

INLS 161: Tools for Information Literacy
Manning 001 | M-F: 9:45 a.m. – 11:15 a.m.
Summer Session I 2019

Instructor Information

Laura March

Email: lmarch@unc.edu

Office Hours: Before class and as needed

Response Time: Within 24 hours on business days (M-F).

Note: Please use the “Help!” forum on Sakai for any course-related issues that could be answered by other members of the class – I will look for this before I respond to any requests for assistance.

Course Information

Description

INLS 161-001: Tools for Information Literacy (3 credits)

Tools and concepts for information literacy. Includes software use and maintenance, computer applications, and networked information systems.

We will begin with the building blocks of the Internet and the World Wide Web. This will allow us to know how to create online materials. We will also introduce concepts and practice the skills needed for effective use of word processing, spreadsheet, relational database management, and presentation tools.

Course Format and Structure

We will meet Monday-Friday from 9:45 a.m.-11:15 a.m. in Manning Hall, Room 001 (in the basement).

- **Mondays-Wednesdays:** we will discuss course content and work through weekly activities.
- **Wednesday evenings (by 5 p.m.):** Original Discussion Board posts are due. *
- **Thursdays:** Class sessions will include guest speakers who use the week’s technology we are studying in their career.
- **Fridays:** Class sessions will mostly consist of open lab time for you to work on your weekly assignments (tasks).
- **Saturday mornings (by 10 a.m.):** Responses to 2 posts are due in Sakai.
- **Saturday mornings (by 10 a.m.):** Assignments (weekly tasks) are **also** due in Sakai.

***Please note:** The first and last week of class will follow a different structure to accommodate the shortened weekly schedule.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- operate online services on a remote system;

- develop web content using HTML, CSS, and JavaScript;
- manipulate and format text-based documents;
- process data using spreadsheets;
- process, store, and retrieve content in relational databases; and
- develop presentation materials and communicate work effectively.

Instructional Technologies

In this course, students will use the following systems and tools:

- **Laptops:** Please bring your laptop to class every day. See the [SILS Laptop Requirement page](#) for specific details.
- **Sakai:** Participants will use their UNC-CH credentials to log in at <https://sakai.unc.edu>. ITS recommends using Chrome or Firefox to optimize your experience and avoid incompatibility issues that can occur when accessing Sakai with other browsers. **Do not use Internet Explorer or Microsoft Edge.** Get Sakai help 24/7 through phone, chat, and email through <http://help.unc.edu>.
- All course-related communications will be sent to your official UNC e-mail address (as listed in Sakai). **It is your responsibility to check your UNC e-mail address regularly.** If you do not receive any e-mails from the instructor within the first week of class, please contact the instructor.
- Week 1: VPN (Cisco AnyConnect), FTP tool (Fetch), HTML/CSS editor (Atom, Dreamweaver)
- Week 2: All of the above, plus an image editor (Canva, Photoshop)
- Week 3: Microsoft Word
- Week 4: Microsoft Excel
- Week 5: Microsoft Access
- Week 6: Microsoft PowerPoint

Textbooks and Materials

This class does not require you to purchase a textbook. We will, however, read many online resources – including some only available through the UNC library portal. You will need your ONYEN to log in.

Readings. Please see Sakai for readings and extra resources that correspond to each topic. However, readings are not meant for memorization. Classes will not necessarily follow the readings and they might not even touch on all of the content in the readings. **The purpose of the linked readings is to provide you context within which to experience each topic.** I strongly suggest doing the readings before the class in which they're posted to have a framework within which to work.

Guidelines and Expectations

Expectations for Course Participation

Students are expected to attend all classes – your attendance will be logged through Sakai every class through answering a “Question of the Day” submission.

While you are expected to complete your own work for each assignment (see the Honor Code section below), you are also encouraged to work with and assist your peers by troubleshooting. Your support will earn you Karma Points.

Karma Points. Helping others, turning in work early, and creating great content will be rewarded in this class. See the section on Karma Points (under Assignments) for specific details.

Please do not endanger others by coming to class sick. Contact the instructor if you need to miss class due to illness or other excused absence. We will figure out an alternative assignment to make up missed class time together.

Honor Code

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student, is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected.

The Instrument of Student Judicial Governance, which contains the provisions of the Honor Code, states that students have four general responsibilities under the Code: (1) Obey and support the enforcement of the Honor Code; (2) Refrain from lying, cheating, or stealing; (3) Conduct themselves so as not to impair significantly the welfare or the educational opportunities of others in the University community; and (4) Refrain from conduct that impairs or may impair the capacity of University and associated personnel to perform their duties, manage resources, protect the safety and welfare of members of the University community, and maintain the integrity of the University. Your full participation and observance of the honor code is expected. Please ask the instructor or the GRC if questions arise, or consult the [University's Instrument of Student Judicial Governance](#).

Grading and Assessment

Assignments

Unless otherwise noted, please submit all assignments through Sakai. This includes discussion board posts and weekly tasks. You will receive feedback and grades through Sakai as well.

Grading Scale

The table below shows the standard for grading used in this class.

To be explicit, grades will be rounded off to two decimal places. The resultant number must equal the lower number in a grade range to reach the minimum necessary to get that letter grade. For example, a 94.992 is an A- and a 94.997 is an A.

Exemplary		Good		Acceptable		Unacceptable	
A	95%-100%	B+	87%-91%	C+	77%-79%	D+	67%-69%
A-	92%-94%	B	83%-86%	C	73%-76%	D	60-66%
		B-	80%-82%	C-	70%-72%	F	Under 60%

Final Grade Calculation

Assessment	Portion
Discussion Boards	10%
Week 1: Basics	10%
Week 2: Web Development	20%
Week 3: Documents (Word Processing)	15%
Week 4: Spreadsheets	15%
Week 5: Databases	15%
Week 6: Presentations	10%
Attendance & Evaluation Surveys	5%
Karma Points	Up to 3% bonus

Late Work Policy

Late work will not be accepted as this is an accelerated summer course that requires timely feedback for student success. If you miss a deadline for a major weekly task, please contact the instructor ASAP to develop a plan for successfully continuing the class.

Please see the UNC Catalog's [Registration, Enrollment, and Withdrawal](#) page for policy and instructions on the withdrawal process.

Incomplete Policy

Any student who ceases to participate in a class without officially being dropped or withdrawn may receive a temporary grade of AB or IN or a permanent grade of FA. Students who do not complete all requirements in a course by the end of the semester, but who could pass the course if they did, receive a temporary grade of IN (incomplete) in place of a permanent letter grade. Grades of IN carry the value of an F grade (zero quality points) and are used in the computation of semester and cumulative grade point averages. Students who do not complete the course requirements within a specified period of time are assigned permanent F grades on their academic transcripts by the Office of the University Registrar. For more information, please see the UNC Catalogue's [Attendance, Grading, and Examination page](#).

Assessments & Rubrics

Weekly Tasks. All weekly assignment tasks assessments have detailed instructions in the Sakai course space and will be scored using the grade sheet/rubrics attached to their submission area. You should review all of the instructions in Sakai and the rubrics before submitting each assessment. If you have questions about an assessment or grade sheets, contact the instructor to schedule a time to speak one-on-one.

Mid-Semester and Final Evaluation Surveys. Please fill out two anonymous surveys – one mid-semester and one at the end of class. You will receive credit for your submissions but the instructor will not be able to see individual responses.

Discussion Boards. You will be assessed on both your original posts as well as two responses each week. Most discussions require you to post **unique** questions to the respective week's guest speaker – be sure to check that another student hasn't already asked your question before posting.

Discussion Board Rubric (Weekly Posts & Responses)

	Exemplary (18-20)	Good (15-17)	Acceptable (10-14)	Unacceptable (0-9)
Responds to Prompts	Responses to all prompts are clear and well-focused. Main ideas stand out and are supported by detailed information.	Responses are clear but the supporting information is general.	Responses are somewhat clear but there is a need for more supporting information.	Responses are not clear. There is a seemingly random collection of information. Student clearly missed the mark.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue is unsupported.	Supporting details and information are relevant, but several key issues are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-5 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 5 errors in grammar or spelling that distract the reader from the content.
Sources (Content)	Any and all sources used for quotes and facts are credible and cited accurately.	1-2 errors made in selecting and citing sources used for quotes and facts.	3-5 errors made in selecting and citing sources used for quotes and facts.	More than 5 sources used for quotes and facts are less than credible and/or are not cited correctly.
2 Responses to Others	Student responds to 2 different posts. No errors in grammar/spelling. New ideas are presented in responses that add to the conversation.	Response is incomplete due to one of the following issues: a relationship to original post is missing/ 1-3 spelling or grammar errors/ new ideas are not presented.	Includes two of the following errors: missing a relationship to the original post/ 4-6 spelling or grammar errors/ new ideas not presented.	Response to post is a "check in" response (e.g., "I agree!") with little to no relevancy to post.

Karma Points. As noted above, helping others, turning in work early, and creating great content will be rewarded in this class (up to a 3% bonus on final grades).

- 10 Karma Points = 1 Extra Credit Point (individual)
- 100 Karma Points class-wide = Donut or Pizza Party for the class

Ways to receive a Karma Point:

- Turning in a Weekly Assignment Task early (by 5 p.m. on Friday)
- Providing a helpful and unique response to a Help! Discussion Forum post within 2 days
- Supporting another student in class and receiving recognition from that student
- Being selected by a guest speaker for a "Top 3" question from your original discussion board post
- Creating and posting an original and fun meme related to the weekly theme on the Meme Discussion Board (1 per week)

Course Schedule

Week/ Theme	Daily Topics	Activities & Assessments
Week 1: Basics 5/15-5/18	<ul style="list-style-type: none"> • Wednesday: Intro • Thursday: Clients • Friday: Networks & Lab 	<p>Week 1 Original Discussion Post: Due Thursday, 5 p.m.</p> <p>Week 1 Discussion Responses: Due Saturday, 10 a.m.</p> <p>Tasks 1.2-1.6: Due Saturday, 10 a.m.</p>
Week 2: Web Development 5/19-5/25	<ul style="list-style-type: none"> • Monday: HTML • Tuesday: CSS • Wednesday: Images • Thursday: Guest Speaker & Javascript • Friday: Lab 	<p>Week 2 Original Discussion Post: Due Wednesday, 5 p.m.</p> <p>Week 2 Discussion Responses: Due Saturday, 10 a.m.</p> <p>Tasks 2.1-2.2(A-P): Due Saturday, 10 a.m.</p>
Week 3: Documents 5/26-6/1	<ul style="list-style-type: none"> • Monday: Memorial Day (No Class) • Tuesday: Document Markup • Wednesday: Markup Tools • Thursday: Guest Speaker • Friday: Lab 	<p>Week 3 Original Discussion Post: Due Wednesday, 5 p.m.</p> <p>Mid-Semester Evaluation (Anonymous): Due Wednesday, 5 p.m.</p> <p>Week 3 Discussion Responses: Due Saturday, 10 a.m.</p> <p>Tasks 3.01-3.24: Due Saturday, 10 a.m.</p>
Week 4: Spreadsheets 6/2-6/8	<ul style="list-style-type: none"> • Monday: Intro • Tuesday: Data Display • Wednesday: Database Tools • Thursday: Guest Speaker • Friday: Lab 	<p>Week 4 Original Discussion Post: Due Wednesday, 5 p.m.</p> <p>Week 4 Discussion Responses: Due Saturday, 10 a.m.</p> <p>Tasks 4.01-4.43: Due Saturday, 10 a.m.</p>
Week 5: Databases 6/9-6/15	<ul style="list-style-type: none"> • Monday: Intro & Tables • Tuesday: Relationships • Wednesday: Forms & Reports • Thursday: Guest Speaker & Queries • Friday: Lab 	<p>Week 5 Original Discussion Post: Due Wednesday, 5 p.m.</p> <p>Week 5 Discussion Responses: Due Saturday, 10 a.m.</p> <p>Tasks 5.01-5.06: Due Saturday, 10 a.m.</p>
Week 6: Presentations 6/16-6/19	<ul style="list-style-type: none"> • Monday: Presentation Design • Tuesday: Guest Speaker & Lab • Wednesday: Final Presentations – Time Change: 8 a.m. – 11 a.m. 	<p>Week 6 Original Discussion Post: Due Monday, 5 p.m.</p> <p>Tasks 6.01-6.21: Due Wednesday, 8 a.m.</p> <p>Week 6 Discussion Responses: Due Wednesday, 5 p.m.</p> <p>Final Evaluation (Anonymous): Due Wednesday, 5 p.m.</p>

Student Support

Technical Support

UNC is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents a student from completing a time-sensitive assessment activity, instructors may extend deadlines and provide appropriate accommodations based on the situation.

Sakai Support: Students should immediately report any problems to their course instructor and also contact the ITS Help Desk at itshelp@unc.edu or call (919) 962-HELP (4357) for 24/7 support. Students can also log on to help.unc.edu for live chat support.

SILS Technical Support: The [SILS Information and Technology Resource Center](#) (ITRC) at the University of North Carolina at Chapel Hill offers information technology and services for SILS' students. SILS IT Services provides extensive computing support to SILS students, faculty and staff, with a commitment to prompt, courteous service.

Come to the **SILS IT Help Desk, located inside Manning Hall in the SILS Library**, for any technical support, questions, or concerns.

Accommodations

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the [Accessibility Resources and Service Office](#). [Relevant policy documents](#) as they relate to registration and accommodations determinations and the student registration form are also available online.

The University Office for Diversity and Inclusion

[The University Office for Diversity and Inclusion](#) (D&I) builds understanding across differences, creates conditions to ensure the equitable educational and social benefits of diversity, and cultivates a welcoming and supportive environment for undergraduate students, graduate and professional students, faculty, and staff, positioning them to reach their greatest potential. Contact D&I at diversity@unc.edu.

Counseling and Psychological Services Center (CAPS)

[Counseling and Psychological Services](#) provides therapy, psychiatry, referral, and academic intervention services for UNC Chapel Hill students and post-doctoral fellows. Contact CAPS at caps@unc.edu.

Office of the Dean of Students

The Office of the Dean of Students assists students in successfully transitioning through a variety of challenging circumstances and situations that can impact their lives, both inside and outside the classroom, such as personal or family illness, loss, financial stress, academic access, living issues, interpersonal violence response, alcohol or similar substance related issues, and other forces that may

interfere with their well-being and success and/or academic retention. For more information or to schedule a meeting, [contact the Dean of Students](#).

International Student and Scholar Services

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, [support for second language learners](#), responses to questions about visas, immigration status and employment and intercultural programs, clubs, and other campus resources. Additional information and links can be found at the [UNC Global website](#).

Carolina Women's Center and The Center for Gender Equality

The [Gender Violence Services Coordinators](#) (GVSCs) provides free and confidential advocacy services for anyone in the campus community who have experienced or have been impacted by gender-based violence or harassment before or during their time at Carolina. To schedule an appointment, please email gvsc@unc.edu.

The Writing Center

[The UNC-Chapel Hill Writing Center](#) helps students become stronger, more flexible writers. Work with coaches face-to-face or online at any stage of the writing process, for any kind of writing project.

University Policies

Adverse Weather

An [Adverse Weather message](#) is issued when a tornado watch or severe thunderstorm warning is issued by the National Weather Service for Orange County. The University may also send adverse weather notifications, including email, when other circumstances exist that do not represent an immediate threat to health or safety, yet action may enable people to protect themselves and/or their property. These situations may include approaching snow or ice storms or hurricanes.

We will still meet online (via Zoom video chat, linked on our Sakai site) and maintain scheduled due dates if campus is closed for weather or other emergencies unless otherwise discussed.

Discrimination and Harassment (Title IX)

Acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Director of Title IX Compliance / Title IX Coordinator, Report and Response Coordinators, Counseling and Psychological Services (CAPs) (confidential) in Campus Health Services, or the Gender Violence Services Coordinators (confidential) to discuss your specific needs. Contact information and additional resources are available at safe.unc.edu.

Religious Observances

You may be excused from classes and final exams for religious observances required by your faith. The official statement on this religious observance policy may be found in the "[Excused Absences for Religious Reasons](#)" section of the Attendance, Grading, and Examination section of UNC's Policies and Procedures. If you need to be excused from a final exam, you must provide a written request to your

instructor and to an academic dean before the last day of class. More information on obtaining a final exam excuse is available on the [Final Exam Excuses](#) page.

Use of Student Work

The professor may use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

SILS Faculty Statement

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value.

We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability.

As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- ensure inclusive leadership, policies and practices;
- integrate diversity into the curriculum and research;
- foster a mutually respectful intellectual environment in which diverse opinions are valued;
- recruit traditionally underrepresented groups of students, faculty, and staff; and
- participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness.

Thanks!

This syllabus and course were created using content and curriculum originally developed by Dr. R.E. Bergquist and Lawrence Jones. Check out their most recent class websites for related content, examples, and other means of instruction: [INLS 161-001](#) (Spring 2019) and [INLS 161-003](#) (Spring 2019).