

LIS 601 - Information Seeking

**SCHOOL OF INFORMATION SCIENCE
UNIVERSITY OF KENTUCKY**

LIS 601 Information Seeking

Syllabus – subject to change

Fall 2015: August 26 – December 18

Instructor Information:

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Preferred Method of Contact: Email (Response time: Within 24 hours weekdays)

Office hours: 9am – 11am Tuesdays and Thursdays, or by Appointment

COURSE FORMAT

This is an online course, which requires asynchronous class discussion via Blackboard to facilitate a sense of community. Blackboard system 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. The course description reads:

This course provides an overview of the theory and practices of human information seeking behavior, including both basic models to understand user behavior, and techniques to effectively select, locate, evaluate, and use information to meet diverse information needs and facilitate human-computer interaction.

STUDENT LEARNING OUTCOME

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

1. Identify the characteristics of diverse and underserved populations within the United States, design and implement programs for diverse and underserved populations within their library's community, and evaluate and select information resources to support the diverse and underserved populations within their library's community.
2. Interpret and evaluate research on user information seeking behavior and services and describe the important aspect of information seeking behavior in provision of professional practice.
3. Examine ethical issues and apply them to the practice of library and information science and define their ethical responsibilities as information professions both as individuals and as part of the collective.
4. Identify and apply appropriate methods to match user information needs through the identification, selection, evaluation and dissemination of information and applying instruction strategies to teach users to identify, select, acquire and evaluate information.
5. Detect methods for assessing information needs of users and describe methods for integrating needs assessment data in the provision of information services.

COURSE EXPECTATIONS

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

- Read all required readings.
- Participate in weekly discussion.
- Submit all assignments on time.
- Respond to occasional email requests in a timely fashion.

REQUIRED TEXTBOOK

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

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.

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- 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

Wk	Dates	Topic/Readings
1	8/26–8/30	<ul style="list-style-type: none"> • Blackboard warm-up & Course overview
2	8/31–9/6	<ul style="list-style-type: none"> • Information Behavior: An Introduction (Ch 1: P3-17)
3	9/7–9/13	<ul style="list-style-type: none"> • Common Examples of Information Behavior (Ch 2: P19-42) • Agosto, D. E. & Hughes-Hassell, S. (2005). People, places, and questions: An investigation of the everyday life information-seeking behaviors of urban young adults. <i>Library & Information Science Research</i> 27: 141-163.
4	9/14–9/20	<ul style="list-style-type: none"> • The Concept of Information (Ch 3: P45-75) • Related Concepts (Ch 5: P95-130)
5	9/21–9/27	<ul style="list-style-type: none"> • Information Needs and Information Seeking (Ch 4: P77-93)
6	9/28–10/4	<ul style="list-style-type: none"> • Quint, B. (1991). Inside a searcher’s mind: The seven stages of an online search – Part I. <i>Online</i>. 15(3): 13-18 • Bates, M. J. (1979). Information Search Tactics. <i>Journal of the American Society for Information Science</i>. 30: 205-214
<ul style="list-style-type: none"> • Topic Selection: Community Resource Audit (Due: Oct. 4. 11:59pm) 		
7	10/5–10/11	<ul style="list-style-type: none"> • Models of Information Behavior (Ch 6: P133-162) • Savolainen, R. (1995). Everyday life information seeking: Approaching information seeking in the context of "way of life." <i>Library & Information Science Research</i> 17: 259-294.
8	10/12–10/18	<ul style="list-style-type: none"> • Metatheories, Paradigms, and Theories (Ch 7: P163-198) • Leckie, G., Pettigrew, K., & Sylvain, C. (1996). Modeling the information seeking of professionals: a general model derived from research on engineers, health care professionals, and lawyers. <i>Library Quarterly</i>. 66: 161-193.
<ul style="list-style-type: none"> • Annotated Bibliography 1 (Due: Oct. 18. 11:59pm) 		

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9	10/19–10/25	<ul style="list-style-type: none"> • 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 & Information Science Research</i>, 29(3), 332-353. • ACRL Information Literacy http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm
10	10/26–11/1	<ul style="list-style-type: none"> • Hales, S. (2011). 10 Questions: Tom Froehlich. <i>Information Outlook</i>, 15(4), 34-35, 37-38.
<ul style="list-style-type: none"> • PAPER DUE: Analyzing Your Own Information Behavior (Due 10/27) 		
11	11/2–11/8	<ul style="list-style-type: none"> • The Research Process (Ch 8: P200-219) • Chatman, E. (1996). Impoverished Life World of Outsiders. <i>Journal of the American Society for Information Science</i> 47 (3): 193- 206
<ul style="list-style-type: none"> • Annotated Bibliography 2 (Due: Nov. 8. 11:59pm) 		
12	11/9–11/15	<ul style="list-style-type: none"> • Methods: Examples by Type (Ch 9: P221-267) • Rieh, S.Y. (2004). On the Web at Home: Information Seeking and Web Searching in the Home Environment. <i>Journal of the American Society for Information Science and Technology</i>, 55 (8) 743-753.
13	11/16–11/22	<ul style="list-style-type: none"> • Reviewing the Research: Its History, Size, and Topics (Ch 10: P271-284) • Fidel, R. (1999). A Visit to the Information Mall: Web Searching Behavior of High School Students. <i>Journal of the American Society for Information Science</i> 50 (1): 24-37.
<p>Thanksgiving Break (11/23 – 11/29)</p>		
14	11/30–12/6	<ul style="list-style-type: none"> • Research by Occupation (Ch 11: 285-323) • Dervin, B. & Nilan, M. (1986). Information Needs and Uses. <i>Annual Review of Information Science and Technology (ARIST)</i> 21: 3-33.
15	12/7–12/11	<ul style="list-style-type: none"> • [Textbook] Research by Social Role and Demographic Group (Ch 12: 325-364) • RUSA Guidelines for the Development and Promotion of Multilingual Collections and Services http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidemultilingual.cfm • RUSA Guidelines for Library Services to Older Adults http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/libraryservices.cfm • RUSA Guidelines for Library Services to Spanish-Speaking Library Users http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidespanish.cfm • RUSA Guidelines for Library Services to Teens http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesteens.cfm
<ul style="list-style-type: none"> • PAPER DUE: Community Resource Audit Paper (Due: 12/8) • Community Resource Audit Presentation (Due: 12/11) • Presentation Peer Evaluation (Due:12/14) 		

*** Each week starts on every Monday**

COURSE GRADE:

- Participation: 60 points (20%)
- Two Annotated Bibliographies: 60 points (20%)
- Analyzing Your Own Information Behavior: 90 points (30%)
- *Community Resource Audit: 90 points (30%)

*core course artifact

1) Participation (20%)

Participation points come from both quantity and quality of posts to the discussion board. For each week, we are going to have a discussion forum for class discussion. In the forum, 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. More importantly, each student needs to read/view the required readings, class slides, and other students' postings, before posting her/his messages. The week starts on Monday and ends on Sunday at midnight. Although you can continue participating in the earlier week discussions, no credit will be given for posts that occur after the week.

2) Annotated Bibliographies (10% each, 20% Total)

Students will compose: (1) one annotated bibliography of peer-reviewed research on the topic of information needs assessment and (2) one annotated bibliography of peer-reviewed research where the focus is an information seeking community of their choice. Each annotated bibliography will be composed of five peer-reviewed journal articles, and each entry will include the bibliographic reference (in APA 6th Edition format), a short summary/evaluation and the name of the scholarly database used to discover the source. Use at least three scholarly databases (from the library) to find your articles. Additional information will be disseminated in class closer to their due dates.

3) Analyzing Your Own Information Behavior (30%)

1. Pick and describe an information behavior from your life.
2. Discuss what this behavior demonstrates about your information needs, how and where you look for and use information, and the information problems you face in your life. Your discussion should make clear that you have thought about and understand the

concepts of information, information needs, information seeking, and information behavior as discussed in course readings.

3. Select two of the models, paradigms, or theories we have read about and/or discussed and analyze your information behavior using each of these two models, paradigms, or theories to interpret your behavior in two different ways.
4. Compare and contrast the results of your two analyses. How did these models, paradigms, or theories affect your interpretation of your information behavior? How useful were these models, paradigms, or theories for explaining your information behavior?

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

4) Community Resource Audit = Report and Presentation (25%) and Peer Review (5%)

1. Introduction: Select and describe a community for which you would like to know more about their information needs, uses, and behaviors. What is the typical demographic makeup of this population? What are the salient traits of the community?
2. Literature Review: Find research articles (six or more of them) on the information behavior of this community (or a closely related user group), and your interpretation and evaluation of the research on user information seeking behavior and services and describe the important aspects of information seeking behavior in the provision of professional practice; DO NOT simply summarize what has been researched, but relate the research articles to each other and synthesize a theme of the articles you find.
3. Ethical Considerations: Draw connections between core ethical principles and the ethical issues related to your community. Examine ethical issues related to your community and provide examples from practice that relate to your responsibilities as information professional serving that community.
4. Search Strategy: Describe the database(s) you have selected and the search strategies you have employed for locating information appropriate for your users' needs. Discuss criteria you employed in evaluating and selecting resources from the myriad of sources available.
5. Resource Guide: Prepare an information guide tailored to your user group with at least 20 resources that will be useful for your community. These resources should include a variety of tools to meet the user needs you have identified.
6. Needs Assessment: Identify methods for assessing your community's information needs and discuss how you would conduct a need assessment (or other research) to learn more about the community. What methods/tools would you use? What questions would you ask? How would you analyze the data you gather? How might the results of your analysis improve your understanding of this population's information behavior?
7. Finally, you will prepare a 10 minute presentation of your community resource audit to instruct members of your assigned group. A portion of your grade will come from the comments of this anonymous peer review.

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8. The peer review will be confidential and based on a scale of one to five of the quality of your presentation. Your peer review grade will result from the mean of the scores give to you by the peers of the group.
9. Optional: if the members of your community of interest are easily reachable, you are encouraged to conduct simple interview or survey to facilitate step 2, 3, and/or 6.

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

- 90% and above = A
- 80% to 90% = B
- 70% to 80% = C
- below 70% = E
- I assign the grade of I (incomplete) only when I am convinced the student's circumstances warrant it.

COURSE POLICIES

Academic integrity

According to Senate Regulation 6.3.1: "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 you feel unsure about a question of plagiarism involving your work, you are obliged to consult the instructors on the matter before submission." For specific information regarding the University's code and regulations on plagiarism and cheating, visit:

<http://www.uky.edu/StudentAffairs/Code/>

<http://www.uky.edu/StudentAffairs/Code/part2.html>

<http://www.uky.edu/Ombud/Plagiarism.pdf>

Diversity, Assessment, and Technology

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. 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.

Withdrawal Policy

It is your responsibility to drop a course. Failure to do so will result in receiving an "E".

ADA SERVICES

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu. The Center is located in the Alumni Gym, Room 2, at the corner of Avenue of Champions and South Limestone Street (next to the Student Center and across South Limestone Street from Kennedy Bookstore).

COURSE RESOURCES

Blackboard

- We will use the Blackboard course management system to facilitate the class. Please visit <http://www.uky.edu/Blackboard/> to learn about this system and the login requirements. You should be automatically added to the Blackboard roll; if this goes as expected, you will not have to sign up manually for the course.
- Blackboard help is available online through the Blackboard wiki website (<http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx>), and from the UK helpdesk (859.257.1300; <http://www.uky.edu/IT/CustomerService/>). The helpdesk is also able to assist with all general computing issues (file download, browser updates, etc.).

Distance Learning Library Services

- At UK, students in online courses have available Distance Learning Library Services. The link to DLLS is: (<http://www.uky.edu/Libraries/DLLS>) Here is some of the information at that site:
- Phone: (859) 257-0500, ext. 2171; 2nd Phone: (800) 828-0439; Fax: (859) 257-0505 E-mail: dllservice@email.uky.edu ; Location: 2-2, north wing, William T. Young Library 0456
- Distance Learning Librarian: Carla Cantagallo

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). Details can be found here: <http://ukwrite.wordpress.com/>