

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**
<https://ualberta.ca/modern-languages-and-cultural-studies>

2021-2022 MLCS 795: Information Literacy & Scholarly Communication
(Fall Term)

Note: Remote Delivery, synchronous and asynchronous
Weeks with a Zoom Live Class are on Wednesdays 5:00-6:30pm MST

Instructors:

- Doris Wagner, doris.wagner@ualberta.ca
 - Office Hours: By appointment
- Denis Lacroix, denis.lacroix@ualberta.ca
 - Office Hours: By appointment
- Peggy Sue Ewanyshyn,
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 - Office Hours: By appointment
- Kim Frail kim.frail@ualberta.ca
 - Office Hours: By appointment

Course Website: eClass

Library Website: <https://www.library.ualberta.ca/>

Course Prerequisite: (consent of department)

It is your responsibility as a student to ensure that you have the appropriate prerequisites for the course.

Technology requirements (minimum):

It is your responsibility as a student to ensure that you have the appropriate technology for the course.

- Computer, laptop, or tablet
- 3MT - recording device and software (e.g. phone, Zoom, app)

Experiential Learning Component

- this course has a significant experiential learning component (15% or more of the course grade)

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

- Yes ✓ No, not needed

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- ✓ NA

Course Description, Objectives and Expected Learning Outcomes:

This course will provide students with practical knowledge to understand the nature of scholarly conversations in their field and how they plan to participate in the discourse of their discipline. Students will be expected to develop a research inquiry (questions) and strategies that address a

broader world-view, and that recognize information gaps and new investigative methods. Finding authoritative sources of information and data in various formats and evaluating them critically and contextually will be central to the students' ability to participate in scholarly conversations, both as consumers and creators of information. Students will have the opportunity to identify and use a variety of information discovery tools and techniques as they explore the most relevant and appropriate sources for their research. Students will learn to recognize how the economics of information impact their research.

Students will learn how to use, manage, and preserve effectively and ethically the information they access, analyze, or create. By the end of the course, the students will have developed a plan for finding and evaluating relevant information resources. They will also understand the impact an individual's scholarly contribution may have on a discipline.

Course Format:

The objectives of this course will be learned from a combination of formal lectures, hands-on activities, group work, eClass participation, guest presentations, suggested readings, and audiovisual materials.

Texts:

No required textbook. Please see weekly required and recommended readings in eClass.

Additional Course Fees

Yes No

Important Dates: [See Academic Schedule in current Calendar](#)

First Day of Class: September 1, 2021

Add/Delete Date: September 15, 2021

50% Withdrawal Date: October 4, 2021

Withdrawal Date: November 30, 2021

Last Day of Class: December 7, 2021

Final Exam Date (if applicable): *N/A* [Exam planner](#)

Date of Deferred Final Exam (if applicable): *Please consult the following site:*

<https://calendar.ualberta.ca/content.php?catoid=34&navoid=10107-examinations-exams>)

Deferred Final Examination: For information on how to apply for a deferred exam see ["I Missed my Final Exam, Now What?"](#)

Components of Course Grade (see "Explanatory Notes"):

<https://www.ualberta.ca/registrar/examinations/exam-schedules/fall-2021-winter-2022-exam-planner.html>

Students in this course will receive a Pass or Fail grade. eClass exercises and a three minute presentation will be required to be completed to the satisfaction of the instructors to receive a passing grade. Demonstration of eClass participation and engagement with course materials will also be required and contribute to passing this course.

Explanatory Notes on Assignments:

Course assignments are not graded, but are assessed by instructors and are taken into account as an essential component of the pass/fail grade for the course.

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of facts to gain a deferral is a serious breach of the [Code of Student Behaviour](#).

In this course,

- Course readings, exercises, and eClass participation is required
 - eClass participation: weekly forum contributions as assigned
- The 3-minute thesis assignment has to be posted in eClass **by Wednesday Nov 17th, 2021 by 9:00 am MST**.
 - The Three Minute Thesis (3MT™) assignment is based on the international academic competition that assists current graduate students with fostering effective presentation and communication skills. Students have just three minutes to explain the breadth and significance of their research projects to the MLCS 795 class and instructors. Beyond MLCS 795, students are encouraged to use feedback from instructors and peers to hone their presentations for future use. Students are encouraged to enter the MLCS and UA 3-minute thesis competitions, and to repurpose the content of their presentations for ongoing communication about their research.
 - Please record your 3MT via your phone, Zoom, or App and post it to eClass. **Make sure it is in a format that is accessible.**
 - See UA [Three Minute Thesis](#)
 - ❖ **Rules:** (the ones that apply to your assignment)
 - A single static PowerPoint slide is permitted (no slide transitions, animations or 'movement' of any description, the slide is to be presented from the beginning of the oration). Please note that using a slide is optional as the presentation focus is on your oration skills. Images used in the slide must be your own, or you must have permission from the owner of the photo(s) and provide proper credit(s).
 - No additional electronic media (e.g. sound and video files) are permitted.
 - No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.
 - Presentations are limited to 3 minutes maximum.
 - Presentations are to be spoken word (e.g. no poems, raps or songs)
 - Presentations must be based on research directly related to the student's

graduate program thesis. Research performed for employment should not be presented.

❖ **Judging:** What are the judges looking for?

➤ Communication:

- Was thesis topic and its significance communicated in language appropriate to a general/non-specialist audience?
- Did the speaker use sufficient eye contact and vocal range, maintain a steady pace, and a confident stance?
- Did the speaker avoid jargon, explain terminology, and provide adequate background information to illustrate points?
- Did the speaker spend the right amount of time on each element of their presentation - or did they elaborate for too long or were they rushed?
- Did the PowerPoint slide enhance, rather than detract, from their presentation - was it clear, legible, and concise?

➤ Comprehension:

- Did the presentation help the audience understand the research and research methods?
- Did the presenter clearly outline the nature and aims of the research?
- Was the significance and impact of the presenter's research clearly defined?
- Did the presentation follow a logical sequence?

➤ Engagement:

- Did the presentation make the audience want to know more?
- Was the presenter careful not to trivialize or overly generalize the research?
- Did the presenter convey enthusiasm for their research?
- Did the presenter capture and maintain their audience's attention

Policy for Late Assignments:

Students who consult **in advance** with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, half of the mark assigned for this particular work will be deducted. Otherwise, all assignments should be handed in on the stated deadline. Any assignment not handed-in in time or unexcused late assignments will not be given any marks. Late excuses will **not** be accepted for any reason.

Required Notes:

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.

Student Responsibilities:

Academic Integrity:

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the [Code of Student Behaviour](#) and avoid any behaviour that could potentially

result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University.

All students should consult [the Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording, digital or otherwise, of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Student or instructor content, digital or otherwise, created and/or used within the context of the course is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Best Practices for the Recording of Lectures and Other Teaching Materials

All students enrolled in a class should be fully informed:

- I. That live lectures or discussions are being recorded. Please ensure that no other people are in your camera/recording view and that there is nothing identifiable or sensitive in that view (personal belongings, records, medications, etc.) prior to the class recording starting. You can turn off your computer's camera or microphone if you are uncomfortable with being recorded.
- II. Sessions will be recorded to provide an asynchronous copy that students can review or access at their convenience, particularly in the case of technical difficulties or absences.
- III. Only course instructors and students will have access to the recordings which will be disseminated via the eClass course.
- IV. Access to the recordings via eClass will be provided until April 30th 2022, at which point the recordings will be deleted.

Disclaimer:

Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

Student Resources:

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

[The Academic Success Centre](#) provides professional academic support to help students maximize their academic success and achieve their academic goals. We offer appointments, advising, group workshops, online courses, and specialized programming year-round to students in all university programs, and at all levels of achievement and study.

They also administer the University of Alberta's [Duty to Accommodate procedure](#) for students and works with students, instructors, campus units, Faculties and departments, community and government agencies, and on and off-campus service providers to coordinate students' disability-related accommodation needs for participation in university programs.

For general information and to register for services visit the [Academic Accommodations](#) webpage.

[The Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

[The First Peoples' House](#) provides an environment of empowerment for First Nations, Métis, and Inuit learners to achieve personal and academic growth.

[Health and Wellness Support for Students](#) outlines available mental and physical health resources that are offered on-campus and in the community.

[The Office of the Student Ombuds](#) is a confidential service that strives to ensure that university processes related to students operate as fairly as possible. We offer information, advice, and support to students, faculty, and staff as they deal with academic, discipline, interpersonal, and financial issues related to student programs.

Learning and working environment:

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment.

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Graduate Grading Scale”

A+	97-100	Excellent
A	93-96	Excellent
A-	90-92	Excellent
B+	87-89	Good
B	79-86	Good
B-	74-78	Satisfactory
C+	68-73	Satisfactory
C	63-67	Failure

C-	58-62	Failure
D+	54-57	Failure
D-	50-53	Failure
F	00-49	Failure

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COURSE SCHEDULE

Week 1: Imagining and Discovering Research - Wednesday, October 13th 2021, (Peggy Sue and all instructors)

We will start this class with a course Introduction & Syllabus. Then we will introduce students to information resources in the context of scholarly communications. Students will explore the Library's discovery and access tools focusing on databases relevant to students' research topics. Students will create and practice various search strategies, including special searching techniques (e.g. how to search non-Latin languages), and evaluating what you read.

Zoom Live Class Wednesday Oct 13 5:00-6:30pm MST -

<https://ualberta-ca.zoom.us/j/93636653786?pwd=SG0vOE9zRDI5Z0VadEZ5QnlkUUpZUT09>

Required activity to be completed prior to class:

- As an icebreaker activity, you will create content for 2 slides in a [shared slide deck](#):
 - on the 1st slide, share with us a single image that describes your research in this shared slide deck:

<https://drive.google.com/drive/folders/19Llwj-MLaTNE0IlvRRx4IJzO5fD9v-G2?usp=sharing> (login with UA email/ CCID)

Note: images can be your own OR here are some Open Access Image Sources to assist you:

Pixabay - <https://pixabay.com/>

Pexels - <https://www.pexels.com/>

Commons: Free media resources/Photography -

https://commons.wikimedia.org/wiki/Commons:Free_media_resources/Photography

Flickr Creative Commons Search -

<https://www.flickr.com/search/advanced/>

Creative Commons Search - <https://search.creativecommons.org/>

- on the 2nd slide, provide us with highlights of the bibliography from your grant application (4-5 references)

Readings and activities for class:

See eClass

eClass exercises to be completed by October 13:

- [Ice Breaker image activity](#) as described above
- Go over Week 1, Imagining and Discovering Research slides/recordings in eClass

Week 2: Digital Scholarship: the Research Lifecycle - Wednesday, October 20th 2021, (Peggy Sue)

This week our guest, Sam Popowich, will provide insight into aspects of the Research Lifecycle, including research data management (RDM) and citation managers. Our guest, Peter Binkley, will provide a general introduction to the Digital Scholarship Centre (DSC) and digital scholarship.

Zoom Live Class Wednesday Oct 20 5:00-6:30pm MST -

<https://ualberta-ca.zoom.us/j/93636653786?pwd=SG0vOE9zRDI5Z0VadEZ5QnlkUUpZUT09>

Readings and activities for class:

See eClass

eClass exercise to be completed before Oct 20th:

- Go over Week 2, Digital Scholarship: the Research Lifecycle slides/recordings in eClass
- After reviewing readings and pre-recorded content in eClass, reflect on aspects of digital scholarship that may be relevant to your research, to prepare for live discussion.

Week 3: Scholarly Communication and Research Impact Wednesday October 27th 2021, (Kim & Doris)

Introduce students to scholarly communication and information evaluation in terms of peer-review and research impact. Students will begin exploring various metrics and tools for measuring impact as well as create researcher profiles.

Zoom Live Class Wednesday Oct 27 5:00-6:30pm MST -

<https://ualberta-ca.zoom.us/j/93636653786?pwd=SG0vOE9zRDI5Z0VadEZ5QnlkUUpZUT09>

Introduction to 3MT assignment, case study exercise, and interactive quiz.

Readings and activities for class:

See eClass

eClass exercise to be completed by Oct 27th:

- Go over Week 3, Scholarly Communication and Research Impact slides/recordings in eClass

Week 4: Who owns what: Copyright & Publishing Wednesday, November 3rd 2021, (Denis)

Note: This class is **asynchronous** through eClass

This class will provide an overview of Open Access, scholarly communication, and the economics of publishing. It will include a copyright presentation by Amanda Wakaruk, Copyright Librarian at the University of Alberta. There will also be a presentation on Open Educational Resources (OERs) and OJS by Michelle Brailey. A discussion forum will be available in eClass.

Class outline:

- Copyright presentation
- OA publishing and Scholarly Communication
- OERs and OJS presentation

Readings and activities for class:

- Go over *Week 4, Who owns what: Copyright & Publishing* slides, recordings, & readings in eClass
- Contribute to the reflection forum on open access and copyright in eClass
- Complete the short eClass quiz on scholarly communication and publishing in eClass
- Complete the eClass collaborative journal evaluation exercise by **November 7th 2021:**
 - The title of one of two journals will be assigned to you and your classmates as part of an

evaluation exercise. Please collaborate with your classmates who have the same title as you to answer the questions relating to your journal title. See eClass for links to the questions.

November 8-12th 2021: NO CLASS – FALL TERM READING WEEK

**Week 5: 3MT, Research in 3 minutes and Anything you ever wanted to ask
Wednesday, November 17th, 2021 (Doris and all instructors)**

For this class we have the 3 minute thesis presentations (3MT™) assignment recorded and shared in eClass. We'll be viewing the clips in class and discussing the presentations. We'll be also addressing any questions you still may have or something you'd like to review from the past weeks.

Zoom Live Class Wednesday Nov 17 5:00-6:30pm MST -

<https://ualberta-ca.zoom.us/j/93636653786?pwd=SG0vOE9zRDI5Z0VadEZ5QnlkUUUpZUT09>

Readings and activities for class:

See eClass

eClass exercise to be completed by Nov 17th:

- *3 minute thesis presentations.* The Three Minute Thesis (3MT™) assignment is based on the international academic competition that assists current graduate students with fostering effective presentations and communication skills. Students have just three minutes to explain the breadth and significance of their research projects to the MLCS 795 class and instructors. Please find guidelines used to evaluate the presentations in the *Explanatory Notes on Assignments* above.