CI 199: Spring 2016

Introduction to College Research
Syllabus for sections 251, 252, 253, 254

Instructor: Mark Watson
Associate Professor
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(618) 453-2949
mwatson@lib.siu.edu

Office hours: Mondays 1-2pm
Tuesdays 1-2pm
Wednesdays 1-2pm
Thursdays 1-2pm
Fridays noon-2pm at Info Desk
Or by appointment

Information Desk Fridays noon-2pm

Course Goal:

CI 199 is a 1-credit course designed to teach basic research skills and to acquaint students with resources and services in Morris Library, as well as the use of the Web for research purposes. The knowledge and experience gained in the class will enable more effective use of the library and other information resources, whether for class assignments, research, personal interest, or lifelong learning. Critical analysis of materials and resources will be strongly emphasized in the course.

Course Objectives:

1. To understand the organization and services of Morris Library.
2. To gain an understanding of the flow of information and the role of libraries, librarians, and other information providers in that process.
3. To learn to distinguish between the various types of information sources and to choose appropriate materials which meet specific information needs.
4. To develop the ability to perform efficient searches by keyword, subject, author, and title, and to use Boolean operators to maximize relevant findings.
5. To learn to identify, evaluate, and locate books, periodicals, media, government publications, and reference sources at Morris Library and elsewhere.
6. To be able to determine the accuracy, reliability, perspective, and significance of information sources.
7. To learn to construct appropriate bibliographic citations.
8. To understand the role of technology – particularly the World Wide Web – in expanding services to researchers.
Course Requirements:

Each student must learn to use a variety of resources. There will be a quiz at the midterm, and a final exam to test the student’s progress, as well as a number of in-class exercises. Other than Exercise 1, which is done outside of class, exercises will only be available during that class period. The only exceptions will be for prearranged absences, such as athletic trips. The student will need to spend time outside of class developing skills and knowledge learned in class, particularly in computerized index searching, for coursework builds toward completion of the final project.

There is no assigned text in this class. Handouts will be provided online through SIU Online (D2L), and the student is responsible for accessing the material. In addition to providing questions that may appear on exams, these handouts will often be useful to the student for research in future courses, as well as providing assistance for the final project. The student is urged to retain these handouts for that purpose as well as for exam purposes in this course.

Attendance is very strongly encouraged. With no outside reading to draw upon, exam material will be almost exclusively derived from classroom lecture and demonstrations. While attending class, students are expected to listen, ask questions when appropriate, and be considerate of other students. Attendance will be taken and will be closely examined in determination of the final grade.

The course takes place in a computer classroom. Each student will have a computer for use in practicing what the instructor is demonstrating and for working on the in-class exercises. The computers are not for personal use, such as Facebook, email, and other such activities. Students who abuse this privilege will find their computers locked down.

How to find my office: Go up to the second floor and out into the balcony area overlooking the Information Commons. My office is down at the far end, room 260B. My name is next to the door.

PLAGIARISM: The work you turn in must be your own. Do not copy work and present it as yours. This includes abstracts or summaries of works found in the indexes that we will be using for research. Plagiarism is unacceptable and is punishable under the Student Conduct Code. This course uses Turnitin and other tools and methods to check students’ work for possible plagiarism. So don’t plagiarize – you’ll regret it!
Grading

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-class exercises</td>
<td>10%</td>
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<tr>
<td>Quiz</td>
<td>20%</td>
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<tr>
<td>Final exam</td>
<td>30%</td>
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<tr>
<td>Final project</td>
<td>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**EMERGENCY PROCEDURES:** Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT'S website at [www.bert.siu.edu](http://www.bert.siu.edu), Department of Public Safety's website [www.dps.siu.edu](http://www.dps.siu.edu) (disaster drop down) and in the *Emergency Response Guidelines* pamphlet. Know how to respond to each type of emergency.

Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics covered</th>
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<tr>
<td>1</td>
<td>19/20 January Tues/Wed</td>
<td>Introduction; information literacy; the “Portable Library” and the “Invisible Web”</td>
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<td></td>
<td>21/25 January Thurs/Mon</td>
<td>The library as a physical resource; get Exercise 1 (X1)</td>
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<td>2</td>
<td>26/27 January Tues/Wed</td>
<td>The efficient and profitable use of reference services; reference sources, Wikipedia</td>
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<td>28 January Thursday</td>
<td><strong>NO CLASS FOR TUESDAY/THURSDAY SECTIONS: 251 AND 253</strong></td>
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<td>3</td>
<td>1/2 February Mon/Tues</td>
<td>Using and evaluating the Web for research</td>
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<td></td>
<td>3/4 February Wed/Thurs</td>
<td>Final project introduction; Web research 2: Google, privacy issues</td>
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<td>4</td>
<td>8/9 February Mon/Tues</td>
<td>Citations, annotation, and bibliographies</td>
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<td></td>
<td>10/11 February Wed/Thurs</td>
<td>Style manuals and bibliography generators</td>
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<td>5</td>
<td>15/16 February Mon/Tues</td>
<td><strong>MIDTERM QUIZ</strong></td>
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<td>17/18 February Wed/Thurs</td>
<td>Call numbers; subject headings; I-Share</td>
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<td>6</td>
<td>22/23 February Mon/Tues</td>
<td>Primary sources and government information</td>
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<td>24/25 February Wed/Thurs</td>
<td>Periodicals, indexes and abstracts; Newspapers and microforms</td>
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<td>7</td>
<td>29 Feb/1 March Mon/Tues</td>
<td>Boolean logic and EBSCO electronic indexes; Interlibrary loan</td>
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<td>2/3 March Wed/Thurs</td>
<td>LexisNexis, JSTOR, and other electronic indexes; OneSearch</td>
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<td>8</td>
<td>7/8 March Mon/Tues</td>
<td><strong>FINAL EXAM</strong></td>
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<td>9/10 March Wed/Thurs</td>
<td>Optional work sessions for final project during regular class times</td>
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<td>11 March Friday</td>
<td>Optional work session, 9-11am and 1-3pm in classroom</td>
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<td><strong>Final projects due by 4:00 pm</strong></td>
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Teacher Education Program

The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:
Literacies:

*Reflective educational leaders* understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

Identities:

*Reflective educational leaders* understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

Engagement:

*Reflective educational leaders* are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

Dispositions

The professional attitudes, values, and beliefs demonstrated through verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:

- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession
The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
- shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
- strives for best practices to address diverse learning needs and abilities of all individuals
- strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
- collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
- engages in ongoing acquisition of knowledge
- engages in development of research-based practices
- assesses own performance and reflects on needed improvements

References


IMPORTANT DATES *
Semester Class Begins................................................................. 01/19/2016
Last day to add a class (without instructor permission):............... 01/24/2016
Last day to withdraw completely and receive a 100% refund: ...... 01/31/2016
Last day to drop a course using SalukiNet: ............................... 04/03/2016
Last day to file diploma application (for name to appear in Commencement program): ......................................................... 02/12/2016
Final examinations: .................................................................. 05/09–05/13/2016
Note: For outreach, internet, and short course drop/add dates, visit Registrar’s Academic webpage http://registrar.siu.edu/

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr.’s Birthday Holiday 01/18/2016 Spring Break 03/12—03/20/2016

WITHDRAWAL POLICY ~ Undergraduate only
Students who officially register for a session may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit
http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY ~ Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit:
http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A,B,C,D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at
http://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://srr.siu.edu/student_conduct_code/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accounta- bility and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicares.siu.edu/index.html
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INCLUSIVE EXCELLENCE

SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES

Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:

Tutoring: http://tutoring.siu.edu/
Math Labs http://math.siu.edu/courses/course-help.php

WRITING CENTER

The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY

Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit:

http://diversity.siu.edu/

Additional Resources Available:

SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin ADVISEMENT: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/ SIU ONLINE: http://online.siu.edu/

Spring 2016 R.O'Rourke