School of Library and Information Science
University of Kentucky

LIS 601 Information Seeking
Fall 2013

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Phone: (859) 257-5169  Office: 335 Little Library Building
Office Hours: Thursdays 1 - 5

Course Syllabus

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 outcomes: 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:

- Attend class regularly. Unexcused absences of more than 15% of class meetings will result in a maximum grade of a C.
- Do not use electronic devices in class other than for note taking. Please silence your cell phones at the beginning of class.
- Read all required texts prior to class and be prepared to contribute to discussions.
- Prepare and submit all assignments on time. A 10% penalty will be exacted every day the assignment is late.
Required textbook:


Additional readings: Additional readings are principally journal articles available online and reference-related web content.

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.

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.).

Course grade:

- Analyzing Your Own Information Behavior 30%
- Annotated Bibliographies (2 X 10%) 20%
- *Community Resource Audit 35%
- Participation 15%

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

Annotated Bibliographies (2 at 10% each)

In preparation for the Community Resource Audit, you will prepare two annotated bibliographies, one on the information seeking literature related to your community and one on needs assessment literature. Additional information will be disseminated on this assignment in class closer to their due dates.

Community Resource Audit = Report and Presentation (30%) 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.

**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 contributions to class. Acceptable reasons for non-participation (attendance) include illness, bereavement, and religious holidays.

**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

**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". It is the school’s policy NOT to grant incompletes (I) for reasons other than serious or disruptive illness or bereavement.
### Course schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Read</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 29</td>
<td>Introduction to the Course</td>
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<tr>
<td>2</td>
<td>Sep 5</td>
<td>Information Behavior: An Introduction (Ch 1: 3-17)</td>
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<td>3</td>
<td>Sep 12</td>
<td>Common Examples of Information Behavior (Ch 2: 19-42)</td>
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<td>4</td>
<td>Sep 19</td>
<td>The Concept of Information (Ch 3: 45-75) Related Concepts (Ch 5: 95-130)</td>
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<td>5</td>
<td>Sep 26</td>
<td>Information Needs and Information Seeking (Ch 4: 77-93)</td>
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<td>6</td>
<td>Oct 3</td>
<td>Models of Information Behavior (Ch 6: 133-162)</td>
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<td>7</td>
<td>Oct 10</td>
<td>Fundamentals of the Information Search Process</td>
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<td>8</td>
<td>Oct 17</td>
<td>Metatheories, Paradigms, and Theories (Ch 7: 163-198)</td>
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<td><em>ANALYZING YOUR OWN INFORMATION BEHAVIOR PAPER DUE</em></td>
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<td><em>SUBMIT COMMUNITY RESOURCE AUDIT TOPIC FOR APPROVAL</em></td>
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<td>9</td>
<td>Oct 24</td>
<td>Information Literacy</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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10 Oct 31  The Research Process (Ch 8: 200-219)


*ANNOTATED BIBLIOGRAPHY I DUE*

11 Nov 7  Methods: Examples by Type (Ch 9: 221-267)


12 Nov 14  Reviewing the Research: Its History, Size, and Topics (Ch 10: 271-284)


*ANNOTATED BIBLIOGRAPHY II DUE*

13 Nov 21  Research by Occupation (Ch 11: 285-323)


November 28th – Happy Thanksgiving!!!

14 Dec 5  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 PAPER DUE *
COMMUNITY AUDIT PRESENTATIONS


COMMUNITY AUDIT PRESENTATIONS