School of Library and Information Science  
University of Kentucky

LIS 601 Information Seeking – Spring 2013
Dates of Semester: January 9 – May 3, 2013

Instructor: Bradley Wade Bishop  
e-mail: wade.bishop@uky.edu
Phone: (859) 257-3970  
Office: 331 Little Library Building

Course Syllabus

Contact information: I prefer that you use Bb discussion boards to ask most questions about the course and assignments. This way everyone sees my answer. However, you may still contact me via e-mail; my address is wade.bishop@uky.edu. I would be happy to meet with you about the class, but you should use e-mail to make the appointment. My office address is 331 Little Fine Arts Library building. If you wish to meet with me via phone, Skype, Adobe Connect, face-to-face, please make an appointment during my office hours 1:00pm – 5:00pm EST on Tuesdays. My response time is typically very fast and my goal is to respond within twenty-four hours of receipt of the e-mail.

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:

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 all discussion boards.
- Prepare and submit all assignments on time.
- Check emails frequently and respond to the instructor’s inquiry no later than 48 hours.
Required textbook:


Additional readings: There will be additional readings on electronic reserve, principally journal articles and reference-related web content.

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, please produce at least 3,000 words of content.

Community Resource Audit = Report and Presentation (25%) and Peer Review (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 prepare a 10 minute presentation of your community resource audit to instruct members of your assigned group. A portion of your grade will come from the comments of this peer review.
7. The peer review will be confidential and based on a scale of one to five of the quality of your presentation. Your peer review grade will result from the mean of the scores given to you by the peers in your group.
8. 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.

To give full attention to the paper, please produce at least 4,000 words of content.

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 about their topic (this will begin Week 3).

Successful discussion leaders must be prepared to lead a discussion board on this reading – This will go beyond summarizing it 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 reading (as best you can).

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 includes a substantive and thoughtful contribution to each week's discussion board topics, during that week. To get full participation in a week; however, please also react to at least one other student's post. The week starts on Tuesday and ends on Monday at midnight. No credit will not be given for posts that occur after the week. 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). Please note: discussion board prompts will be posted in the graded discussion forum each week.

At the end of the course, I will convert the points earned into a percentage:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% and above</td>
<td>A</td>
</tr>
<tr>
<td>80% to 90%</td>
<td>B</td>
</tr>
<tr>
<td>70% to 80%</td>
<td>C</td>
</tr>
<tr>
<td>below 70%</td>
<td>E</td>
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</tbody>
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I assign the grade of I (incomplete) only when I am convinced the student’s circumstances warrant it.

Directions for each assignment appear in Bb. Assignment due-dates are in the following course schedule.

Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Begins</th>
<th>Read</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Jan 15</td>
<td>Syllabus &amp; Information Behavior: An Introduction (Ch 1: 3-17)</td>
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<tr>
<td></td>
<td></td>
<td>+SUBMIT TOPICS YOU CHOOSE FOR DISCUSSION LEADING BY 9:00 AM EST JANUARY 22, 2013.</td>
</tr>
<tr>
<td>2</td>
<td>Jan 22</td>
<td>Common Examples of Information Behavior (Ch 2: 19-42)</td>
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<td></td>
<td>** January 21 - Monday – Martin Luther King Day - Academic Holiday **</td>
<td></td>
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<tr>
<td>3</td>
<td>Jan 29</td>
<td>The Concept of Information (Ch 3: 45-75)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
</tr>
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<td>------</td>
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<tr>
<td>Feb 12</td>
<td>Related Concepts (Ch 5: 95-130)</td>
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12 Apr 9 Reviewing the Research: Its History, Size, and Topics (Ch 10: 271-284)

13 Apr 16 Research by Occupation (Ch 11: 285-323)

14 Apr 23 Research by Social Role and Demographic Group (Ch 12: 325-364)
RUSA Guidelines for the Development and Promotion of Multilingual Collections and Services
http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidemultilingual.cfm
RUSA Guidelines for Library Services to Older Adults
http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/libraryservices.cfm
RUSA Guidelines for Library Services to Spanish-Speaking Library Users
http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidesspanish.cfm
RUSA Guidelines for Library Services to Teens
http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesteens.cfm

+Community Resource Audit Presentations Potential Dates April 30 – May 3
+Community Resource Audit PAPER DUE 9:00 AM EST April 30, 2013.


Withdrawal Policy
It is your responsibility to drop a course or withdraw from the college. Failure to do so will result in receiving an "F". The last day to drop/withdraw is January 30, 2013.

Diversity
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.

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/).
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