LIS 601-202 Information Search

Syllabus
Fall 2020: August 17-December 4

INSTRUCTOR

Name: Shannon Crawford Barniskis

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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.

Related Program Learning Outcomes

Program-level Learning Outcome 2: Analyze the major tenets of information practice and apply them in multiple contexts

- Describe methods providing information services to diverse communities and individuals with appropriate resources (Assignment #1-4, Online discussion)
- Identify, analyze, and critically evaluate major models of information behavior in multiple contexts (Assignment #1-4, online discussion & class exercises)

Program-level Learning Outcome 4: Explain the dependence of information retrieval on the organization of information

- Identify basic concepts of information retrieval and its relationship with information organization (Assignment #1-4, online discussion & class exercises)
- Construct and apply information search strategies informed by an understanding of information organization (Assignment #1-4, online discussion & class exercises)
- Critically evaluate information retrieval systems based on different systems of organization, such as OPACs, online databases, and digital libraries (Assignment #1-4, online discussion & class exercises)

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%).

Assignments

NOTE: These four assignments may change due to departmental guidelines, but you will be given at least 3 weeks advance notice.

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) ⌒	15
This Assignment is broken into three parts, to help you learn each step. Each part has a different due date.		
Assignment 2	Searching in online databases (2) ⌒	15
Assignment 3	Searching in Discovery Systems ✎⌒	20
Assignment 4	Searching in digital libraries ⌒	20
Participation	Online Discussions & Exercises ✎⌒	30

Participation (30% 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 (most forums are 2.25 points)

Up to 2.25 points	Up to 1.75 points	Up to 1.5 point	Up to 1 point	0 points
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	Made late first (after Saturday) post and responded to at least one other student with detailed and engaged commentary by the end of Monday	Made on-time first (by Saturday) post but did not respond to at least one other student by the end of Monday	Made both initial and response posts, but did so late: 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	Did not post

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.

Grading Scale

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 can assign the grade of I (incomplete) if I am convinced the student's circumstances warrant it. Please speak to me as soon as possible if you are struggling in ANY way—I can often help!

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 TEXTBOOK

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

TECHNOLOGY REQUIREMENTS

- Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at ITS Student Hardware & Software Guidelines.
- 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)

- A working speaker is required to watch some video materials.
- As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT. For account help, contact UK's Information Technology Customer Services online, by email, or by phone at 859-218-HELP (4357).
- We will use the Canvas learning management system to perform 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. Canvas help is available online through the Canvas Guides: https://community.canvaslms.com/community/answers/guides/

COURSE SCHEDULE

Week	Dates	Topic/Readings/Assignments
1	8/17-8/23	1: Course Overview & Introduction to Information & Access • Read the syllabus, view the course introduction lecture • Introduce yourself • Mathiesen, K. (2014). Facets of access: A conceptual and standard threats analysis. *iConference 2014 Proceedings.* 👆 • Excerpt from Chapter 2: Braman, S. (2009). *Change of state: Information, policy, and power.* (pp. 9-22). Cambridge, MA: MIT Press. **WARNING**: This is a HARD reading, just do your best!
2	8/24-8/30	2: Models of Information Search, Behavior, & Practice • Bates, M. J. (1979). Information search tactics. Journal of the Association for Information Science and Technology, 30(4), 205-214. • Savolainen (1995). Everyday life information seeking: Approaching information seeking in the context of way of life. *Library & Information Science Research, 17*(3), 259-294. 👆 • Kuhlthau, C. C. (2011). Information Search Process. 2011. Retrieved from http://comminfo.rutgers.edu/~kuhlthau/information_search_process.htm • (optional) Xie, I. (2012). Information searching and search models. In *Understanding Information Retrieval Systems: Management, Types, and Standards,* (pp. 31-46): Taylor and Francis Group.
3	8/31-9/6	3: Literature Reviews and Searching 🖱 • Lubke, J., Britt, V. G., Paulus, T. M., & Atkins, D. P. (2017). Hacking the literature review: Opportunities and innovations to improve the research process. *Reference & User Services Quarterly, 56*(4), 285-295. doi:10.5860/rusq.56.4.285 • Bramer, W. M., de Jonge, G. B., Rethlefsen, M. L., Mast, F., & Kleijnen, J. (2018). A systematic approach to searching: An efficient and complete method to develop literature searches. *Journal of the Medical Library Association*, *106*(4), 531–541. https://doi-org.ezproxy.lib.uwm.edu/10.5195/jmla.2018.283 Tips for Searching Article Databases". University of Illinois Library. Retrieved from https://uofi.app.box.com/s/malc43hqj77rt468s6cqpfu7fvh90p6s • This week you will propose your first paper's research questions to me.
		Assignment 1a. Due: Sept. 6 by 11:59 pm
4	9/7-9/13	4: Database Structure: Records, Fields, & Indexes 🖱 • Brown & Bell Chapters 1 & 2 • "EBSCO Interface – User Guide: Search Tips". EBSCO. Retrieved from https://help.ebsco.com/interfaces/EBSCO_Guides/EBSCO_Interfaces_User_Guide/Using_Wildcards_and_Truncation

		• "ProQuest – Search Tips". ProQuest. Retrieved from https://search.proquest.com/help/academic/webframe.html?Search_Tips.html#Search_Tips.html
5	9/14-9/20	5: The Searcher's Toolkit, part 1 ⌐⊕ • Brown & Bell Chapters 3 & 4 • Gross, T., & Taylor, A. G. (2005). What have we got to lose? The effect of controlled vocabulary on keyword searching results. *College & Research Libraries,* 66(3), 212-230. • (optional) Ojala "Finding and Using the Magic Words" • Be sure to practice some of the techniques as we move forward. Consider this your strategy for taking in Brown & Bell for this course. Read, then dive in as needed to practice. Some practice activities will be done on the Canvas discussion boards as well. • This week you will describe your initial strategy for searching (for the first paper), and provide an initial spreadsheet of how you are approaching your search. Be aware that you will likely add to this work for the Assignment 1c paper, based on learning more tactics in the next weeks.
		Assignment 1b. Due: Sept. 20 by 11:59 pm
6	9/21-9/27	6: The Searcher's Toolkit, part 2 ⌐⊕ • Brown & Bell Chapters 5 & 6 • "Searching with Wildcards in EDS and EBSCOhost." Retrieved from https://connect.ebsco.com/s/article/Searching-with-Wildcards-in-EDS-and-EBSCOhost?language=en_US • Mid-term course survey (optional but encouraged)
7	9/28-10/4	7: Social Science Databases • Brown & Bell Chapters 7 & 8 • Meho, L. I., & Tibbo, H. R. (2003). Modeling the information-seeking behavior of social scientists: Ellis's study revisited. *Journal of the Association for Information Science and Technology*, 54(6), 570-587. • This week you will tie Assigment 1a and 1b together with an annotated bibliography discussing your search strategy and tactics. In addition, you will discuss access related to the search you just did. This is Assignment 1c.
		Assignment 1c. Due: Oct. 4 by 11:59 pm
8	10/5-10/11	8: Humanities Databases • Brown & Bell Chapter 9 • Borovik, M. A., & Shemberko, L. V. (2016). The challenges of information retrieval in social sciences and humanities and ways to overcome information barriers. *Scientific and Technical Information Processing, 43*(2), 99-105. doi:10.3103/s0147688216020039
9	10/12-10/18	9: Databases for Science, Medicine & Numbers • Brown & Bell Chapters 10 & 11 • "Branching Out: The MeSH Vocabulary." • "MEDLINE, PubMed, and PMC (PubMed Central): How are they different?" • Greyson, D. (2018). Information triangulation: A complex and agentic everyday information practice. *Journal of the Association for Information Science and Technology, 69*(7), 869-878. doi:10.1002/asi.24012

		Assignment 2. Due: Oct. 18 by 11:59 pm
10	10/19-10/25	10: Governmental Information • Brown & Bell Chapter 8 • Jaeger, P. T., & Bertot, J. C. (2011). Responsibility rolls down: Public libraries and the social and policy obligations of ensuring access to e-government and government information. *Public Library Quarterly*, 30(2), 91-116. • Case reviews: govinfo.gov, ProQuest Congressional, Catalog of U.S. Government Publications.
11	10/26-11/1	11: Searching in Discovery Systems • Brown & Bell Chapter 12 & 13 • "WorldCat Connect to the world's collected knowledge". Online Computer Library Center. 2020. • "Inside WorldCat". Online Computer Library Center. 2020. • Nichols, A. F., Crist, E., Sherriff, G., & Allison, M. (2017). What does it take to make discovery a success?: A survey of discovery tool adoption, instruction, and evaluation among academic libraries. *Journal of Web Librarianship, 11*(2), 85-104 doi:10.6017/ital.v35i3.9190 • Eun Oh, K., & Colón-Aguirre, M. (2019). A comparative study of perceptions and use of Google scholar and academic library discovery systems. *College & Research Libraries, 80*(6), 876-891.
		Assignment 3. Due: Nov. 1, by 11:59 pm
12	11/2-11/8	12: Searching in Digital Libraries • Buchanan, S., & Salako, A. (2009). Evaluating the usability and usefulness of a digital library. *Library Review*, 58(9), 638-651. • Walsh, J. (2011). The use of Library of Congress Subject Headings in digital collections. *Library Review, 60*(4), 328-343. • Case Studies –Kentucky Digital Library, New York Public Library Digital Gallery, HathiTrust • Several quasi-optional readings for you to pursue. Pick one to read and discuss.
13	11/9-11/15	13: Information Literacy ✍ • "Information Literacy Competency Standards for Higher Education". Association of College and Research Libraries. Retrieved from https://alair.ala.org/bitstream/handle/11213/7668/ACRL%20Information%20Literacy%20Competency%20Standards%20for%20Higher%20Education.pdf?sequence=1&isAllowed=y • Gross, M. and D. Latham (2007). Attaining information literacy: An investigation of the relationship between skill level, self-estimates of skill, and library anxiety. *Library & Information Science Research, 29*(3), 332-353. • Seale, M. (2013). The neoliberal library. In S. Higgins and L. Gregory (eds.) *Information literacy and social justice: Radical professional praxis* (Vol. 39, pp. 39-62): Litwin Books. ✍ • Tewell, E. (2016). Putting critical information literacy into context: How and why librarians adopt critical practices in their teaching. *In the Library with the Lead Pipe*. Retrieved from http://inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/ ✍
14	11/1	14: Communication with Patrons/Users ✍

	6-11/22	• Brown & Bell Chapter 14
		• AND any one of the following, depending on your anticipated career focus:
		    ○ Hare, S., & Evanson, C. (2018). Information privilege outreach for undergraduate students. *College & Research Libraries, 79*(6), 726. ☝
		    ○ Yarrow, A., & McAllister, S. (2018). Trends in mobile and outreach services. *Public Library Quarterly, 37*(2), 195-208.
		    ○ Stocker, A., Richter, A., Kaiser, C., & Softic, S. (2015). Exploring barriers of enterprise search implementation: A qualitative user study. *Aslib Journal of Information Management, 67*(5), 470-491.
		    ○ Harte, R., Glynn, L., Rodríguez-Molinero, A., Baker, P. M., Scharf, T., Quinlan, L. R., & 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. *JMIR Human Factors, 4*(1), e8.

Week 15 Thanksgiving Break—Enjoy! Extra Credit Opportunity—it will be due 11/30		
16	11/30-12/4	16: Conclusion • (optional but you are encouraged to read) Wenger-Trayner, E. & B. (2015) Communities of practice: A brief introduction. Retrieved from https://wenger-trayner.com/introduction-to-communities-of-practice/
Assignment 4. Due: Friday Dec. 4, by 11:59 pm		
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. 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.		

TIPS FOR SUCCESS IN ONLINE COURSES

- 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 for an entire week or a significant portion thereof, 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.

Excused Absences

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) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

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 due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (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 Policies in relation to COVID-19: Fall Academic Calendar and Reading Days

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available here.

The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no "required interactions." Reading Days are not academic holidays.

Religious Observances (Senate Rules 5.2.4.2.D)

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Ombud's website or calling 859-257-3737.

Make-Up Work (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 the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The

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instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see the electronic version of UK's Administrative Regulation 6:1 ("Policy on Discrimination and Harassment") . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see the electronic version of *Administrative Regulations 6:2* ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit the IEEO's website.

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Academic Integrity

Prohibition on Plagiarism (Senate Rules 6.3.1)

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 on the Academic Ombud page. 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 Rule 6.3.1 (see current 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.

Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

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. Visit the DRC website, email the DRC, contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

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.

Student Support

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging.

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Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the BISS website or contact them via email.

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website https://www.uky.edu/counselingcenter/ for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, via email, and by visiting the MLKC website.

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the Office of LGBTQ*'s website.) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the website of the Office of LGBTQ* Resources.

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the VRC website, email the DRC,

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visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the Violence Intervention and Prevention (VIP) Center's website (offices located in Frazee Hall, lower level; email them; or call (859) 257-3574), the Counseling Center's (CC) website (106 Frazee Hall; (859)), and the University Health Services (UHS) website; the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.**

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

Library Services & Distance Learning Services
- http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- 859-218-1240
- 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

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/

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