

# INFORMATION LITERACY: APPLIED RESEARCH FOR THE DIGITAL AGE - IDS 804

## I. General Information

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Classtime: Tuesday, 3:00 – 4:50 pm.  
Classroom: Tomanek 112, ITV

## II. Course Summary

Information Literacy considers the utilization of information in the graduate learning process. A fuller appreciation and recognition of the need for information, an identification of what information is needed, networking and technological skills associated with locating the information, and critical consideration of information are addressed. Students should expect to be more thoughtful consumers of scholarly and applied research, as well as other modern information technologies.

## III. Course Objectives

For this course, graduate students will be able to:

- Comprehend and articulate the distinction among data, information, and knowledge, and the relationships among them.
- Understand and distinguish between the relevant historical and current paradigms of information theory.
- Think critically and logically about information, especially about the form and content of information.
- Demonstrate skills in using traditional and non-traditional print and nonprint reference tools.
- Develop adaptability, flexibility, and creativity in using current technologies to facilitate lifelong learning.
- Understand and identify the differences between quantitative and qualitative research and when and where each type of research is most appropriate.
- Understand and apply the principles of source and text criticism as applied to practical problems of managing information.
- Understand and discuss critically different concepts of information as used in different fields of knowledge or application.

- Understand and apply the principles underlying intellectual property and related rights and duties as they relate to the needs and challenges of individuals or teams.

#### **IV. Course Requirements**

*Tabula rosa.* Help me, help you.

#### **V. Materials**

The following texts are required reading:

- Crawford, C. B. (2003). *Making argument work: Knowing and applying basic argument strategies*. New York: McGraw Hill.
- Creswell, J. W. (1994). *Research design: Qualitative & quantitative approaches*. Thousand Oaks, CA: Sage.
- Davenport, T. H. (1997). *Information ecology*. New York: Oxford.
- Levinson, P. (1997). *The soft edge: A natural history and future of the information revolution*. London: Routledge.
- Information Literacy CDROM
- Other assigned readings as appropriate.

#### **VI. Course Topics**

1. Orientation
2. Introduction
3. Definition
4. Objectives and Competencies
5. Rationale
6. Access and Resource Gap
7. Process
8. Paradigms
9. Pedagogy
10. Search Print Resources
11. Search Government Internet
12. Academic Integrity
13. Copyright Issues
14. Critical Evaluation of Web Resources
15. Critical Evaluation of Academic Resources
16. Research Processes
17. Basic Research Design
18. Research Questions and Sampling
19. Qualitative Research Methods
20. Quantitative Research Methods
21. Descriptive Statistics

22. Inferential Statistics  
 23. Qualitative Research Proposal  
 24. Quantitative Research Proposal

## **VII. Schedule**

<b>Week</b>	<b>Topic</b>	<b>Reading/Activity</b>	<b>Lecture Material</b>
1 (Jan 14)	General Information	<ul style="list-style-type: none"> <li>Syllabus</li> <li>PPT 01</li> <li>Levinson 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>Orientation to IL</li> </ul>
2 (Jan 20)	Introduction to Information Literacy	<ul style="list-style-type: none"> <li>PPT 02, 03</li> <li>Davenport 1, 2</li> <li>Levinson 3, 4</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to IL</li> <li>Definition of IL</li> </ul>
3 (Jan 27)	Data, Information, and Knowledge	<ul style="list-style-type: none"> <li>PPT 04, 05</li> <li>Davenport 3, 4</li> <li>Levinson 5, 6</li> <li>Crawford, 1, 2</li> </ul>	<ul style="list-style-type: none"> <li>Objectives of IL</li> <li>Rationale for IL</li> </ul>
4 (Feb 3)	Paradigms of Thinking about Information	<ul style="list-style-type: none"> <li>PPT 06, 07</li> <li>Davenport 5, 6</li> <li>Levinson 7, 8, 9</li> <li>Writing 1 Due</li> </ul>	<ul style="list-style-type: none"> <li>Access and Resource Divide</li> <li>IL Process</li> </ul>
5 (Feb 10)	Print Resources	<ul style="list-style-type: none"> <li>PPT 08, 09</li> <li>Levinson 10, 11, 12</li> <li>Crawford 3</li> </ul>	<ul style="list-style-type: none"> <li>IL Paradigms</li> <li>Teaching and Learning IL</li> </ul>
6 (Feb 17)	Electronic Resources	<ul style="list-style-type: none"> <li>PPT 10, 11</li> <li>Levinson 13, 14, 15</li> <li>Writing 2 Due</li> </ul>	<ul style="list-style-type: none"> <li>Searching in Electronic Libraries</li> <li>Searching Govt Docs and the Web</li> </ul>
7 (Feb 24)	Plagiarism	<ul style="list-style-type: none"> <li>PPT 12</li> <li>Crawford &amp; Crawford article</li> <li>Levinson 16, 17</li> </ul>	<ul style="list-style-type: none"> <li>Plagiarism</li> </ul>
8 (Mar 2)	Copyright	<ul style="list-style-type: none"> <li>PPT 13</li> <li>Levinson 18, 19</li> <li>Davenport 8, 9, 10</li> <li>Writing 3 Due</li> </ul>	<ul style="list-style-type: none"> <li>Copyright</li> </ul>
9 (Mar 9)	Critical Evaluation	<ul style="list-style-type: none"> <li>PPT 14, 15</li> <li>Crawford 4, 5</li> <li>Creswell 1</li> </ul>	<ul style="list-style-type: none"> <li>Critical Evaluation of Web Resources</li> </ul>
10 (Mar 16)	Research Process	<ul style="list-style-type: none"> <li>PPT 16, 17</li> <li>Creswell 2, 3</li> <li>Writing 4 Due</li> </ul>	<ul style="list-style-type: none"> <li>Research Processes</li> <li>Research Design</li> </ul>
11 (Mar 23)	Spring Break	<ul style="list-style-type: none"> <li>Davenport 11, 12</li> </ul>	
12 (Mar 30)	Building Research Questions	<ul style="list-style-type: none"> <li>PPT 18</li> <li>Creswell 4, 5, 6</li> <li>Writing 5 Due</li> </ul>	<ul style="list-style-type: none"> <li>Research Questions</li> </ul>
13 (Apr 6)	Research Methods	<ul style="list-style-type: none"> <li>PPT 19, 20</li> <li>Creswell 7, 8</li> <li>Crawford 6, 7</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative Research Methods</li> <li>Quantitative Research Methods</li> </ul>
14 (Apr 13)	Statistics	<ul style="list-style-type: none"> <li>PPT 21</li> <li>Creswell 9, 10</li> <li>Writing 6 Due</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive Statistics</li> </ul>

15 (Apr 20)	Statistics, cont.	<ul style="list-style-type: none"><li>• PPT 22</li></ul>	<ul style="list-style-type: none"><li>• Inferential Statistics</li></ul>
16 (Apr 27)	Creating a Research Proposal	<ul style="list-style-type: none"><li>• PPT 23</li><li>• Crawford 8</li><li>• Creswell 11</li><li>• Writing 7 Due</li></ul>	<ul style="list-style-type: none"><li>• Qualitative Research Proposal</li></ul>
17 (May 4)	Creating a Research Proposal, cont.	<ul style="list-style-type: none"><li>• PPT 24</li></ul>	<ul style="list-style-type: none"><li>• Quantitative Research Proposal</li></ul>
18 (May 11)	Final Wrapup	<ul style="list-style-type: none"><li>• Writing 8 Due</li></ul>	