School of Library and Information Science
University of Kentucky

LIS 601 Information Seeking
Spring Semester 2014
Dates of Semester: January 15 – May 6, 2014

Instructor: Ning Yu                                            Office: 329 Little Library Building
Phone: (859) 257-4109                                 Office hour: 2:00 pm – 4:00 pm every Monday & Friday
E-mail: ning.yu@uky.edu                            virtual office: https://connect.uky.edu/voffice_yu/

Course Syllabus

COURSE FORMAT
This is an online course, which requires asynchronous class discussion via Blackboard to facilitate a sense of community. Blackboard system will also be used for making course announcements, distributing reading materials, submitting assignments and posting grades. Every week starts on Wednesday and ends on Tuesday.

COURSE DESCRIPTION
LIS601 is one of the four core, or required, courses in the School of Library and Information Science master’s degree program. The course description reads:

This course provides an overview of the theory and practices of human information seeking behavior, including both basic models to understand user behavior, and techniques to effectively select, locate, evaluate, and use information to meet diverse information needs and facilitate human-computer interaction.

STUDENT LEARNING OUTCOME:
After successful completion of this course, you will be able to:

- Identify the characteristics of diverse and underserved populations within the United States, design and implement programs for diverse and underserved populations within their library’s community, and evaluate and select information resources to support the diverse and underserved populations within their library’s community;
- Interpret and evaluate research on user information seeking behavior and services and describe the important aspects of information seeking behavior in the provision of professional practice;
- Examine ethical issues and apply them to the practice of library and information science and define their ethical responsibilities as information professions both as individuals and as part of the collective;
- Identify and apply appropriate methods to match user information needs through the identification, selection, evaluation and dissemination of information and applying instruction strategies to teach users to identify, select, acquire and evaluate information; and
- Detect methods for assessing information needs of users and describe methods for integrating needs assessment data in the provision of information services.
COURSE EXPECTATIONS
To complete this course successfully, you should do the following:

• Read all required readings.
• Participate in weekly discussions.
• Submit all assignments on time.
• Respond to occasional email requests in a timely fashion.

REQUIRED TEXTBOOK

TECHNOLOGY REQUIREMENTS
• You will need access to an appropriate computer with a broadband Internet connection. NOTE that it is YOUR responsibility to ensure you have a reliable computer for use during the course. Ongoing “computer problems” will not be considered a legitimate excuse for missing course activities.
• A working speaker and microphone are required, a Webcam is preferred.
• All UK students are eligible for a one time free download of Office from the UK download site ([https://download.uky.edu](https://download.uky.edu)); you can get help with this process from the UK helpdesk (859.257.1300; [http://www.uky.edu/IT/CustomerService/](http://www.uky.edu/IT/CustomerService/)).

COURSE POLICIES
Withdrawal Policy
It is your responsibility to drop a course. Failure to do so will result in receiving an "F". Check the academic calendar for drop/withdraw information:

[http://www.uky.edu/registrar/content/spring-2014-semester](http://www.uky.edu/registrar/content/spring-2014-semester)

Homework Submission Policy
• Any homework submitted after 12:00 midnight (Eastern Time Zone) on the due date will be docked 10% for each late (calendar) day.
• Homework will NOT be accepted any more than 3 (calendar) days after the deadline under any circumstances without instructor approval.
• Extensions may be given for the purpose of emergencies, medical or otherwise. If you need an extension, please contact the instructor ASAP, before the due date.
• The above rules do not apply to the weekly discussion. If you post or respond after the last day of a week, your posts will not be counted towards your participation of that week.

Academic integrity
According to Senate Regulation 6.3.1: “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 you feel unsure about a question of plagiarism involving your work, you are obliged to consult the instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:
Diversity, Assessment, and Technology
All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others’ ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

ADA SERVICES
If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu. The Center is located in the Alumni Gym, Room 2, at the corner of Avenue of Champions and South Limestone Street (next to the Student Center and across South Limestone Street from Kennedy Bookstore). See the campus map.

COURSE RESOURCES
Blackboard
- We will use the Blackboard course management system to facilitate the class. Please visit http://www.uky.edu/Blackboard/ to learn about this system and the login requirements. You should be automatically added to the Blackboard roll; if this goes as expected, you will not have to sign up manually for the course.
- Blackboard help is available online through the Blackboard wiki website (http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx), and from the UK helpdesk (859.257.1300; http://www.uky.edu/IT/CustomerService/). The helpdesk is also able to assist with all general computing issues (file download, browser updates, etc.).

Distance Learning Library Services
- At UK, students in online courses have available Distance Learning Library Services. The link to DLS is: (http://www.uky.edu/Libraries/DLLS) Here is some of the information at that site:
  - Phone: (859) 257-0500, ext. 2171; 2nd Phone: (800) 828-0439; Fax: (859) 257-0505
  - E-mail: dllservice@email.uky.edu
  - Location: 2-2, north wing, William T. Young Library
- Distance Learning Librarian: Carla Cantagallo

Writing Center
- UK Writing Center offer both face-to-face and online consultation. And they also provide e-Tutoring consultation, via which you can send your work as an attachment. Details can be found here: http://ukwrite.wordpress.com/
COURSE GRADE:

- Participation                  20%
- Three Exercises                                             50%
- *Community Resource Audit                 30%

*core course artifact

**Participation (20%)**
Each student will maintain a Blog on Blackboard *, on which they can investigate and share what they learn each week. Student can post individual reactions, insights, or progress updates on the topics they choose or assigned by the instructor. (*: if you like to use other blog software, you can link it to your Blackboard Blog.)

Participation points come from both quantity and quality of their posts and comments. A quality post includes a substantive (in most instances this means at least one hundred words) and thoughtful (“I agree with you” is not a credit-worthy response) contribution to each week's discussion. To get full participation points (i.e., 2 points) in a week, students need to make at least one post and one comment. Otherwise, only partial grade will be assigned.

A maximum of 20 points can be gained in the participation category. To gain 20 points, students need to fully participate in 10 weeks (i.e., 2 points X 10 discussion boards = 20 points), or participate more than 10 weeks if only post or comment in some weeks.

Every week starts on Wednesday and ends on Tuesday. Although students can continue posting topics in earlier weeks, no credit will be given for posts that occur after the week.

**Exercises (50%)**
The first two exercises are designed to prepare students with skills and materials for their final paper. Ideally, community of their choice for both exercises should be the same as the community for their final paper. The last exercise helps students practice the application of information behavior model.

1. **Annotated Bibliography (10%)**
   Students will compose one annotated bibliography of peer-reviewed research on an information seeking community of their choice.

   This annotated bibliography will be composed of four peer-reviewed journal articles, and each entry will include the bibliographic reference (in APA 6th Edition format), a short summary / evaluation, and the name of the scholarly database used to discover the source. Use only scholarly databases to find your articles.

2. **Annotated Resource List (20%)**
   Students will develop a resources list for the community of their choice.

   This list will be composed of ten resources, and each entry will include 1) basic information of the resource: type (e.g., book), name, and location; 2) a brief annotation: What is it? Why it is
chosen? How to use it? etc. At the beginning of the list, a brief description for the search strategy should be included: How and where did you look for resources? Any challenges in your search?

3. **Analyzing Own Information Behavior (20%)**:
Students will publish a Blog post on analyzing one of their own information behaviors and comment on others’ posts.

1. **Tell a story**: Select an information behavior from your life and discuss what this behavior demonstrates about your information needs, how and where you look for and use information, and the information problems you face in your life.
2. **Apply a model**: Select one information behavior model that we have read about and/or discussed and use it to analyze your information behavior.
3. **Evaluate the model**: How did this model affect your interpretation of your information behavior. How useful was this model for explaining your information behavior?
4. **Share and discuss**: Create and publish a post to class Blog. Comment on each other’s posts.

Be creative when write your post, use diagrams, pictures, figures, or videos if necessary.

**Community Resource Audit = Report (25%) and Presentation (5%)**

1. Select and describe a community for which you would like to know more about their information needs, uses, and behaviors.
2. Find research articles on the information behavior of this community, and use your interpretation and evaluation of the research on user information seeking behavior and services and describe the important aspects of information seeking behavior in the provision of professional practice; DO NOT simply summarize what has been researched, but relate the research articles to each other and synthesize a theme out of the articles you find.
3. Examine ethical issues related to your community and provide example from practice that relate to your responsibilities as information professional serving that community;
4. Apply appropriate methods to match user information needs of your community through the identification, selection, evaluation and dissemination of information and list at least 20 resources that may be useful for your community.
5. Identify methods for assessing your community's information needs and discuss how you would conduct a needs assessment (or other research) to learn more about the community. What evaluations would you use? What questions would you ask? How would you analyze the data you gather? How might the results of your analysis improve our understanding of this population's information behavior? How would you effectively select, locate, evaluate resources to meet their information needs?
6. Finally, you will write a report as well as prepare a 10 minute presentation for your community resource audit. To synthesize your content, please produce up to 4,500 words of content, excluding references and resource list. The presentation will be recorded and posted on your blog. A portion of your grade will come from the quality of the presentation as well as comments from others (anonymous comments are allowed).

At the end of the course, I will convert the points earned into a percentage:
90% and above = A  
80% to 90% = B  
70% to 80% = C  
below 70% = E

I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it.

COURSE SCHEDULE  
(The instructor reserves the right to make adjustments, with notice, to the schedule)

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<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic/Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>01/15 – 01/21</td>
<td>• Information Behavior: An Introduction (Ch 1: P3-17)</td>
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<td>2</td>
<td>01/22 – 01/28</td>
<td>• Common Examples of Information Behavior (Ch 2: P19-42)</td>
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<td>3</td>
<td>01/29– 02/04</td>
<td>• The Concept of Information (Ch 3: P45-75)</td>
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<td>4</td>
<td>02/05 – 02/11</td>
<td>• Information Needs and Information Seeking (Ch 4: P77-93)</td>
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<td>5</td>
<td>02/12 – 02/18</td>
<td>• Related Concepts (Ch 5: P95-130)</td>
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<td>• EXERCISE DUE: Annotated Bibliography (Due 02/18)</td>
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<td>6</td>
<td>02/19 – 02/25</td>
<td>• Models of Information Behavior (Ch 6: P133-162)</td>
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<td>7</td>
<td>02/26 – 03/04</td>
<td>• Metatheories, Paradigms, and Theories (Ch 7: P163-198)</td>
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<td>• ACRL Information Literacy</td>
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<td><a href="http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm">http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm</a></td>
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<td>• EXERCISE DUE: Analyzing Own Information Behavior (Due 03/11)</td>
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<td>9</td>
<td>03/12 – 03/18</td>
<td>• The Research Process (Ch 8: P200-219)</td>
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<td>Date Range</td>
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<td>Spring Break</td>
<td>(03/19 – 03/25)</td>
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<td>10 03/26 – 04/01</td>
<td>• Methods: Examples by Type (Ch 9: P221-267)</td>
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<td>11 04/02 – 04/08</td>
<td>• Reviewing the Research: Its History, Size, and Topics (Ch 10: P271-284)</td>
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<td><strong>EXERCISE DUE:</strong> <em>Annotated Resource List</em> (Due 04/08)</td>
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<td>12 04/09 – 04/15</td>
<td>• Research by Occupation (Ch 11: 285-323)</td>
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<td>13 04/16 – 04/22</td>
<td>• Research by Social Role and Demographic Group (Ch 12: 325-364)</td>
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<td>• RUSA Guidelines for the Development and Promotion of Multilingual Collections and Services <a href="http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidemultilingual.cfm">http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidemultilingual.cfm</a></td>
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<td>• RUSA Guidelines for Library Services to Older Adults <a href="http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/libraryservices.cfm">http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/libraryservices.cfm</a></td>
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<td>• RUSA Guidelines for Library Services to Spanish-Speaking Library Users <a href="http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidesspanish.cfm">http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidesspanish.cfm</a></td>
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<td>• RUSA Guidelines for Library Services to Teens <a href="http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesteens.cfm">http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesteens.cfm</a></td>
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<td>14 04/23 – 04/29</td>
<td>• Reviewing, critiquing, concluding (Ch 13: 365- 379)</td>
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<td>15 04/30 – 05/06</td>
<td>• Final Presentation</td>
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**PAPER DUE: Community RESOURCE AUDIT PAPER (Due 05/02)**