

## SCHOOL OF INFORMATION SCIENCE UNIVERSITY OF KENTUCKY

### LIS 601-202 Information Search Syllabus –Fall 2019: August 26-Deember 20

#### Instructor Information:

**Name:** Shannon Crawford Barniskis

**Email:** [barniskis@uky.edu](mailto:barniskis@uky.edu)

**Preferred Method of Contact:** Email (Response time generally within 24 hours on weekdays)

**Office hours:** Online, by appointment

#### COURSE FORMAT

This is an online course, which requires asynchronous class discussion via Canvas to facilitate a sense of community. Canvas will also be used for making course announcements, distributing reading materials, submitting assignments and posting grades.

#### COURSE DESCRIPTION

LIS601 is one of the four core courses in the MSLS program. Within given theoretical contexts, students search and retrieve organized information. Students learn to construct, apply, and critically evaluate advanced information search and retrieval strategies.


#### STUDENT LEARNING OUTCOMES

Upon completion of the course, students will be able to:

- Identify, analyze, and critically evaluate major theories and models of information behavior in multiple contexts.
- Describe methods providing information services to diverse communities and individuals with appropriate resources.
- Identify basic concepts of information retrieval and its relationship with information organization.
- Construct and apply information search strategies informed by an understanding of information organization.
- Critically evaluate information retrieval systems based on different systems of organization, such as OPACs, online databases, and digital libraries.

#### COURSE ACTIVITIES, ASSIGNMENTS & GRADING

Your final grade is determined by your performance on the items in the table below. There are four search exercise assignments (80%). Each assignment will be posted at least three weeks before its due date. In Assignment 1 & 2, you will solve a series of different types of search questions using academic online databases such as those provided by EBSCOhost and/or Proquest. In Assignment 3, you will retrieve a selection of sources to solve given search tasks using WorldCat. In Assignment 4, you will practice searching multimedia items using digital collections. For each assignment, you will need to provide a report of search process, including search statement, search strategies, resource evaluation, and others. Detailed instructions will be given early in the semester, so you can get to work immediately gathering your materials. In addition, you will need to participate in weekly online discussions (20%). Late assignments will lose 10% of the overall points per 24-hour period that they are late. For example, an assignment worth 20 points that is due by midnight on a Sunday but handed in at 11:30 am on the next Tuesday will lose 20% or 4 points for that assignment.

| Type         | Topic   | Points |
|--------------|---|--------|
| Assignment 1 | Searching in online databases (1)  | 20     |

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|               |                                     |    |
|---------------|-------------------------------------|----|
| Assignment 2  | Searching in online databases (2) ☒ | 20 |
| Assignment 3  | Searching in OPACs ☒☒               | 20 |
| Assignment 4  | Searching in digital libraries ☒    | 20 |
| Participation | Online Discussions & Exercises☒☒☒   | 20 |

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

|                   |                  |                  |               |
|-------------------|------------------|------------------|---------------|
| 90% and above = A | 80% to 89.9% = B | 70% to 79.9% = C | below 70% = E |
|-------------------|------------------|------------------|---------------|

I assign the grade of I (incomplete) only when I am convinced the student's circumstances warrant it.

### Participation (20% of your grade)

- Participation points come from both quantity and quality of posts to the discussion board. For most weeks, we are going to converse in a forum for class discussion.
- In the forums, you can discuss an important issue of each week's topic posted by the instructor as well as any questions, ideas or thoughts you have regarding the topic, slides, readings or exercises for that week.
- To get full credits for class participation, each student needs to participate in at least **TWICE** in each of the forums: at least once on their own thoughts and answers to questions that the instructor poses, and at least once in response to other students' posts.
- Students are expected to read all of the other students' posts.
- Each student needs to read/view any required readings, videos, or lectures, before posting her/his messages.
- The week starts on Monday and ends on the following Monday at midnight (so we are finishing up one section on Monday as we are beginning the next section). Please submit your first post no later than Saturday, but earlier is encouraged, especially when you are posing research questions for your partners to answer. Although you can continue participating in the earlier week discussions (and are encouraged to do so), no credit will be given for posts that occur after the week in which they are assigned.
- Rubric for participation:

|   |   |   |   |  |
|---|---|---|---|--|
| Made on-time first (by Saturday) post and responded to at least one other student with detailed and engaged commentary by the end of Monday of the following week: up to 2 points | Made late first (after Saturday) post and responded to at least one other student with detailed and engaged commentary by the end of Monday: up to 1.5 points | Made on-time first (by Saturday) post but did not respond to at least one other student by the end of Monday: up to 1 point | Made both initial and response posts, but did so late: up to 0.5 points | Did not post: 0 points   |
|   |   |   |   | NOTE: If a student did NOT view any lectures for the week, they will lose 1 point of whatever participation points they otherwise earned, with the minimum points = 0 points |

### **COURSE EXPECTATIONS**

To complete this course successfully, you should do the following:

- Read all required readings, and view any lectures or assigned media.
- Participate in the weekly discussions and search activities.
- Submit all assignments on time, according to Eastern Standard Time.
- Respond to occasional email requests or questions posted in Canvas course announcements in a timely fashion.

**REQUIRED TEXTBOOKS**

- Brown, C.S. & Bell, S. S. (2018). *Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction* (5<sup>th</sup> ed.). Santa Barbara, CA: ABC-CLIO. (ISBN 978-1440861560)
- All other texts are provided in Canvas.

**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.

**COURSE SCHEDULE**

| Week | Dates     | Topic/Readings/Assignments   |
|------|-----------|--|
| 1    | 8/26-9/1  | <b>Course Overview</b> <ul style="list-style-type: none"> <li>• Read the syllabus, view the course introduction lecture</li> <li>• Introduce yourself</li> </ul>   |
| 2    | 9/2-9/8   | <b>2: Introduction to Information &amp; Access</b> <ul style="list-style-type: none"> <li>• Mathiesen, K. (2014). Facets of access: A conceptual and standard threats analysis. <i>iConference 2014 Proceedings</i>. ↵</li> <li>• Excerpt from Chapter 2: Braman, S. (2009). <i>Change of state: Information, policy, and power</i>. (pp. 9-22). Cambridge, MA: MIT Press.</li> </ul>  |
| 3    | 9/9-9/15  | <b>3: Models of Information Search, Behavior, &amp; Practice</b> <ul style="list-style-type: none"> <li>• Bates, M. J. (1979). Information search tactics. <i>Journal of the Association for Information Science and Technology</i>, 30(4), 205-214.</li> <li>• Xie, I. (2012). Information searching and search models. In <i>Understanding Information Retrieval Systems: Management, Types, and Standards</i>, (pp. 31-46): Taylor and Francis Group. ↵</li> <li>• Savolainen (1995). Everyday life information seeking: Approaching information seeking in the context of way of life. <i>Library &amp; Information Science Research</i>, 17(3), 259-294. ↵</li> <li>• (optional) Kuhlthau, C. “Information Search Process” ↵</li> </ul> |
| 4    | 9/16-9/22 | <b>4: Database Structure: Records, Fields, &amp; Indexes</b> ☞ <ul style="list-style-type: none"> <li>• Bell Chapters 1 &amp; 2</li> </ul>   |
| 5    | 9/23-9/29 | <b>5: The Searcher's Toolkit: Boolean Logic, Controlled Vocabulary and Field Searching</b> ☞ <ul style="list-style-type: none"> <li>• Bell Chapter 3 &amp; 4</li> <li>• “<a href="https://www.library.illinois.edu/funkaces/wp-content/uploads/sites/53/2017/08/searchtips.pdf">Tips for Searching Article Databases</a>”. University of Illinois Library. Retrieved from <a href="https://www.library.illinois.edu/funkaces/wp-content/uploads/sites/53/2017/08/searchtips.pdf">https://www.library.illinois.edu/funkaces/wp-content/uploads/sites/53/2017/08/searchtips.pdf</a></li> </ul>   |
| 6    | 9/30-10/6 | <b>6: The Searcher's Toolkit: Advanced Search</b> ☞ <ul style="list-style-type: none"> <li>• Bell Chapters 5 &amp; 6</li> <li>• “<a href="https://help.ebsco.com/interfaces/EBSCO%20Guides/EBSCO%20Interfaces%20User%20Guide/Using%20Wildcards%20and%20Truncation">EBSCO Interface – User Guide: Search Tips</a>”. EBSCO. Retrieved from <a href="https://help.ebsco.com/interfaces/EBSCO Guides/EBSCO Interfaces User Guide/Using Wildcards and Truncation">https://help.ebsco.com/interfaces/EBSCO Guides/EBSCO Interfaces User Guide/Using Wildcards and Truncation</a></li> <li>• “<a href="#">ProQuest – Search Tips</a>”. ProQuest. Retrieved from</li> </ul>  |

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|---|---------------|--|
|   |               | <p><a href="https://search.proquest.com/help/academic/webframe.html?Search_Tips.html#Search_Tips.html">https://search.proquest.com/help/academic/webframe.html?Search_Tips.html#Search_Tips.html</a></p> <ul style="list-style-type: none"> <li>Lubke, J., Britt, V. G., Paulus, T. M., &amp; Atkins, D. P. (2017). Hacking the literature review: Opportunities and innovations to improve the research process. <i>Reference &amp; User Services Quarterly</i>, 56(4), 285-295. doi:10.5860/rusq.56.4.285</li> </ul>   |
| 7   | 10/7-10/13    | <p><b>7: Social Science Databases</b></p> <ul style="list-style-type: none"> <li>Bell Chapter 7 &amp; 8</li> <li>Meho, L. I., &amp; Tibbo, H. R. (2003). Modeling the information-seeking behavior of social scientists: Ellis's study revisited. <i>Journal of the Association for Information Science and Technology</i>, 54(6), 570-587.</li> <li>Bramer, W. M., de Jonge, G. B., Rethlefsen, M. L., Mast, F., &amp; Kleijnen, J. (2018). A systematic approach to searching: An efficient and complete method to develop literature searches. <i>Journal of the Medical Library Association</i>, 106(4), 531-541. <a href="https://doi-org.ezproxy.lib.uwm.edu/10.5195/jmla.2018.283">https://doi-org.ezproxy.lib.uwm.edu/10.5195/jmla.2018.283</a></li> </ul>   |
| <b>Assignment 1. Due: Oct. 13 by 11:59 pm</b> |               |  |
| 8   | 10/14 - 10/20 | <p><b>8: Humanities Databases</b></p> <ul style="list-style-type: none"> <li>Bell Chapter 9</li> <li>Borovik, M. A., &amp; Shemberko, L. V. (2016). The challenges of information retrieval in social sciences and humanities and ways to overcome information barriers. <i>Scientific and Technical Information Processing</i>, 43(2), 99-105. doi:10.3103/s0147688216020039</li> </ul>   |
| 9   | 10/21 - 10/27 | <p><b>9: Databases for Science, Medicine &amp; Numbers</b></p> <ul style="list-style-type: none"> <li>Bell Chapters &amp; 11</li> <li><a href="#">"Branching Out: The MeSH Vocabulary."</a></li> <li><a href="#">"MEDLINE, PubMed, and PMC (PubMed Central): How are they different?"</a></li> <li>Greyson, D. (2018). Information triangulation: A complex and agentic everyday information practice. <i>Journal of the Association for Information Science and Technology</i>, 69(7), 869-878. doi:10.1002/asi.24012</li> </ul>  |
| 10  | 10/28 - 11/3  | <p><b>10: Searching in OPACs</b></p> <ul style="list-style-type: none"> <li>Bell Chapters 12 &amp; 13</li> <li><a href="#">"WorldCat Connect to the world's collected knowledge"</a>. Online Computer Library Center. 2017.</li> <li><a href="#">"Inside WorldCat"</a>. Online Computer Library Center. 2017.</li> <li>Trapido, I. (2016). Library discovery products: Discovering user expectations through failure analysis. <i>Information Technology &amp; Libraries</i>, 35(3), 9-26. doi:10.6017/ital.v35i3.9190</li> <li>Clements, L., &amp; Liew, C. L. (2016). Talking about tags: An exploratory study of librarians' perception and use of social tagging in a public library. <i>The Electronic Library</i>, 34(2), 289-301.</li> <li>(optional) Chen, X. (2012). Google Books and WorldCat: A comparison of their content. <i>Online Information Review</i>, 36(4), 507-516.</li> </ul> |
| <b>Assignment 2. Due: Nov. 3 by 11:59 pm</b>  |               |  |
| 11  | 11/4-11/10    | <p><b>11: Searching in Digital Libraries, part 1</b></p> <ul style="list-style-type: none"> <li>Xie, I. &amp; Cool, C. (2009). Understanding Help-Seeking within the context of searching digital libraries. <i>Journal of American Society for Information Science and Technology</i>, 60(3), 477-494. ☺</li> <li>Buchanan, S., &amp; Salako, A. (2009). Evaluating the usability and usefulness of a digital library. <i>Library Review</i>, 58(9), 638-651.</li> <li>Walsh, J. (2011). The use of Library of Congress Subject Headings in digital collections. <i>Library Review</i>, 60(4), 328-343.</li> </ul>  |
| 12  | 11/11 - 11/17 | <p><b>12: Searching in Digital Libraries, part 2</b></p> <ul style="list-style-type: none"> <li>Druin, A. (2005). What children can teach us: Developing digital libraries for children with children. <i>The Library Quarterly</i>, 75(1), 20-41. ☺</li> </ul>  |

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|   |                     | <ul style="list-style-type: none"> <li>Albertson, D. (2015). Synthesizing visual digital library research to formulate a user-centered evaluation framework. <i>New Library World</i>, 116(3/4), 122-135.</li> <li>Case Studies –<a href="#">Kentucky Digital Library</a>, <a href="#">New York Public Library Digital Gallery</a>, <a href="#">HathiTrust</a>, and others</li> </ul>   |
| <b>Assignment 3. Due: Nov. 17, by 11:59 pm</b>  |                     |   |
| 13  | 11/18<br>-<br>11/24 | <p><b>13: Information Literacy</b> 📖</p> <ul style="list-style-type: none"> <li><a href="https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf?sequence=1&amp;isAllowed=y">"Information Literacy Competency Standards for Higher Education"</a>. Association of College and Research Libraries. Retrieved from <a href="https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf?sequence=1&amp;isAllowed=y">https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf?sequence=1&amp;isAllowed=y</a></li> <li>Gross, M. and D. Latham (2007). Attaining information literacy: An investigation of the relationship between skill level, self-estimates of skill, and library anxiety. <i>Library &amp; Information Science Research</i>, 29(3), 332-353.</li> <li>Tewell, E. (2016). Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching. <i>In the Library with the Lead Pipe</i>. Retrieved from <a href="http://inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/">http://inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/</a></li> </ul> |
| 14  | 11/25<br>-12/1      | <p><b>14: THANKSGIVING BREAK—Enjoy!</b></p> <ul style="list-style-type: none"> <li>Extra credit opportunity, Due 12/1</li> </ul>  |
| 15  | 12/2-<br>12/8       | <p><b>15: Communication with Patrons/Users</b> 📖</p> <ul style="list-style-type: none"> <li>Bell Chapter 14</li> <li>AND any 2 of the following, depending on your anticipated career focus: <ul style="list-style-type: none"> <li>Hare, S., &amp; Evanson, C. (2018). Information privilege outreach for undergraduate students. <i>College &amp; Research Libraries</i>, 79(6), 726.</li> <li>Yarrow, A., &amp; McAllister, S. (2018). Trends in mobile and outreach services. <i>Public Library Quarterly</i>, 37(2), 195-208.</li> <li>Stocker, A., Richter, A., Kaiser, C., &amp; Softic, S. (2015). Exploring barriers of enterprise search implementation: A qualitative user study. <i>Aslib Journal of Information Management</i>, 67(5), 470-491.</li> <li>Harte, R., Glynn, L., Rodríguez-Molinero, A., Baker, P. M., Scharf, T., Quinlan, L. R., &amp; ÓLaighin, G. (2017). A human-centered design methodology to enhance the usability, human factors, and user experience of connected health systems: A three-phase methodology. <i>JMIR Human Factors</i>, 4(1), e8.</li> </ul> </li> </ul>   |
| <b>Assignment 4. Due: Dec. 8, by 11:59 pm</b>   |                     |   |
| 16  | 12/9-<br>12/15      | <p><b>16: Conclusion</b></p> <ul style="list-style-type: none"> <li>(optional but you are encouraged to read) Wenger-Trayner, E. &amp; B. (2015) Communities of practice: A brief introduction. Retrieved from <a href="https://wenger-trayner.com/introduction-to-communities-of-practice/">https://wenger-trayner.com/introduction-to-communities-of-practice/</a></li> </ul>   |
| <p>Diversity: The School of Information Science defines diversity as "embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community." In this course, we address diversity in several ways. The semester-long projects incorporate diversity-related goals. Readings which are especially relevant to the theme of diversity are marked with a 📖 symbol.</p> <p>Technology: The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology across multiple readings. Readings that are particularly relevant to the theme of technology are marked with a 📱 symbol.</p> |                     |   |

**TIPS FOR SUCCESS IN ONLINE COURSES**

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- Read the syllabus and refer back to it regularly.
- Fully commit to the intensive nature of these courses.
- Have a dedicated study space and time.
- Work with others effectively by communicating well. This means, during partnered activities, being sure to check in with your assigned partner to let them know when to expect your input.
- Be self-disciplined. Ensure you meet deadlines throughout each week and that you have mapped out your time well. PLAN AHEAD for intensive tasks.
- Make sure that you have reliable internet access. Be, or be willing to become, tech-savvy.
- Ask for help. I am ALWAYS happy to assist in any way possible.

### **COURSE POLICIES**

#### **Absences**

In an online course, there can still be excused absences. If you are ill or have an otherwise excusable absence, I will not deduct points for failure to participate in a given week, or I can extend deadlines for projects and assignments.

**Because life happens, and occasionally we must focus our attentions on our health, families, or jobs, one of the discussion forums won't count toward your grade, should you miss it. PLEASE contact me if you are experiencing such health (mental or physical), family, or work stresses; I may be able to help. Together we can generally map out a strategy for your success in this course, especially if you let me know when such troubles begin rather than waiting to see if they resolve themselves.**

Students need to notify the instructor 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 instructor.

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](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

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](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 instructor 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 contact me as soon as possible. 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](mailto: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>.

### Submission of Assignments

Assignments are to be submitted in Canvas in the assignment folder. Acceptable formats are: doc, docx, pdf, ppt, xls,xlsx, txt, odt, ott, ods, ots, odf, rtf. If you must submit an assignment after their published due dates, contact the instructor. Penalties for late submissions will be specified in each assignment's rubric, but generally entails 10% of the possible points being lost each day that the assignment is late. If you have technical difficulties that preclude submitting your assignment on time, please contact the instructor immediately.

### Classroom Civility, Diversity, and Inclusivity

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. In order to provide the rigorous debate and examination of ideas necessary for learning, civility is required, though debate is both a necessary and expected aspect of this course. The College of Information and Communication's mission is: "We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society." Thus, this course embraces diversity, professionalism, and inclusivity, even as it aims to support enlightened truth-seeking. Debate will occur within this framework. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).

Equally, the instructor has the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and civility. 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.

### Professional Preparation

In a professional preparation program it is necessary to begin to understand one's ethical duties within the context of the profession. In this course, the ALA Code of Ethics and the ACM Code of Ethics act as guidelines for our professional behavior and students are encouraged to study them.

<http://www.ala.org/tools/ethics>, <https://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct>

### Withdrawal Policy

It is your responsibility to drop a course. Failure to do so will result in receiving an "E". See the Academic Calendar for important dates: <http://www.uky.edu/registrar/content/fall-2017-semester>

## **COURSE RESOURCES**

### Technology

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

### Canvas

- We will use the Canvas learning management system to perform some course management and administrative functions. Please visit <https://uk.instructure.com/> to learn about this system and the login requirements. You should be automatically added to the Canvas roll; if this goes as expected, you will not have to sign up manually for the course.
- Canvas help is available online through the Canvas Guides: <https://community.canvaslms.com/community/answers/guides/>

### 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](mailto:dllservice@email.uky.edu)
- DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](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>

### 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). I highly encourage use of the Writing Center, even if you are an excellent writer. Details can be found here: <http://ukwrite.wordpress.com/>

### 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.

