LIS 601 201 Information Seeking, Retrieval and Services – Fall Semester 2012

Dates of Semester: August 22 – December 14, 2012

Instructor: Ning Yu E-mail: ning.yu@uky.edu
Phone:(859) 257-4109 Office: 329 Little Library Building

Course Syllabus

Contact information: I prefer that you contact me via e-mail. If you wish to talk or meet with me, I recommend you to make an appointment via e-mail. My office hours are 1:00pm - 5:00pm on Tuesdays. My goal is to respond to student communications sent to me via e-mail within twenty-four hours of receipt of the e-mail on weekdays and within forty-eight hours on weekend.

Course format: This is an online course, but I require asynchronous class discussion via Blackboard to facilitate a sense of community.

Course description: LIS601 is one of four core, or required, courses in the School of Library and Information Science master’s degree program. The course description reads: An introduction to the theory and practice of information seeking and retrieval. Emphasis is placed on the roles played by information professionals to assist navigation of the user-system interface including question negotiation, the formulation of effective search strategies for information retrieval, and the evaluation of information sources and services. Ethics of information evaluation and services is also considered.

Course objectives:
- 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.

**Required textbooks:**

Additional readings: There will be additional readings to the textbooks, principally journal articles and reference-related web content.

**Other course 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. If you have a computer that is known to be unreliable, you should rectify that situation. Note that all UK students are eligible for a one time free download of Office from the UK download site (https://download.uky.edu); you can get help with this process from the UK helpdesk (859.257.1300; http://www.uky.edu/IT/CustomerService/).
• Because we rely heavily on email conversation outside of Blackboard, please make sure to check your email frequently and, when requested, respond to the instructor’s email no later than 48 hours.
• Please submit all assignments ON TIME. Late submissions will not be accepted for participation grade, and will not be accepted for the midterm and final paper without explanation/proof ahead of time. Please note that due time is based on Eastern Time Zone.

**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 DLLS 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 0456

Distance Learning Librarian: Carla Cantagallo

**Diversity Statement**
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 grade:**

- Analyzing Your Own Information Behavior 90 points (30%)

- *Community Resource Audit 90 points (30%)

- Discussion Leading 60 points (20%)

- Participation 60 points (20%)

*Core course artifact

**Analyzing Your Own Information Behavior (30%):**

1. Pick and describe an information behavior from your life.

2. 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. Your discussion should make clear that you have thought about and understand the concepts of information, information needs, information seeking, and information behavior as discussed in course readings.
3. Select two of the models, paradigms, or theories we have read about and/or discussed and analyze your information behavior using each of these two models, paradigms, or theories to interpret your behavior in two different ways.

4. Compare and contrast the results of your two analyses. How did these models, paradigms, or theories affect your interpretation of your information behavior? How useful were these models, paradigms, or theories for explaining your information behavior?

To give full attention to the paper while keep it concise, please produce 2,000 - 2,500 words of content.

Community Resource Audit (30%)

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. Optional: if the members of your community of interest are easily reachable, you are encouraged to conduct simple interview or survey to facilitate step 2, 3 and/or 5.

Discussion Leading (20%):

Students will select a topic they are most interested in leading a discussion on. For that topic, each student will be responsible for leading a discussion board thread with
discussion questions and select readings about their topic (this will begin Week 3).
Successful discussion leaders must be prepared to lead a discussion board on their topic.
This is beyond summarizing reading materials for the class. You will be responsible for
questions and activities that will lead and shape your discussion during your week,
including responding on the discussion boards about your topic (as best you can).

Students will sign up for their leading topic by the end of week 1.

Students are required to email the instructor both reading summaries and discussion
questions before their week starts.

**Participation (20%):**

It is important to note that class participation is twenty percent of your grade because
participation is an important component of facilitating learning in this class. Participation
points come from both quantity and quality posts to the discussion board for each of the
fifteen weeks of the semester (i.e., 4 points for a quality post X 15 discussion boards = 60
points). A quality post is both substantive (in most instances this means at least one
hundred words) and thoughtful (“I agree with the author” is not a credit-worthy
response). To get full participation in a week; however, please also react to at least one
other student’s post.

The week starts on Monday and ends on Sunday at midnight. No credit will be given for
posts that occur after the week.

**SLIS Grading Scheme**
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.

**Withdrawal policy**
It is your responsibility to drop a course or withdraw from the college.
Course schedule

Introduction

Week 1 August 22

- Syllabus and Chapter 1 (B&S) 3-28

Submit Topic You Choose For Leading Discussion by 9:00 AM EST August 27, 2012.

Information Needs and Information Seeking

Week 2 August 27

- Chapter 3 (B&S) 57-94

Week 3 September 03


Week 4 September 10


Week 5 September 17

Week 6 September 24


Analyzing Your Own Information Behavior Paper DUE 9:00 AM EST October 01, 2012.

Access-Related Reference Services

Week 7 October 01

- Chapters 6 (B&S) 161-190

Week 8 October 08

- Chapters 7 (B&S) 191-220

Week 9 October 15

- Chapter 13 (B&S) 387-410
Week 10 October 22

• Chapter 2 (B&S) 29-56

Week 11 October 29

• Chapters 12 (B&S) 341-386
• RUSA Guidelines for the Development and Promotion of Multilingual Collections and Services http://www.al.org/ala/mgrps/divs/rusa/resources/guidelines/guidemultilingual.cfm
• RUSA Guidelines for Library Services to Older Adults http://www.al.org/ala/mgrps/divs/rusa/resources/guidelines/libraryservices.cfm
• RUSA Guidelines for Library Services to Spanish-Speaking Library Users http://www.al.org/ala/mgrps/divs/rusa/resources/guidelines/guidesspanish.cfm
• RUSA Guidelines for Library Services to Teens http://www.al.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesteen.cfm

Information Literacy and Instruction

Week 12 November 05

• Chapters 8 (B&S) 221-260
• ACRL Information Literacy http://www.al.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm

Week 13 November 12

• Chapters 9 (B&S) 261-302
• LOEX Instruction Resources http://www.emich.edu/public/loex/resources.php

**November 19-25 - Happy Thanksgiving! - Academic Holidays**
Evaluation and Delivery

Week 14 November 26

• Chapter 10 (B&S) 303-321

Week 15 December 03

• Chapter 11 (B&S) 323-340

Community Resource Audit Paper DUE 9:00 AM EST December 12, 2012.