1. BASIC INFORMATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Documentary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree program</td>
<td>International Relations</td>
</tr>
<tr>
<td>School</td>
<td>Social Sciences and Communication</td>
</tr>
<tr>
<td>Year</td>
<td>1st</td>
</tr>
<tr>
<td>ECTS</td>
<td>6</td>
</tr>
<tr>
<td>Credit type</td>
<td>Basic</td>
</tr>
<tr>
<td>Language(s)</td>
<td>English</td>
</tr>
<tr>
<td>Delivery mode</td>
<td>Campus based</td>
</tr>
<tr>
<td>Semester</td>
<td>1st</td>
</tr>
<tr>
<td>Academic year</td>
<td>2020-2021</td>
</tr>
<tr>
<td>Coordinating professor</td>
<td>Belén García-Delgado Giménez</td>
</tr>
</tbody>
</table>

2. PRESENTATION

This course is a basic subject in the Degree of International Relations of the Universidad Europea de Madrid. The so-called subject is part of the traditional guiding principles in the research training process of the upcoming International Relations graduate.

In this context the student will obtain competences in the process of research and use of the international information resources in order to do a critical analysis of the different cases. Documentation centres, web portals, types of information and data advanced treatment. The main goal is to learn the different search techniques, as well as information assessment processes in order to use them along the whole degree.

3. COMPETENCIES AND LEARNING OUTCOMES

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

1.1. Core Competencies

- CB2: Students must apply their knowledge to their work and vocation in a professional way and must demonstrate their skills in sustaining arguments and solving problems within their field of study.
- CB4: Students must be able to convey information, together with ideas, problems and solutions to a specialized or non-specialized audience.
- CB5: Students must have developed the necessary learning skills so as to undertake subsequent studies with autonomy.

1.2. Cross-disciplinary competencies
- CT1: Self-learning skills: The ability to choose the most effective strategies for controlling our own learning environment and acting autonomously throughout the learning process.
- CT4: Analysis and synthesis skills: Being able to break down complex situations into their constituent parts, and also to assess other alternatives and approaches in order to find the best solutions. Synthesis seeks to reduce complexity in order to facilitate understanding and/or problem solving.
- CT5: Capacity to apply knowledge: Being able to use knowledge acquired in academic contexts in situations that resemble as closely as possible the reality of the chosen future profession.
- CT8: Information management: The ability to find, select, analyze and integrate information from different sources.

1.3. Specific competencies
- CE14: Being able to do Research and studies in the international sphere and the areas involved: economic, social, political and cultural.
- CE15: Knowledge of how to use different information sources and channels.
- CE24: Informing, evaluating and assessing events and situations of the international news scene.
- CE28: Developing a critical attitude versus the analysis of past and present times.

2. Learning Outcomes
- LO1. The student will be able to manage with the different databases available by the UEM.
- LO2. The student will be able to inform, assess and appreciate current facts and situations, as well as coherently address global and scattered sources.
- LO3. The student will be able to distinguish between facts and opinions, as well as compare the information including in the different media in order to end up with an appropriate analysis.
- LO4. The student will be able to cite the sources consulted in order to do an ethical use of the information consulted.
- LO5. The student will be able to analyze the sources and evaluate their usefulness.
- LO6: The student will be able to use the sources specialized on International Relations, using the advanced search
4. CONTENT

- **Unit 1. Information Retrieval: Web Queries:** types of search, Boolean Operators, delimiters, information sources vs. Types of data and internet spaces.
  - 1.1 Google

- **Unit 2. Web Reliability:** useful criteria and factors that should be taken into account.

- **Unit 3. Plagiarism**
  - Citation concept.
  - Differences between: paraphrasing, direct citation and summarizing.
  - Differences between: citation, footnote and bibliographic reference.
  - Plagiarism Screenin Tool: Turnitin.
  - Types of plagiarism.

- **Unit 4. General Information Sources:** informative, biographical, historical, geographical, technical, statistical, rules, subject, institutional, bibliographical, documentation, unpublished, multimedia, lexicographical and telematic.
  - 4. 1. Information sources specialized in International Relations.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Cooperative learning
- Challenge Based Learning
- Lectures
6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

<table>
<thead>
<tr>
<th>Learning activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type A: Lectures</td>
<td>25 h</td>
</tr>
<tr>
<td>Type B: Team group activities</td>
<td>25 h</td>
</tr>
<tr>
<td>Type C: Oral expositions</td>
<td>25 h</td>
</tr>
<tr>
<td>Type D: Self study</td>
<td>25 h</td>
</tr>
<tr>
<td>Type E: ICTs application</td>
<td>25 h</td>
</tr>
<tr>
<td>Type F: Develop research work and systematic análisis</td>
<td>25 h</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150 h</strong></td>
</tr>
</tbody>
</table>

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

<table>
<thead>
<tr>
<th>Assessment system</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents assessments (knowledge based tests)</td>
<td>50%</td>
</tr>
<tr>
<td>Search activities in information sources and projects</td>
<td>30%</td>
</tr>
<tr>
<td>Oral expositions</td>
<td>20%</td>
</tr>
</tbody>
</table>

When you access the course on the *Campus Virtual*, you’ll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exams (weighted average) in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Note that all coursework must be handed in on time.
7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

<table>
<thead>
<tr>
<th>Assessable activities</th>
<th>Deadline</th>
</tr>
</thead>
</table>
| **Activity 1**  
  Questionnaire that includes case studies, problem-solving activities in advanced search | Week 1-2       |
| **Activity 2**  
  (Advanced search in specialized databases)                                         | Week 3-4       |
| **Activity 3**  
  (Collection and analysis of pieces news, that deal with a current topic, published in an specific newspaper and period of time) | Week 5-6       |
| **Activity 4**  
  (Research article about Wikipedia and its academic use)                            | Week 7         |
| **Activity 5**  
  (Knowledge based test)                                                              | Week 8         |
| **Activity 6**  
  (Problem solving activities about the concepts of: plagiarism, paraphrasing, in-text quotation and citing) | Week 9         |
| **Activity 7**  
  (Agenda/report/ chronology of international events in a specific period of time)  | Week 10-11     |
| **Activity 8**  
<pre><code>                                                                      | Week 12-13     |
</code></pre>
<table>
<thead>
<tr>
<th>Activity 9</th>
<th>Identification of a selection of documents available in the UEM library</th>
<th>Week 14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 10</td>
<td>Knowledge based test</td>
<td>Week 16</td>
</tr>
</tbody>
</table>

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

- The Ohio University. *Net.tutor*. Columbus: Ohio University, 2013
• PEDERSON, Steve. *Understanding the Deep Web in 10 minutes: learn where it’s at, how you can search, what you’ll find there, and why Google can’t find everything*. Brightplanet, 2013.


• PINTO, María (eds.) [et al.]. *Documentación aplicada y espacio europeo de Educación Superior*. Madrid: Arco/Libros, 2009


• Whatis.com. *The leading IT encyclopedia and learning centre*. [Consultation: 1st of September 2016]

### 10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

### 11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.