LIS 601 Section 201
Information Seeking

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Office hours:	11 a.m. to 3 p.m. on Thursdays or By Appointment
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Preferred method of contact:	Canvas Message/Email.
Response Time:	Within 24 hours during weekdays (expect a delay during weekends and holidays)

Course Description

LIS601 is one of the four core, or required, courses in the MSLS 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:
(1)   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;
(2)   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;
(3)   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;
(4)   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
(5)   Detect methods for assessing information needs of users and describe methods for integrating needs assessment data in the provision of information services.

Required Materials

Case, D. (2012). Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior. San Diego: Academic Press. 3rd Edition. (Any edition is fine.)

Markey, K. (2015). Online Searching: A Guide to Finding Quality Information Efficiently and Effectively. Lanham: Rowman & Littlefield. (ISBN-13: 978-1442238855)

Additional Readings
There will be additional readings to the textbook, and they will be made available on the Canvas course site.

Course Activities and Assignments
The course includes online lectures (PPT slides), online discussions and exercises, case studies, assignments, and final paper. As this is an online course with no set meeting times, the question arises when are assignments due each week. For the purposes of this class we will treat Monday as the first day of class each week. Also, readings should be completed by at least Wednesday in order to participate in online discussions. I will put up course notes (PPT slides) no later than midnight on Sunday of each week. Regarding the weekly discussion, you need to answer some discussion questions and discuss them (see more information below). The discussion board is asynchronous, meaning that you can join in the discussion whenever it is convenient for you to do so.

Course Grading
Your final grade is determined by your performance on the items in the table below. Assignments and final paper will be assigned as the course continues. In addition, we will have a weekly online discussion. Each assignment and final paper will be posted at least two to four weeks before its due date. The table below shows the list of assignments, final paper, and participation for each component.

Type	Topic	Points	Sub Total
Assignments	Assignment #1: Analyzing Your Own Info Behavior	20.0	40.0
	Assignment #2&3: Annotated Bibliographies (10 Points Per Each Annotated Bibliography)	20.0	
Final Paper	Community Resource Audit (Report: 25 Points and Presentation: 5 Points)	30.0	30.0
Participation	Online Discussions: 30 Points (2 points/week * 15 weeks)	30.0	30.0
		Total: 100.0	

Grades are based on the quality of the submitted work, not upon how well others performed. The following are grade expectations and divisions.

Grade		Expectation
A	90% - 100%	Exceptional Achievement
B	80% - 89%	High Achievement
C	70% - 79%	Average Achievement
E	0% - 69%	Failing

Summary Description of Course Assignments

Online Discussions:
Students are expected to participate in the weekly discussion (or exercise) via the Canvas Discussion Board. I will pose several discussion questions (and/or one or two exercises), so you can have the discussions based on the questions (and/or exercises). In addition, there will be a course content discussion thread, where you can talk about each week's course material.

The discussion will start on Monday morning, and it will end on the following Sunday night. I will leave the discussion forum open later, but I am going to evaluate your postings during the week ONLY. You can earn up to 2.0 points for each week's discussion (and/or exercises). You can earn up to 0.5 point for any valuable posting regarding the discussion questions which are posed for each week and your answers for the questions posed by other students. This means that you need to post at least 4 posting a week in order to get 2.0 points for that week.

A valuable posting or quality posting includes a substantive and thoughtful contribution to each week's discussion topics, during that week. No credit will be given for posts that occur after the week. A quality posting is both substantive (in most instances this means at least 100 words) and thoughtful ("I agree with the author" only is not a credit-worthy response). Also, please write each discussion posting concisely (100 to 200 words – 1 or 2 paragraphs). I encourage you to complete your discussion posts and other work in Word and then paste it to Canvas. If you compose online and there is a technology-related failure, you will likely lose your work.

Analyzing Your Own Information Behavior (20%)
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?

Annotated Bibliographies (10% each, 20% Total)
Students will compose: (1) one annotated bibliography of peer-reviewed research on the topic of information needs assessment and (2) one annotated bibliography of peer-reviewed research where the focus is 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. Additional information will be disseminated in class closer to their due dates.

Community Resource Audit = Report (25%) and Presentation (5%)
1. Introduction: Select and describe a community for which you would like to know more about their information needs, uses, and behaviors. What is the typical demographic makeup of this population? What are the salient traits of the community?
2. Literature Review: Find research articles (six or more of them) on the information behavior of this community (or a closely related user group), and 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 of the articles you find.
3. Needs Assessment: Identify methods for assessing your community's information needs and discuss how you would conduct a need assessment (or other research) to learn more about the community. What methods/tools would you use? What questions would you ask? How would you analyze the data you gather? How might the results of your analysis improve your understanding of this population's information behavior?
4. Search Strategy: Describe the database(s) you have selected and the search strategies you have employed for locating information appropriate for your users' needs. Discuss criteria you employed in evaluating and selecting resources from the myriad of sources available.
5. Resource Guide: Prepare an information guide tailored to your user group with at least 20 resources that will be useful for your community. These resources should include a variety of tools to meet the user needs you have identified.
6. Ethical Considerations: Draw connections between core ethical principles and the ethical issues related to your community. Examine ethical issues related to your community and provide examples from practice that relate to your responsibilities as information professional serving that community.
7. Finally, you will prepare about 15 page PowerPoint presentation of your community resource audit to instruct members of your assigned 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 6.

Tentative Course Schedule
Please see the Course Schedule at the last page.

Submission of Assignments
Please submit your assignments and final paper through Canvas assignment drop-box. Some of the assignments will be discussed in following week's online discussions after the assignments are due. Most assignments will help build a base for future assignments and the final paper. Thus all assignments should be turned in on time as specified. An overdue assignment will get a penalty of 20% of total points for each day late except for excused absences. No assignment will be accepted after five days except for excused absences.

Attendance Policy
This class is a community whose success depends on everyone's participation, and it is vital for you to attend class online in order to be successful. If you miss any assignment or weekly discussion, you will be allowed to make up that work **only** if the absence is **officially excused**. You will be asked to provide official written documentation for excused absences in order for your absence to be excused. If you know ahead of time that you will be absent from class with an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made *prior* to such absences. For any emergency situation that arises, **email your instructor** as soon as you know about the situation when possible. **No make-up work is available for online discussions or assignments unless approved in advance by your instructor**. Students have one week to complete a missed assignment or online discussion due to an excused absence upon their return without penalty.

If you know ahead of time that you will be absent from class with an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made *prior* to such absences. For any emergency situation that arises, **email your instructor** as soon as you know about the situation when possible. Students have **one week** to complete a missed assignment or online discussion due to an excused absence upon their return without penalty.

Excused Absences
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

For the withdrawal recommendation (students missing a majority of coursework, over one-fifth), Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at http://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012_clean.pdf

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an

opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that 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 students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed

them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:
https://ci.uky.edu/sis/sites/default/files/policies.pdf

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.
Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: http://download.uky.edu/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-218-4357

Library Services & Distance Learning Services
http://www.uky.edu/Libraries/DLLS
  • Carla Cantagallo, DL Librarian

- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan
  Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources,
visit http://www.uky.edu/ukonline/

The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.

TENTATIVE CLASS SCHEDULE (AS OF 1/5/2017)

Week	Date	Topic	Reading	Due Date
1	1/11	Course Introduction		
2	1/17	Introduction to Information Behavior (1/16: Martin Luther King Birthday)	Case Ch. 1 & 2	
3	1/23	The Concept of Information	Case Ch. 3 & 5	
4	1/30	Models of Information Behavior	Case Ch. 6	Community Resource Audit Topic Selection (2/5)
5	2/6	Metatheories, Paradigms, and Theories	Case Ch. 7	
6	2/13	Information Needs and Search Process	Case Ch. 4	
7	2/20	Resource Selection and Pre-Search Preparation	Markey Ch. 4 & 5	Assignment #1: Analyzing Your Own Info. Behavior (2/26)
8	2/27	Search Construction: Controlled Vocabularies	Markey Ch. 6	
9	3/6	Search Construction: Free Text Search and Known-Item Search	Markey Ch. 7 & 8	
10	3/13	Spring Break – Enjoy!		Assignment #2: Annotated Bibliography #1 (3/19)
11	3/20	Information Needs Assessment	Case Ch. 8 & 9	
12	3/27	Information Ethics	Supplements	
13	4/3	Users by Type	Case Ch. 11 & 12	Assignment #3: Annotated Bibliography #2 (4/9)
14	4/10	Information Literacy	Supplements	
15	4/17	Communication with Users	Markey Ch. 3 & 13	
16	4/24	Future Trends and Issues	Supplements	Final Paper and Presentation: Community Resource Audit (4/30)

* All the submission time is 11:59 p.m.