. You have a lot to learn from the instructor, but you also have a lot to learn from each other. Students are expected to come to class prepared to participate. Remember, none of us is as smart as all of us! Everyone has something to offer. You will be asked to work cooperatively with others and you are expected to be a contributing member to your group.

Academic Integrity:

Academic misconduct and dishonesty includes, but is not limited to, cheating, plagiarism, excessive absences, use of abusive or profane language, and disruptive and/or threatening behavior. All instances of academic dishonesty and misconduct will be reported to the Library

Chair and/or other appropriate authorities. Students displaying acts of academic dishonesty are subject to grade adjustment, course failure, probation, suspension, or expulsion. See the [student handbook](#) for more information regarding cases of academic misconduct and dishonesty. Direct weblink to the student handbook:

<https://www.mesacc.edu/sites/default/files/pages/section/students/student-life/MCC%20Student%20Hand%20book%202014-2015-web.pdf>

Resources to Help You:

Academic Support

Learning Enhancement Center:

Many students find that college coursework provides new academic challenges. Students who wish to deepen their understanding of course concepts, extend their skills, and improve their performance in their course(s) are encouraged to use the free tutoring and other support services in the Learning Enhancement Center. The LEC Office is located on the 1st floor of the Elsner Library.

Southern and Dobson Phone: 480.461.7678 Red Mountain Phone: 480.654.7735
Website: www.mesacc.edu/tutoring

Writing Center:

The Writing Center provides one-on-one appointments to help students during any phase of the writing process: brainstorming, prewriting, researching, drafting, and revising. The Writing Center is located on the 1st floor of the Elsner Library. Phone: 480.461.7513.

Website: <https://www.mesacc.edu/departments/english/writing-center>

Disability Services

If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the MCC Disabilities Resources and Services Office at 480-461-7447 or email drsfrontdesk@mesacc.edu.

To ensure equal access, all required course materials provided in web links are expected to meet [AA Standard of Compliance with the Web Content Accessibility Guidelines \(WCAG\) 2.0](#). All internal and external course links should be evaluated by the [WAVE Web Accessibility Evaluation Tool](#). Course materials are expected to be in compliance, or an alternative option provided upon the student's request.

Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology.

Information for Pregnant or Parenting Students: If you are a pregnant or parenting student you are protected under Title IX regarding classroom accommodations. Please request your accommodations through the MCC Disabilities Resources and Services Office at 480-461-7447 or email drsfrontdesk@mesacc.edu.

Early Alert (EARS)

Mesa Community College is committed to the success of all our students. MCC has adopted an Early Alert Referral System (EARS) to aid students in their educational pursuits. Faculty and Staff participate by referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional.

<http://www.mesacc.edu/students/ears>.

F-1 Students

If you are an F-1 student, I'm so glad that you're in my class! You bring diversity and a world perspective to the classroom, and that helps me to fulfill one of MCC's student outcomes: Cultural and Global Engagement. Please know that you must adhere to the attendance policy that is set for this class and is listed in this syllabus. If you are withdrawn by me from the class for non-attendance, I will not place you back into the class. If you earn a W or Y (for non-attendance) and this brings you below the required 12 credits that you need to maintain your F-1 status in the USA, I will not change your grade to an F. You are given the grade that you earn. If you fall out of status, you can go through a process called "F-1 Reinstatement" with the International Education (IE) Office located in Building 36N. IE regularly sends you messages to your MCC email regarding immigration matters. Be sure to check it regularly! They also check attendance reports for all F-1 students on a weekly basis. You are here in the USA to be a student on your F-1 full time study visa, and we'll help you to maintain that status.

Course Survey

Near the end of this course, you may receive an invitation to complete a course survey via Canvas and your MCC email. Your constructive feedback plays an important role in shaping the quality education at MCC. All responses are completely confidential, and your name is not stored with your answers in any way. In addition, instructors will not see results from the survey until after final grades are submitted. Your participation is greatly appreciated. The course survey is only given in some MCC courses, so you may not receive a survey in all courses.

Statement of Student Responsibilities

It is your responsibility to understand the policies listed in this syllabus as these are the guidelines that your instructor will follow for grading, attendance, etc. It is also your responsibility to read and understand the college policies included in the student handbook as they may apply to you in the case of an incomplete grade, withdraw for failure to attend, etc.

[MCC Student Handbook](#)

Direct Weblink to the MCC Student Handbook:

<https://www.mesacc.edu/sites/default/files/pages/section/students/student-life/MCC%20Student%20Handbook%202014-2015-web.pdf>

Tuition Charges and Refunds

MCC will charge tuition and fees when a student is dropped from classes after the 100% refund period (whether through the purge process for non-payment or instructor removal for failure to attend). Dates for 100% refund vary based on the class start date. Look under “Refund Policy” in the [Online Policy Manual](#) to determine refund dates. Direct weblink to the Online Policy Manual:

<https://chancellor.maricopa.edu/public-stewardship/governance/administrative-regulations/2-students/2.2-admission-registration-enrollment#refund>

Every term, students suddenly discover they have been dropped from all of their classes because they have failed to pay a lab fee or some other fee. Please log on to your student account at My.Maricopa and verify that you have paid all your fees.

If you are dropped for nonpayment, paying your fees will NOT automatically reinstate you in your classes. Reinstatement requires permission from your instructor and the department chair and can take as much as a week or more. Also, there is no guarantee of reinstatement after your fees are paid, so please check your account now to be sure that you are not withdrawn for nonpayment of fees.

Financial Aid

It is your responsibility to protect your financial aid and miscellaneous interests (e.g. student visas, scholarships, veteran’s benefits/pensions, etc.) by completing the required coursework to receive a grade. Students who do not attend class or fail to submit assignments on time will be withdrawn from the course for non-participation, which may jeopardize financial aid. A grade of W or Y will not be changed to an F for financial aid purposes.

Policy on Cell Phones and Other Devices in Class

Cell phone, tablet or computer use for non-class purposes (INCLUDING texting, perusing Facebook, gaming, etc.) during class time is highly disruptive to you and your classmates’ learning and thus, is not allowed. Cell phones are to be turned off for the entire class period unless they are to be used for a class activity. Students who are expecting an emergency call should notify the instructor prior to the start of class, turn his/her cell phone to vibrate for incoming calls/messages, and take any calls/messages AFTER quietly exiting the classroom. The need to receive an emergency call should be a RARE occurrence.

Recommendations for Academic Success

For every hour you spend in class, you should spend at least two (2) to three (3) hours outside of class studying the material and completing your assignments. For example, if you take a class one

(1) hour a day, three days a week, you should devote at least **6 to 9 hours** a week outside of class.

Students do not fail at the end of the semester. If a student is failing in the last week, it is because of what he or she has done throughout the semester. Keep up with the work. Keep track of your points and percentage in the class. Keep track of assignment due dates on the course calendar. Remember, you cannot complete all the assignments in the last few days of the semester.

Institutional Student Learning Outcomes: MCC's 4Cs

Our goal at MCC is to excel in teaching and learning. We are here to empower individuals to succeed in their local and global community. As part of this commitment, Institutional Student Learning Outcomes (iSLOs) have been created with the goal of embedding educational experiences in all MCC courses. ISLOs are skills and knowledge students attain through courses and experiences. Students who complete a degree, program or certificate will know they leave MCC with these skills or knowledge. MCC's iSLOs are known as MCC's 4Cs. They are Critical Thinking, Communication, Civic Engagement, and Cultural and Global Engagement. The iSLO embedded into this course is Critical Thinking.

Visit [Student Learning Outcomes](#) for more information.

MCC Honors Achievement Award

The [Honors Achievement Award](#) is open to students who have completed 12 college-level credits within the Maricopa Colleges and have a minimum cumulative GPA of 3.25. If this is you, apply to the Honors Program at Mesa Community College. To be awarded funds, you must be enrolled in at least 6-graded credits, including one 3-credit honors class, complete the honors class with at least a "C" grade, and participate in one co-curricular activity during the semester. Any student who qualifies for this award should contact the Honors Office at 461-7079, Kirk Center 35S (Southern and Dobson) or 654-7821, Desert Willow (Red Mountain). More information on the program and eligibility can be found at:

<https://www.mesacc.edu/honors/honors-achievement-award-scholarship>

Syllabus Disclaimer

This syllabus is intended to contain complete and accurate information; however, I reserve the right to make adjustments to this syllabus during the course. Students will be notified by the instructor of any changes in course requirements or policies.

Students are responsible for all information contained in this course syllabus.

Students will be notified by the instructor of any changes in the course requirements or policies.

IFS 112 Syllabus and Course Policies Acknowledgement & Agreement

Please initial your acknowledgement of the following statements, then print and sign your name at the bottom of this agreement. Turn this form in to your instructor on the second class meeting.

_____ I understand that I need access to appropriate technologies for this course, including a computer, printer, internet. I understand how to access Canvas (learning management system) and it is my responsibility to check Canvas on a regular basis.

_____ I understand the attendance policy for this course, and I am aware of what constitutes “excused” absences under MCC policy.

_____ I understand that this class meets two times per week and I am expected to be in class for the full time.

_____ I understand the policy for late work and make-up exams.

_____ I acknowledge the consequences for academic misconduct and/or dishonesty in this course.

_____ I understand that I will be expected to be a contributing and participating member of class each day and that I must show all work when completing my assignments.

_____ I understand the policies regarding cell phone, tablet and laptop usage in class.

By signing below, I agree that:

I am a dedicated learner and will take responsibility for my success in this course.

I will spend an average of nine hours per week outside of class completing my assignments and reviewing the course material.

I will come to class prepared and treat my instructor and classmates with respect.

I have received a syllabus and agree to abide by the course policies set forth.

Student Signature: _____ Date: _____

Student Name (print) _____ Contact # _____

Student Information Form

NAME: _____

Why are you enrolled in this course?

What would you like to learn from this course?

What field of study are you currently pursuing?

IFS 112 Spring 2018
COURSE OUTLINE

NOTE: This outline is tentative and may change. Students are responsible for checking the “Announcements” within Canvas for any changes. With exception to online quizzes, all Research Reflections are due at the beginning of class. Activities and Discussions occur during class time - participation counts towards your Active Engagement score.

Week	Dates	Lesson Topics	Assignments, Readings & Activities	Due Date
1	1/16 1/18	Introductions & Course Overview, Introduction to Information Literacy Information Literacy, cont.	Getting Started Syllabus Acknowledgement Film: Introduction to Information Literacy Information Facts & Fiction Pre-Survey <u>Research Reflection#1</u> : Information Literacy & You	1/18 1/18 1/18
2	1/23 1/25	Organization of Libraries Library Catalogs LC Classification	<u>Quiz</u> : Library Lingo Activity: Shelving Game <u>Research Reflection #2</u> : Library Book Autoethnography	1/25 1/25
3	1/30 2/1	Evolution of Information Determining Information Need	Activities: What Shapes Information? Popular vs. Scholarly Information Need and Authority	
4	2/6 2/8	Information Ecosystems: The Internet Barriers to access	Film: The Great Levelling Discussion: Information Access as a Human Right <u>Research Reflection #3</u> : Barriers to Access Open Access Challenge	2/6 2/8
5	2/13 2/15	Information Evaluation Authority, Truth, Bias	<u>Reading</u> : Evaluating Websites pp. 153-161 (from <i>Web of Deceit: Misinformation & Manipulation in the Age of Social Media</i>) Activities: Bias in the Media Fact Checking & Evaluating Sources <u>Research Reflection #4</u> : Question Authority	2/13 2/15

Week	Dates	Lesson Topics	Assignments, Readings & Activities	Due Date
6	2/20 2/22	Information Ecosystems: Databases	Library databases: the what, how, and why <u>Research Reflection #5</u> : Database teach-in Database teach-in – students teach each other dbs	2/22
7	2/27 3/1	Information Ecosystems: Databases	Database teach-in continued	
8	3/6 3/8	Developing a Research Topic Research as Inquiry	Activities: Concept Mapping Gathering Background Information Developing a Research Question Collecting Background Information <u>Research Reflection #6</u> : Concept Mapping & Inquiry	3/8
9	3/12 3/18	Spring Break Relax and Enjoy!		
10	3/20 3/22	Search Strategies Boolean, phrase searching, truncation Keywords vs. subjects	Activities: Boolean Table Game Pass the problem – database and keyword selection	
11	3/27 3/29	Search Strategies Boolean, phrase searching, truncation Keywords vs. subjects	<u>Quiz</u> : Search Strategies Final Project Topic choice	3/29 3/29
12	4/3 4/5	Information Ecosystems: The open web as a research tool Search Engines	<u>Reading</u> : Searching the Open Web pp.71-80 (Chapter 5 from <i>Information Now</i> - on reserve at the library) Activities: Algorithm Bias and search engines - Google vs. Yahoo vs. Bing Net Neutrality Algorithms & Page Rank Visual Literacy: Using Images	4/3

Week	Dates	Lesson Topics	Assignments, Readings & Activities	Due Date
13	4/10 4/12	Information Ecosystems: The open web as a research tool Social Media, Wikis, Government sources, NGOs (data and statistics)	Reading: Social Media and Intentional Misinformation pp.1-19 (from <i>Web of Deceit: Misinformation & Manipulation in the Age of Social Media</i>) Activities: Twitter Politics Where does data come from? (Data vs. statistics) Gender Gap in Wikipedia <u>Research Reflection #7: Finding Data & Statistics</u>	4/10 4/12
14	4/17 4/19	Copyright, Plagiarism and Citations Information organization – bibliographies & annotated bibliographies	Reading: The What and When of Referencing pp. 14-27 (Chapter 3 from <i>The Complete Guide to Referencing and Avoiding Plagiarism</i>) Reading: Plagiarism pp. 28-43 (Chapter 4 from <i>The Complete Guide to Referencing and Avoiding Plagiarism</i>) <u>Quiz: Citations & Plagiarism</u>	4/17 4/17 4/19
15	4/24 4/26	Source Integration (references) Information creation and source integration	Activities: Understanding Scholarly Abstracts Summarize, Paraphrase, or Quote? <u>Research Reflection #8: Information Seeking Behaviors</u> Information Facts & Fiction Post-Survey Discussion: Have your information seeking behaviors changed?	 4/26 4/26
16	5/1 5/3	Review and work sessions for final project	Activities: Annotated Bibliography Fishbowl activity What's wrong with this Annotated Bibliography? Sample Annotated Bibs	
Finals	5/7 5/10	Finals week	Final Project Due	TBD – see finals schedule

IFS 112 Supporting Resources

Students are not required to purchase a textbook for this course. However, several texts are used throughout the course as a reference resource and for assigned readings. Copies are freely accessible online or are available on reserve in the library for students to use as needed:

Texts:

- Publication Manual of the American Psychological Association, American Psychological Association, Washington, DC: 2010. (Reserve & at Reference Desk)
- MLA Handbook, The Modern Language Association of America, New York: 2016. (Reserve & at Reference Desk)
- Information Now: A Graphic Guide to Student Research, Matt Upson, C. Michael Hall, and Kevin Cannon, University of Chicago Press: 2015. (Reserve)
- [Web of Deceit: Misinformation and Manipulation in the Age of Social Media](#), Ann P. Mintz, Information Today, Inc.: 2012. (Available online, MEID and password required)
- [The Complete Guide to Referencing and Avoiding Plagiarism](#), Colin Neville, McGraw Hill Education: 2010. (Available online, MEID and password required)

Additional Assigned Readings:

The course draws upon current, relatable, and “hot” topics that affect local and global societies. Real-time and current sources of information from social media, websites, and news sources are used as examples in class to analyze for authority, bias, and intent while considering societal impact and influence.

Films:

[Introduction to Information Literacy, Films Media Group, 2017](#)

Description: Information Literacy is a crucial skill in obtaining knowledge. In this episode, learn how to find credible sources on the internet, read and evaluate a topic critically, and notate your sources.

Ethical issues are also addressed.

[The Great Levelling, Films Media Group, 2010](#)

Description: Has the web lived up to its early dream by empowering us all with equal access to global, instant and freedom of information? Building on its countercultural roots, how much is web culture challenging our notions of ownership, value and creative freedom.

Research Reflection #1: Information Literacy & You

Name: _____

Reflect upon our class discussion on Information Literacy. You may also review the film [Introduction to Information Literacy](#) that we viewed in class. (the link is also available within week 1 of the Canvas course)

Complete the following:

How would you define Information Literacy?

Would you consider yourself to be information literate? Why or why not?

Consider a recent occasion where you needed to use information to help you make a decision. This could be anything school or life related (ie. buying a car, finding a doctor, writing a paper, etc.) Where did you go to find information? Did you consider if the information you found was reliable or trustworthy? Did the information help you make a decision or complete a task?

Research Reflection #4: Question Authority

Name: _____

Authority is a type of influence recognized or exerted within a community. The level of authority you consult is determined by your information need whether personal, educational, or professional. How do you know if the authority is reliable? For this research reflection you are going to question the authority of Wikipedia.

You will be assigned one of 4 Wikipedia sites in class.

Which Wikipedia site are you evaluating? _____

Step one: Read through your Wikipedia site and examine it for overall content. Consider the following questions:

Is there any information that you consider questionable or surprising?

Is information verified by links, references, footnotes? Are there grammar or spelling errors?

Are there any issues noted at the top of the Wikipedia site?

Who contributed to the content - can you verify their background/expertise/education?

Step two: Using either the MCC Library eResource Gale Virtual Reference Library (GVRL) or a print subject encyclopedia in the library, find an encyclopedic entry on the same topic. List the source you used here: _____

Compare the content in the library source to the content on Wikipedia. Consider the following questions:

Is the information provided in each source similar or different? Are there any discrepancies between the two sources?

Can you verify the content provided in the library source - are there footnotes, references, etc? Who is the author/contributor and what is their background/expertise/education?

How does the depth of content compare? What about the timeliness of the information - is it current or outdated?

Step three: Based upon your analysis of the two sources, which source would you trust as the authority and why?

Research Reflection #5: Database Teach-in

Name: _____

For this research reflection you will be indepthly getting to know one of MCC's library databases. You can either choose the library database you would like to investigate from the following list of eResources:

<http://mesacc.libguides.com/az.php>

Or you will be assigned one in class. Your job will be to fully explore the database and become familiar with the content, tools and features available within the database. You will then be given 5 minutes to "teach" the class about the database covering the following criteria and questions:

1.What type of content does your database contain? (articles from newspapers, magazines, journals, films, eBooks, reference works, reports, etc.)

2.Does the database have a subject focus? (science, health, all disciplines, etc.)

3.You will need to demonstrate the following information for your database teach-in:

- Demonstrate how to get to the database from the library home page.
- Demonstrate a sample search of your choice.
- Explain how to narrow results by date.
- Explain how to identify full text content.
- Demonstrate how to get a citation for an article and how to email an article to yourself.

4.Share one additional thing about the database that you think others might find useful or interesting.

Research Reflection #6: Concept Mapping & Inquiry

Name: _____

This research reflection will help you identify the social issue you will research for your final annotated bibliography project. Final topic selections are due by March 29th.

1. What social issue interests you?

Choose a community issue or problem that matters to you. What social injustice do you see? Don't have a topic? Browse the following online library resources for inspiration: CQ Researcher, Opposing Viewpoints, or TED talks. You can find links to these sites and more at: Choosing a Topic <http://mesacc.libguides.com/topics>

2. How did you become interested in this topic? Does it impact you or your community?

3. Consider the following elements of your topic:

WHO?	WHAT?	WHERE?	HOW?
Who is involved? Whom does it affect? Is there a specific population you want to focus on? Identify the stakeholders and their opinions.	What is the issue or problem? Consider the "so what" of your topic. Why should it matter to others?	Where did it begin? Is there a geographic location you want to focus on? Where does it fall on the moral spectrum (Good/Bad/Just)?	How does one aspect of your topic affect another? How serious is the issue/problem?

4. Do a little background research on your social issue. Search Google, Wikipedia, and the online library eResources CQ Researcher, Opposing Viewpoints, Gale Virtual Reference Library along with print library books and reference works.

As you collect background information, what are the keywords and major concepts that appear regarding your social issue? Are there diverse points of view? Record them below.

5. Considering all you know about the social issue, create a concept map below for your social issue. Consider the examples we used in class or refer to week 8 in the Canvas course for examples. (you can also use the Mind Mapping tool in Credo Reference to help you!)

Example Concept Map:



Your Concept Map:

Research Reflection #8: Your Information Seeking Behaviors

Name: _____

At the beginning of the semester and now as the semester concludes you completed the *Information Facts and Fictions Survey*. For your final research reflection, I want you to reflect upon your survey responses - you can find them in week 1 and week 15 of the Canvas course. Compare your survey responses from the beginning of the semester and now. Reflect upon how your answers may or may not have changed using the prompts below:

What are your information seeking behaviors (ie. how do you go about identifying the best information for your information need)?

Considering your survey responses, have your information seeking behaviors changed over the course of the semester? Why or why not?

How will you apply what you learned in this class to seek out information and help you make decisions and answer questions as a student, consumer, and employee?

Final Project: Annotated Bibliography

Due: Finals Week during our scheduled final time (TBD)

Choose a social issue that you would like to research. A social issue is a problem that influences a considerable number of individuals within a society and has been recognized as a problem that is preventing society from functioning at an optimal level. It is often the source of conflicting opinion and most people believe it should be corrected. Violence, crime, poverty, drug abuse, alcoholism, unemployment, and environmental issues are just a few examples of social issues that affect local and global societies.

Please note: All topics must be approved by the instructor. Final Project Topics must be chosen by March 29th.

Once you have chosen a social issue that interests you, you will apply all the research methods you have learned throughout this course and research your issue holistically and create an annotated bibliography. An annotated bibliography is a list of citations to a range of information sources (books, articles, websites, media, etc.) followed by a descriptive and evaluative entry (usually 1-2 paragraphs in length), referred to as the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited while also helping you organize the best sources to use for completing an academic project. Additional information on annotated bibliographies is included in the Final Project module of the Canvas course or you may refer to the following research guides:

<http://guides.library.cornell.edu/annotatedbibliography>

<http://mesacc.libguides.com/c.php?q=255788&p=3634853>

Your annotated bibliography must include a **minimum of 6 sources** including the following criteria and/or formats:

1. A peer-reviewed source
2. Data or statistics regarding the social issue
3. An image you feel tells a story of the social issue
4. Social media source (twitter, instagram, facebook, youtube)

Additional sources may come from a range of formats including books, websites, news, and media sources, etc. However, you must carefully evaluate all the sources you choose to include to be certain they are reliable, trustworthy sources. Each annotation should include the following:

- A brief summary of the information
- An evaluation of the source and how you determined it to be reliable.
- An explanation of why it is valuable information (is it factual and informative, does it pose a different side to the issue, does it offer a solution or cause, etc.)
- Explain how you would integrate this source into an academic project (ie. a research paper, oral presentation, etc.) What information would you use from this source - would you summarize it, quote it, or paraphrase the source?
- Reflect upon the information - does it support your viewpoint on the issue, surprise you, show a different perspective, etc.

You will choose the citation format you would like to use for your citations (either APA or MLA format) as long as you are consistent. You may refer to the sample Annotated Bibliographies in the Canvas course to use as a guide for format.

Survey: Information Facts and Fictions

Below is a list of statements about information and research. Please read each statement carefully and indicate the degree to which you agree or disagree with it. Please respond as honestly and objectively as you can.

#	Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	Only information based on research is credible.					
2	When doing research, it's okay to ignore information that contradicts your opinions.					
3	I can always find exactly what I need when searching for information online or in the library.					
4	There is an answer to every question—you just have to find it.					
5	Sometimes what I need might not exist in one place—I might have to use several sources to answer one question.					
6	If I cannot find an answer to my question or sources for an assignment, I must be doing something wrong.					
7	As long as the author is a credible expert on the topic, there is no need to read an entire book/article.					
8	There is no need to start your research extra early— any information you might need is freely and readily accessible.					
9	When I encounter information that differs from what I believe, it makes me want to research more.					
10	You should keep searching even when the first few sources seem to answer the question or help complete an assignment.					
11	When researching, it is okay to use information you find online.					
12	I can always find and access the information I need.					

13	I should be able to find one perfect source to answer any question I might have.					
14	I accept information that is “good enough” if it is easily accessible, not necessarily the best information.					
15	Sources found in the library are all you need to answer your question or complete an assignment.					
16	I use Google, Wikipedia, blogs, and social media more often than I use library databases, reference books, or other library sources.					
17	It is sometimes difficult to choose what information to keep and what information to toss.					
18	Editorials and other opinion-based pieces are useful.					
19	When I encounter information that differs from what I believe, I immediately feel that the information is wrong and I don’t use it.					
20	Any information I could possibly need is available locally or online.					
21	I find friends, family members, and classmates more useful than authors, professors, or scientists.					
22	When searching for information, the more information I find, the more overwhelmed I feel.					
23	It is acceptable to quote facts out of context to make a point.					
24	If a book or article is not readily available to me, I move on to something I can access now.					

Survey adapted from: Cole, A., & Marcum, B. (2015). “Generation Z: Facts and Fictions.” *Not Just Where To Click: Teaching Students How To Think About Information* (pp. 107-137). Chicago, IL: American Libraries Association.