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.

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 weekly discussion.
- 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.
- 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/).
- A working speaker is required to watch some video materials; a working microphone is preferred for participating virtual office hours or other online class activities.

COURSE POLICIES

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:

http://www.uky.edu/StudentAffairs/Code/
http://www.uky.edu/StudentAffairs/Code/part2.html
http://www.uky.edu/Ombud/Plagiarism.pdf

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.
Withdrawal Policy
It is your responsibility to drop a course. Failure to do so will result in receiving an "F". The last
day to drop/withdraw is November 8, 2013.

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.

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 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
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/](http://ukwrite.wordpress.com/)

COURSE GRADE:

- Participation 20%
- Two Annotated Bibliographies 20%
- Analyzing Your Own Information Behavior 30%
- *Community Resource Audit 30%

*core course artifact

**Participation (20%)**

Participation points come from both quantity and quality of posts to the discussion board for each of the fifteen weeks of the semester (i.e., 2 points for a quality post X 15 discussion boards = 30 points). Each student has ONE courtesy week in which he or she gain 2 points regardless of the number of posts. You should use this opportunity wisely (e.g., under emergency) since this is your only chance for free participation points and there is no late submission for participation.

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 in a week, students need to post to discussion boards and react to at least one other student's post.

The week starts on Monday and ends on Sunday at midnight. Although you can continue participating in the earlier week discussions, no credit will be given for posts that occur after the week.

**Annotated Bibliographies (10% each, 20% Total)**

Students will compose one annotated bibliography of peer-reviewed research on information needs assessment research and one annotated bibliography of peer-reviewed research on an information seeking community of their choice.

Each annotated bibliography will be composed of five 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 at least three scholarly databases (from the library) to find your articles.

**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 synthesize your content, please produce up to 3,000 words of content, excluding references.

**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 synthesize your content, please produce up to 4,500 words of content, excluding references and resource list.
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. Failure to do so will result in receiving an "F". The last day to drop/withdraw is January 30, 2013.

COURSE SCHEDULE

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<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic/Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>08/28 – 09/01</td>
<td>Blackboard warm-up &amp; Course overview</td>
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<tr>
<td>2</td>
<td>09/02 – 09/08</td>
<td>Information Behavior: An Introduction (Ch 1: P3-17)</td>
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| 3    | 09/09 – 09/15 | Common Examples of Information Behavior (Ch 2: P19-42)  
| 4    | 09/16 – 09/22 | The Concept of Information (Ch 3: P45-75)  
|      |              | Related Concepts (Ch 5: P95-130) |
| 5    | 09/23 – 09/29 | Information Needs and Information Seeking (Ch 4: P77-93) |
| 7    | 10/07 – 10/13 | Models of Information Behavior (Ch 6: P133-162)  
| 8    | 10/14 – 10/20 | Metatheories, Paradigms, and Theories (Ch 7: P163-198)  

- SUBMIT COMMUNITY RESOURCE AUDIT TOPIC (Due 10/20)
- Exercise 1 (Due 10/20)
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<tr>
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<th>Assignments</th>
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• ACRL Information Literacy [http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm](http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm) |
|      |             | PAPER DUE: Analyzing Your Own Information Behavior (Due 10/27)               |
|      |             | Exercise 2 (Due 11/03)                                                      |
| 11   | 11/04 – 11/10 | • The Research Process (Ch 8: P200-219)                                      
| 12   | 11/11 – 11/17 | • Methods: Examples by Type (Ch 9: P221-267)                                 
| 13   | 11/18 – 11/24 | • Reviewing the Research: Its History, Size, and Topics (Ch 10: P271-284)     
|      |             | Thanksgiving Break (11/25 – 12/01)                                          |
| 14   | 12/02 – 12/08 | • Research by Occupation (Ch 11: 285-323)                                    
| 15   | 12/09 – 12/15 | • 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](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](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](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](http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesteens.cfm) |
|      |             | PAPER DUE: Community RESOURCE AUDIT PAPER (Due 12/12)                       |
|      |             | Community Resource Audit Presentations Potential Dates (12/13-15)           |