

**University of Kentucky
School of Information Science (SIS)
IS/ICT 201, Section 201
Personal Knowledge Management
(formerly, General Information Sources)**

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I usually respond to emails within 24 hours, or the first business day after the weekend or holiday.

Course Description

Gain knowledge about information sources, information retrieval, and professional information management. Learn how information sources are described, organized, and disseminated using metadata standards and publishing practices. Acquire the skills to locate and retrieve quality sources of information with search engines and databases. Implement knowledge management technologies and apply an understanding of social factors in order to create efficient and usable organizational work flows.

Student Learning Outcomes

After completing this course, students will be able to:

- collect information using search techniques and apply post processing practices based on the results (Program Learning Outcome);
- select and justify relevant information (Program Learning Outcome);
- evaluate and apply technology resources (Program Learning Outcome).

Required Texts

The following textbook is required and available at the UK bookstore or through various online merchants:

Knott, Cheryl. (2016). *Find the information you need! Resources and techniques for making decisions, solving problems, and answering questions*. Lanham, MD: Rowan & Littlefield. ISBN: 978-1-4422-6248-5

Readings: Additional required readings are listed in the Reading List at the end of the syllabus following the tentative course schedule.

Course Activities and Assignments

This course is taught as an online/distance education course via Canvas. It is expected that students will devote a considerable amount of time to study the materials, information sources and services covered here.

Class Assignments: Assignments constitute 50% of the student's grade. There are five assignments in this course. A full description of each assignment will be posted on Canvas at least three weeks before the due date.

Class Discussions/Participation: Class participation constitutes 50% of the student's grade. There are fifteen graded discussion posts in this course. Each discussion post is based on the weekly topic, lecture, and readings. Students are expected to complete these discussion posts. Additional instructions will be posted in each discussion forum on Canvas.

Students may elect to skip two discussion posts and receive full credit (but no extra credit) for them. To receive this credit, it is the responsibility of the student to notify the Instructor by the last day of class.

Activities	Weight	Due Dates
Information Behavior Journal I	10%	09/9
Bibliographic Reference Managers	10%	10/24
Wikipedia: Identify, Search, Collect	10%	11/20
Wikipedia: Revising Articles	10%	12/08
Information Behavior Journal II	10%	12/09
Discussions/Participation	50%	Weekly

Summary Description of Course Assignments

This is a short summary of the course assignments. More complete assignment descriptions will be posted on Canvas on the Assignments page at least three weeks before the due date.

Information Behavior Journal 1 & 2: At the beginning of the course, students will write a short reflection on their academic information behavior. At the end of the course, students will write a follow up reflection, noting how their academic information behavior has changed due to the materials and practices learned in this course.

Bibliographic Reference Managers: Students will identify three separate bibliographic reference manager applications and write an essay comparing and contrasting these applications. Based on their analysis, students will select a bibliographic reference manager application to use in their studies.

Wikipedia: Identify, Search, Collect: Students will select a Wikipedia article to edit, and using their bibliographic reference manager, identify and annotate sources to add to the Wikipedia article.

Wikipedia: Revising Articles: Students will revise their selected Wikipedia articles by adding additional and revising existing text and supporting their changes with bibliographic references to the article.

Course Grading

Grading Scale (No rounding)

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- 0 – 59% = E

Participation: Class participation (discussion posts) constitutes 50% of the student's grade. Students are expected to complete weekly exercises and readings and write discussion responses. Instructions will be posted on Canvas in each discussion forum.

Final Exam Information: There is no final exam in this course.

Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar: <http://www.uky.edu/registrar/content/academic-calendar>

Course Policies

Submission of Assignments

Course assignments will be uploaded via Canvas. Assignments are due before midnight of the due date noted on each assignment.

Late Work: Discussion posts and assignments completed by their due dates will receive 2.5 extra credit points. Discussion posts and assignments completed after the due date may receive full credit, **if they meet the requirement and are submitted by the last day of the module**. Discussion posts and assignments **submitted after the last day of the module will be receive a 10% deduction** for each day late. No work for a module will be accepted if submitted after three days past the last day of the module.

Attendance Policy

Since this is an online, asynchronous course, students are simply required to work at a reasonable pace. Students are encouraged to submit all work by all due dates, and will receive extra credit on discussion posts and assignments if they submit these by the due dates. Work will be accepted for full potential credit if it is submitted after the due date and before the end of the module. No work is accepted after the third day past the last day of the module. Students are allowed to pass on two discussion posts and receive full credit (but no extra credit), if they notify the Instructor.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in

the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. For an online course, students are expected to withdraw from the class if more than 20% of the graded online discussions are missed (this equates to 3 discussion posts).

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence. Tier 2 or Tier 3 documents are acceptable documentation for excused absences. The instructor will take steps to confirm the authenticity of other documentation provided by students to verify excused absences.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Technology Information & Resources

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>.

Please contact UKIT for technology problems.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/> 859-218-4357

Library Services & Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)

- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

From Presentation U! Peer Tutoring

Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the Student Commons of the R.G. Anderson Building. We open early and stay open late! Visit www.uky.edu/UGE/pres-u for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit <http://www.uky.edu/UGE/pres-u-acad-coach> to view our drop-in schedule or make an appointment. For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

The Study

The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. The Study is open Monday-Thursday, 2-10pm in two locations: The Study South and The Study North. And this year The Study North will be open Sundays, 4pm-10pm! Check out a complete list of subjects we tutor and the full schedule, as well as more information about the other services: <http://www.uky.edu/AE>

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veteransfor> for more available resources.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted.

Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.

Tentative Course Schedule

Week	Dates	Topic
Module 1: Search		
1	08/23 – 08/29	Introduction to Course & Sources of Information
2	08/30 – 09/05	Information Search: Databases
3	09/06 – 09/12	Browsing & Searching: Databases
4	09/13 – 09/19	Information Search: Search Engines, Part 1
5	09/20 – 09/26	Information Search: Search Engines, Part 2
6	09/27 – 10/03	Evaluating and Managing Search and Retrieval
Module 2: Managing Information		
7	10/04 – 10/10	Managing Academic Sources
8	10/11 – 10/17	Managing Non-Academic Sources
Module 3: Special Information Sources		
9	10/18 – 10/24	General-interest and Scholarly Databases
10	10/25 – 10/31	Business and Statistics Databases
11	11/01 – 11/07	Funding and Health Databases
Module 4: Personalizing Information		
12	11/08 – 11/14	Note-taking and Outlining
13	11/15 – 11/21	Annotating the Web & Understanding Metadata
14	11/22 – 11/28	Developing an Information and Knowledge Work Flow
15	11/29 – 12/05	Conclusion: Humility

Reading List

Module 1: Search

Week 1: 08/23 – 08/29: Introduction to Course & Sources of Information

1. Syllabus and Canvas Review
2. Introduction & Chapter 9, Knott

Week 2: 08/30 – 09/05: Information Search: Databases

1. Chapters 7 & 8, Knott
2. Internet Archive & Wayback Machine:
 1. Lepore, J. (2014, January 26). The cobweb: Can the internet be archived? *The New Yorker*. Retrieved from <http://www.newyorker.com/magazine/2015/01/26/cobweb>
3. DPLA:
 1. Cohen, D. (2014, July 14). The Digital Public Library of America: Collaboration, content, and technology at scale. *Educause Review*, 49(4), <http://er.educause.edu/articles/2014/7/the-digital-public-library-of-america-collaboration-content-and-technology-at-scale>

Week 3: 09/06 – 09/12: Browsing & Searching: Databases

1. Chapter 10, Knott

Week 4: 09/13 – 09/19: Information Search: Search Engines Part 1

1. Power Searching with Google, Introduction, <http://www.powersearchingwithgoogle.com/course/ps/lesson11.html>
2. Power Searching with Google, Interpreting Results, <http://www.powersearchingwithgoogle.com/course/ps/lesson21.html>
3. Power Searching with Google, Advanced Techniques, <http://www.powersearchingwithgoogle.com/course/ps/lesson31.html>

Week 5: 09/20 – 09/26: Information Search: Search Engines, Part 2

1. Power Searching with Google, Find Facts Faster, <http://www.powersearchingwithgoogle.com/course/ps/lesson42.html>
2. Power Searching with Google, Checking Your Facts, <http://www.powersearchingwithgoogle.com/course/ps/lesson51.html>
3. Power Searching with Google, Putting It All Together, <http://www.powersearchingwithgoogle.com/course/ps/lesson61.html>
4. 8 Search Tricks That Work on DuckDuckGo but Not on Google, <http://www.makeuseof.com/tag/8-search-tricks-work-duckduckgo-not-google/>

Week 6: 09/27 – 10/03: Evaluating and Managing Search and Retrieval

1. Chapters 11 & 12, Knott

Module 2: Managing Information

Week 7: 10/04 – 10/10: Managing Academic Sources

1. Gilmour, R., & Cobus-Kuo, L. (2011). Reference management software: A comparative analysis of four products. *Issues in Science and Technology*. <http://dx.doi.org/10.5062/F4Z60KZF>
2. Emamy, Kevin, & Cameron, Richard. (2007). CiteULike: A researcher's social bookmarking service. *Ariadne*, 51. <http://www.ariadne.ac.uk/issue51/emamy-cameron>

Week 8: 10/11 – 10/17: Managing Non-Academic Sources

1. Hall, Catherine, & Zarro, Michael. (2012). Social curation on the website Pinterest.com. *Proceedings of the American Society for Information Science and Technology*, 49(1), 1-9. <http://dx.doi.org/10.1002/meet.14504901189>

Module 3: Special Information Sources

Week 9: 10/18 – 10/24: General-interest and Scholarly Databases (Spring Vacation breaks week)

1. Chapters 1 & 2, Knott
2. McVeigh, M. E. (2009). Citation indexes and the Web of Science. In M. J. Bates, & M. N. Maack (Eds.), *Encyclopedia of library and information science* (3rd ed.). <http://www.tandfonline.com.ezproxy.uky.edu/doi/abs/10.1081/E-ELIS3-120044569>

Week 10: 10/25 – 10/31: Business and Statistics Databases

1. Chapters 3 & 4, Knott
2. Library of Congress. (2013). Private company research. Retrieved from <http://www.loc.gov/rr/business/company/private.html>
3. Library of Congress. (2013). Public company research. Retrieved from <http://www.loc.gov/rr/business/company/public.htm>

Week 11: 11/01 – 11/07: Funding and Health Databases

1. Chapters 5 & 6, Knott
2. Bastian, H. (2011). PubMed Health – A growing resource for clinical effectiveness information. *NLM Technical Bulletin*. Retrieved from http://www.nlm.nih.gov/pubs/techbull/so11/so11_pm_health.html

Module 4: Personalizing Information

Week 12: 11/08 – 11/14: Note-taking and Outlining

1. Note-taking Systems. (n.d.). Retrieved from <http://www.sas.calpoly.edu/asc/ssl/notetakingsystems.html>

Week 13: 11/15 – 11/21: Annotating the Web & Understanding Metadata

1. Annotating the Web
 1. Wolber, A. (2016, March 16). How to annotate the web for the world, your group, or your students. *TechRepublic*. Retrieved from <http://www.techrepublic.com/article/how-to-annotate-the-web-for-the-world-your-group-or-your-students/>
 2. See:
 1. Scribble: <https://www.scribble.com/>

2. Hypothes.is: <https://hypothes.is/>
 3. Geni.us: <http://genius.com/web-annotator>
2. Metadata
1. Metadata - Wikipedia, the free encyclopedia. Retrieved from <https://en.wikipedia.org/wiki/Metadata>
 2. Sugimoto, S., Baker, T., & Weibel, S. L. (2002). Dublin Core: Process and principles. In E. P. Lim, S. Foo, C. Choo, et al., *Digital Libraries: People, Knowledge, and Technology* (pp. 25-35). Berlin: Springer. Link: http://ezproxy.uky.edu/login?url=http://link.springer.com/chapter/10.1007/3-540-36227-4_3

Week 14: 11/22 – 11/28: Developing an Information and Knowledge Work Flow

1. Williams, W., Capra, R., Diekema, A., ..., Hemminger, B. (2015). "For telling" the present: Using the Delphi Method to understand personal information management practices. *CHI '15 Proceedings of the 33rd Annual ACM Conference on Human Factors in Computing Systems*, 3513-3522. Retrieved from <http://dx.doi.org.ezproxy.uky.edu/10.1145/2702123.2702523>
2. Pinola, M. (2015, February 2). How to organize your entire life with Trello. *Lifehacker*. Retrieved from <http://lifehacker.com/how-to-use-trello-to-organize-your-entire-life-1683821040>

Week 15: 11/29 – 12/05: Conclusion: Humility

1. Burak, J. (2016, July 28). Overvaluing confidence, we've forgotten the power of humility. *Aeon*. Retrieved from <https://aeon.co/ideas/overvaluing-confidence-we-ve-forgotten-the-power-of-humility>