

LIS 601-202

Information Search

Spring 2022, January 10-May 6
3 credit hours, Online, asynchronous

Instructor Information

Name: Shannon Crawford Barniskis

Email: barniskis@uky.edu

Office hours: On campus meetings or virtual--See Canvas Calendar, or by appointment. I am happy to hold virtual office hours at ANY (working hours) time--just ask!

Preferred method of communication: Email or Discord server

Maximum timeframe for responding to student communications: I do my absolute utmost to get back to students within 24 hours, but on weekends or holidays, please expect more time. In addition, if you message me in Canvas, it may be more time before I am notified of that communication. For the fastest answers to your questions, try the Discord channel here: <https://discord.gg/JVhvjQcD2h>

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.

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.

Required Materials

Brown, C.S. (2021). *Librarian's Guide to Online Searching: Cultivating Database Skills for Research and Instruction* (6th ed.). Santa Barbara, CA: ABC-CLIO. (ISBN 978-144087823). All other texts are provided in Canvas.

Activities Outside of Regular Class Meetings

There are two optional, but HIGHLY recommended Zoom meetings in this course.

Skill and 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/>
- For technical/account help, students can contact Information Technology Services by phone 859-218-HELP (4357) and via the [ITS Customer Services](https://www.uky.edu/its/customer-support-student-it-enablement/customer-services) page. (<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>)

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.
- Evaluate documents to ensure they meet the specified information need, or answer a research question with authoritative, transferable, and valid results.

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 Details

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 course announcements in a timely fashion.

Course Activities and Exams

Your final grade is determined by your performance on the items in the table below.

Type	Topic	Points
Assignment 1	Searching in online databases (1) 	20
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  	15
Assignment 4	Searching in digital libraries 	15
Expert readership	Summarize and lead a discussion an article relative to your interests  	5
Participation	Online Discussions, Annotations, & Exercises  	30

Assignments (65% of your grade).

There are four search exercise assignments. Be aware, these take time to complete, and I encourage you to work on them throughout the course, rather than waiting until the week they are do. 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 the digital collections at the Library of Congress.

For each assignment, you will need to provide a report of search process, including search statement, search strategies, resource evaluation, and so on. You will be annotating several articles or items you found to determine how they answer your research question and if they are of high quality. Detailed instructions will be given early in the semester, so you can get to work immediately gathering your materials.

Also, at the beginning of the semester you will choose an area of expertise or interest, and will read an additional article on the topic, summarize it for your peers, and lead a discussion regarding its contents (see below).

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.

Expert readership (5% of your grade)

Students are interested in an array of career paths and subdisciplines within LIS, and this part of the course allows you to focus on what matters to you, or on the area of your current expertise. For this portion of the course you will read an article or paper (options are listed in the course schedule and on Canvas) and summarize the contents for your colleagues. You will then lead a discussion about the topic.

For full points, the expert reader will:

- Write an on-time (BY Thursday of the assigned week, preferably before) summary post that is substantive (but not lengthy) and brings the student's expertise, experience, or new knowledge on the topic to the fore;
- Ideally, the expert reader will connect the reading to the other readings, lectures, or content for that week or previous weeks;
- Offer at least two questions to spark discussion among your colleagues;
- Lead an in-depth conversation with your colleagues;
- Respond to at least 8 other posts, and preferably ALL the other students at least once;
- Engages deeply with the content of the paper and the conversation.
- This conversation will occur in the appropriate forum and continue until the end of Monday of the following week.
- Points will be deducted for lateness, insufficient depth or engagement with the materials, or failure to sufficiently develop the discussion with the other students.
- If you have another article or paper that you think would benefit the discussion, reach out to me to propose it!
- This will happen once in the semester.

All students will be expected to substantively respond to at least one question EACH expert reader has posed, as part of your participation grade.

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 will 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.
- You will also engage with one or more of the expert reader's questions, when there is an expert reader in a given week. You will be notified if there is an expert reader, in the forum directions. There may be more than one expert reader in a given week, and you are expected to engage with each of those conversations.
- 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. The expert reader discussion is **ON TOP** of those two posts, so in weeks in which there are expert readers, expect to post at least **THREE** times, and potentially more, depending on the number of expert readers.
- Students are expected to read ALL of the other students' posts, and the instructor's posts, even if they occur after Monday of the following week.
- Each student needs to read/view any required readings, videos, or lectures, before posting her/his messages.
- There are some required social annotations of readings in the Perdue app withing Canvas, in lieu of discussion forums.
- The week starts on Monday and ends on the following Monday at midnight (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 (by Thursday is the best), especially when you are posing research questions for partners to answer.
- You are encouraged to continue participating in the earlier week discussions, even when the week is over, and are expected to read any previous forum posts throughout the course—at times people

will revisit earlier topics when they take in new information.

- **PRO TIP:** Look through future forums (weeks 7 and on) where you are assigned partners. Come up with a research question for each to post all at once or well in advance. Then when the week of that forum arrives, you have already done your first post and can focus on your own searches.
- **Thus, to earn the full credit for each forum (generally 2 points each), you will:**
 - Make one on-time first post (by Saturday, but preferably by Thursday);
 - Respond to at least one other student with detailed and engaged commentary;
 - Engage with any “expert reader” discussions;
 - Respond by the end of Monday of the following week.
 - Points will be deducted for late posts, insufficient depth of engagement with the materials or search exercises, not replying to other posts, failing to read posts, or failure to engage in all of the expert reader discussions.

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
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I can assign the grade of I (incomplete) if I 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!

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.

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>

COURSE SCHEDULE

Week	Dates	Topic/Readings/Assignments
1	8/22-8/28	<p><i>Course overview/Introduction to Information & Access</i></p> <ul style="list-style-type: none"> Read the syllabus, view the course introduction lecture Mathiesen, K. (2014). Facets of access: A conceptual and standard threats analysis. <i>iConference 2014 Proceedings</i>. Excerpt from Chapter 2: Braman, S. (2009). <i>Change of state: Information, policy, and power</i>. (pp. 9-22). Cambridge, MA: MIT Press. WARNING: This is a HARD reading, just do your best! Introduce yourself
2	8/29-9/4	<p><i>Models of Information Practice</i></p> <ul style="list-style-type: none"> Savolainen (1995). Everyday life information seeking: Approaching information seeking in the context of way of life. <i>Library & Information Science Research</i>, 17(3), 259-294. Allam, H., Bliemel, M., Nassiri, N., Toze, S., Peet, L. M., & Banerjee, R. (2019, 20-21 Nov. 2019). <i>A Review of Models of Information Seeking Behavior</i>. Paper presented at the 2019 Sixth HCT Information Technology Trends (ITT). Bates, M. J. (1979). Information search tactics. <i>Journal of the Association for Information Science and Technology</i>, 30(4), 205-214.
3	9/5-9/11	<p><i>Literature Reviews & Personas</i></p> <ul style="list-style-type: none"> Chapters 1 & 3: Connaway, L. S., & Powell, R. R. (2010). <i>Basic research methods for librarians / Lynn Silipigni Connaway and Ronald R. Powell</i>. (Fifth edition.). Libraries Unlimited. 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. <i>Journal of the Medical Library Association</i>, 106(4), 531–541. Mårtensson, P., Fors, U., Wallin, S. B., Zander, U., & Nilsson, G. H. (2016). Evaluating research: A multidisciplinary approach to assessing research practice and quality. <i>Research Policy</i>, 45(3), 593-603. This week you will propose your research questions to me (Assignment 1a) (optional but encouraged) Al Shboul, M. K., & Abrizah, A. (2016). Modes of information seeking: Developing personas of humanities scholars. <i>Information Development</i>, 32(5), 1786–1805. https://doi.org/10.1177/0266666915627673
Assignment 1a Due Sept. 11, by 11:59 pm		
4	9/12-9/18	<p><i>Information Seeking & Reference Interviews</i></p> <ul style="list-style-type: none"> Reference Interview Module 2 at the OLC: http://oreonline.olc.org/modules/module-2-reference-interview/ Tips for Searching Article Databases”. University of Illinois Library. Retrieved from https://uofi.app.box.com/s/malc43hqj77rt468s6cqpfu7fvh90p6s 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 Adler, K. (2013). Radical purpose: The critical reference dialogue at a progressive urban college. <i>Urban Library Journal</i>, 19(1), 9. <u>Optional Zoom meeting 9/16 at 7 pm EST</u>
5	9/19-9/25	<p><i>Database Structure: Records, Fields, & Indexes</i></p> <ul style="list-style-type: none"> Brown Chapters 1 & 2 Gross, T., & Taylor, A. G. (2005). What have we got to lose? The effect of controlled vocabulary on keyword searching results. <i>College & Research Libraries</i>, 66(3), 212-230 Ojala “Finding and Using the Magic Words”
Week	Dates	Topic/Readings/Assignments
6	9/26-10/2	<p><i>The Searcher's Toolkit, part 1</i></p> <ul style="list-style-type: none"> Brown Chapters 3 & 4 EbscoHost, Advanced searching tips & tricks

		<ul style="list-style-type: none"> • Be sure to practice some of the techniques as we move forward. Consider this your strategy for taking in Brown's textbook for this course. Read, then dive in as needed to practice.
Assignment 1b Due Oct. 2, by 11:59 pm		
7	10/3-10/9	<p><i>The Searcher's Toolkit, part 2</i> </p> <ul style="list-style-type: none"> • Brown 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
8	10/10-10/16	<p><i>Social Science & Humanities Databases</i></p> <ul style="list-style-type: none"> • Brown Chapters 7 & 9 • Meho, L. I., & 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. • Arshad, A., & Ameen, K. (2021). Comparative analysis of academic scientists, social scientists and humanists' scholarly information seeking habits. <i>The Journal of Academic Librarianship</i>, 47(1), 102297. • Given, L. M., & Willson, R. (2015). Collaboration, information seeking, and technology use: A critical examination of humanities scholars' research practices. In <i>Collaborative information seeking</i> (pp. 139-164). Springer.
Assignment 1c Due Oct. 16, by 11:59 pm		
9	10/17-10/23	<p><i>Governmental Information</i></p> <ul style="list-style-type: none"> • Brown 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. <i>Public Library Quarterly</i>, 30(2), 91-116. • Case reviews: govinfo.gov, ProQuest Congressional, Catalog of U.S. Government Publications.
10	10/24-10/30	<p><i>Databases for Numbers Science & Medicine</i></p> <ul style="list-style-type: none"> • Brown Chapters 10 & 11 • "Branching Out: The MeSH Vocabulary." • "MEDLINE, PubMed, and PMC (PubMed Central): How are they different?"
Assignment 2 Due Oct. 30, by 11:59 pm Dates		
11	10/3-11/6	<p><i>Searching in Discovery Systems</i></p> <ul style="list-style-type: none"> • Brown 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. <i>Journal of Web Librarianship</i>, 11(2), 85-104 • Eun Oh, K., & Colón-Aguirre, M. (2019). A comparative study of perceptions and use of Google scholar and academic library discovery systems. <i>College & Research Libraries</i>, 80(6), 876-891. • Optional zoom call 11/4 at 7 pm EST
12	11/7-11/13	<p><i>Searching in Digital Libraries, Part 1</i></p> <ul style="list-style-type: none"> • Buchanan, S., & Salako, A. (2009). Evaluating the usability and usefulness of a digital library. <i>Library Review</i>, 58(9), 638-651. • Walsh, J. (2011). The use of Library of Congress Subject Headings in digital collections. <i>Library Review</i>, 60(4), 328-343.
Week	Dates	Topic/Readings/Assignments

1 3	11/14 /11/20	<p><i>Searching in Digital Libraries, Part 2</i></p> <ul style="list-style-type: none"> • Select 1 of 4 articles: Druin; Matusiak; Albertson; Xie & Cool • Peruse Digital Libraries –Kentucky Digital Library, New York Public Library Digital Gallery, HathiTrust
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Assignment 3 Due Nov. 20 (or Nov. 27 if you wish to work during break), by 11:59 pm

THANKSGIVING BREAK

1 4	11/28 -12/4	<p><i>Information Literacy</i> 📌</p> <ul style="list-style-type: none"> • ALA. (2016). Framework for Information Literacy for Higher Education. Association of College and Research Libraries. • 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 http://inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/ 📌 • Seale, M. (2013). The neoliberal library. In S. Higgins and L. Gregory (eds.) <i>Information literacy and social justice: Radical professional praxis</i> (Vol. 39, pp. 39-62): Litwin Books. 📌
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1 5	12/5- 12/11	<p><i>Communication with Patrons/Users</i> 📌</p> <ul style="list-style-type: none"> • Brown Chapter 14 & 16 • Pick one of the following to read and discuss: <ul style="list-style-type: none"> ○ Hare, S., & Evanson, C. (2018). Information privilege outreach for undergraduate students. <i>College & Research Libraries</i>, 79(6), 726. 📌 ○ Yarrow, A., & McAllister, S. (2018). Trends in mobile and outreach services. <i>Public Library Quarterly</i>, 37(2), 195-208. ○ Stocker, A., Richter, A., Kaiser, C., & Softic, S. (2015). Exploring barriers of enterprise search implementation: A qualitative user study. <i>Aslib Journal of Information Management</i>, 67(5), 470-491. ○ Perez-Stable, M.A., Arnold, J.M., Guth, L.F., & Meer, P.F.V. (2020). from service role to partnership: Faculty voices on collaboration with librarians. <i>portal: Libraries and the Academy</i> 20(1), 49-72. ○ Sharkey, C. N., Elkins, J., & Johnson, Z. (2021). Field note—Creating trauma-Informed library spaces: Lessons learned from a pilot program. <i>Journal of Social Work Education</i>, 1-8. ○ Barriage, S. (2022). Young children’s interest-driven information practices. <i>Information and Learning Sciences</i>, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/ILS-03-2022-0037
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Assignment 4 Due Dec. 11 by 11:59 pm

1 6	12/12 - 12/16	<p><i>Conclusion</i></p> <ul style="list-style-type: none"> • Wenger-Trayner, E. & B. (2015) Communities of practice: A brief introduction. Retrieved from https://wenger-trayner.com/introduction-to-communities-of-practice/
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Diversity: Topics and readings which are especially relevant to the theme of diversity, equity, and inclusion are marked with a 📌 symbol.

Technology: Topics and readings that are particularly relevant to the theme of technology are marked with a 📱 symbol.

Assignment Policies

Assignment Submissions

Assignments are to be submitted in Canvas in the assignment folder. If you must submit an assignment after their published due dates, contact the instructor.

Returning Assignments to Students

I return assignments as soon as possible, generally within 10 days of the due date. It does take me some time, because I take feedback as seriously as my students take their assignments, so I hope you can be patient with me. If you need your feedback as soon as possible, please just let me know, and I'll move you to the top of the grading list—I don't mind at all!

Assignments Due during Prep Week

This course has no final exam, and it does have required assignments due during Prep Week (*Communication with Patrons/Users activities*).

Attendance Policy

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—as in this course), 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.)

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 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.

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>

Diversity, Equity, and Inclusion

<https://www.uky.edu/universitysenate/syllabus-dei>

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the [Office of Institutional Equity and Equal Opportunity](#). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

Accommodations due to diverse abilities

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 may need to 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. However, I am aware that Letters of Accommodation are occasionally challenging, especially for those without health insurance, so speak to me and we will work something out.

Academic Policy Statements

You can find all of UK's Academic Policy here: <https://www.uky.edu/universitysenate/acadpolicy>

Academic Offenses (Cheating, Plagiarism, and Falsification or Misuse of Academic Records)

Rules Regarding Academic Offenses: <https://www.uky.edu/universitysenate/ao>

I have a ZERO tolerance policy for plagiarism, and any materials that are turned that appear plagiarized will be given a grade of 0. Once I meet with a student to determine our next steps (which will include engaging

with resources on plagiarism and re-doing the assignment), I may choose to regrade the work. I do include videos and other learning materials about plagiarism in the General Course Materials on Canvas. Students are expected to familiarize themselves with what plagiarism is and how to avoid it.

Classroom Behavior Policies

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.

NOTE: In this class, I insist on civility and will openly discuss any perceived violations of that civility with all of you—even when there has been no comment clearly attributable to the socioeconomic, gender/sexual minority status or other factors listed above. My open and transparent approach to ensuring that all voices are heard can be disorienting if you are used to a culture of silence when someone inadvertently or purposefully harms, alienates, or performs microaggressions against another person. I apologize for any such disorientation, but remain committed to working together with all parties to build an inclusive, kind, and self-reflexive classroom environment. My hope is that we all sign onto a culture of mutual care and generous support. Please reach out to me if you have thoughts or concerns about this policy.

Student Resources

Some resources are helpful for all students, such as UK's [Distance Learning Library Services](#), [Tutoring and Coaching 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&lib_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>

Tutoring and Coaching Resources

<https://www.uky.edu/studentacademicsupport/free-tutoring-and-coaching-resources>

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/>

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. 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/> 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](#), 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.**

Course Recordings

The University of Kentucky Code of Student Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Code of Student Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an "authorization of use" form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.