Course Syllabus
LI802XC

Information Seeking Behavior and User-Centered Services
Spring Semester 2014

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Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet begins 1/22; Weekends 2/21-22, 4/25-26

Important Dates for Spring 2014

1/22 First Day of Class
2/4 Last Day to Add/Drop
5/9 Last Day of Class
5/20 Final Grades Due
3/25 Midterm Grades Due
4/9 Last Day to Withdraw
5/17 Commencement

Program Goal
The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

An introduction to the theories of information-seeking behavior and their application to user-centered services. Students are introduced to models of information seeking, retrieval and sharing; the selection, evaluation, and use of appropriate electronic and print resources; information literacy, learning styles, and best practices in providing user-centered services. (Required) Prerequisite: LI 801 or concurrent enrollment. (Approved 11/9/11)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>Student will</th>
<th>Related class assignment(s)</th>
<th>MLS Program Outcomes</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify major models of information-seeking behavior as applied to the design, implementation, and evaluation of information services.</td>
<td>1,3</td>
<td>PO 1 - 6, PV 1</td>
<td>4, 5, 6B, 7C, 7D</td>
</tr>
<tr>
<td>2. Describe individual differences, including learning styles, and their effects on user services.</td>
<td>1,2,3</td>
<td>PO 1 - 5, PV 1</td>
<td>4, 5B</td>
</tr>
<tr>
<td>3. Identify, describe and evaluate the basic types of electronic and print information sources available in libraries and other information organizations.</td>
<td>1,4</td>
<td>PO 2, 4, 5</td>
<td>2B, 4A, 4B, 5C, 5G</td>
</tr>
<tr>
<td>4. Discuss the components of information literacy and the related instructional methods strategies.</td>
<td>1,5</td>
<td>PO 4, 5, 7 PV 1, 2</td>
<td>5D, 5E, 5F, 7C, 7D</td>
</tr>
<tr>
<td>5. Apply instructional strategies for user-centered services.</td>
<td>4,5</td>
<td>PO 4-7 PV 1, 2</td>
<td>5D, 5E, 5F, 7C, 7D</td>
</tr>
<tr>
<td>6. Create and deliver an instructional module related to a course topic.</td>
<td>4,5</td>
<td>PO 4, 5, 7 PV 1, 2</td>
<td>5D, 5E, 5F, 7C, 7D</td>
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Approved 11/9/11

Required Readings


Additional readings will be identified and made available through Canvas.
Recommended Readings (optional)


Learning Activities

Assignments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Participation and Quizzes</td>
<td>Throughout</td>
<td>25</td>
</tr>
<tr>
<td>Assignment 2: Interview with an information seeker</td>
<td>2/20</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 3: ISB model PPT</td>
<td>3/16</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 4: Subject guide</td>
<td>4/24</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 5: Instruction session</td>
<td>Second f2f weekend (4/25-26)</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

General description (detailed instructions and rubrics provided in Canvas):

**Assignment 1: Participation and Quizzes.**

Students are expected to participate in online and classroom discussions. Discussion topics will be posted in Canvas to provide valuable experience in using and evaluating reference resources and database searching and analysis. Beginning in week 2, you are required to check the discussion forum for new topics each Monday. If no discussion/activity is required in a particular week, this will also be noted. Your responses will generally be due by the next Sunday, end of day. **Please note:** A brief response is better than no response at all.

During the semester (dates TBA), completion of two open-book quizzes covering course material related to sources, database searching, and information literacy will be required. Each quiz will remain open for one week.

**Assignment 2: Interview Report.**

Interview an information seeker using neutral questioning techniques, analyze the person's search process in terms of the material presented in class and course readings, and present your findings and recommendations in a written report.
Assignment 3: Information Seeking Behavior Model PowerPoint.

One of the goals of the course is to give you an overview of the theoretical background of information services practice. You will select a theory or model of information behavior and prepare a short PowerPoint (PPT) presentation on its origins and uses. Specific instructions and a list of topic choices will be provided.

Assignment 4: Subject Guide.

This is the major assignment for the course. Your scenario is as follows: You are a reference/instruction librarian at a college/university, with responsibility for a particular subject area. A faculty member teaching in that area contacts you and asks you to prepare an instruction session for the students in a course, covering a variety of information sources that will assist them in writing their research papers. Recommended sources should include print, scholarly database, and web resources. The assignment will be described thoroughly during the first f2f weekend.

Assignment 5: Instruction Session.

You will deliver an instruction session based on your subject guide during the second f2f weekend. Each presenter will have approximately 15 minutes to explain the structure of the guide, briefly identify key (not all) resources, and check for learning.

Tentative Course Outline (subject to change)

A course outline including a schedule of readings will be available in Canvas.

Grading Criteria

Instructions for each assignment will be posted in the Assignments section of Canvas.

A rubric will be used to grade the written assignments. Each rubric is customized for a specific assignment. The instructions for each assignment contain a general description of the criteria upon which evaluation of your work (your grade) will be based. Specific expectations for each criterion are contained in the rubric for the assignment. Please review the expectations for each assignment before you begin the assignment.

The grades you earn for each assignment will usually be posted in Canvas within two weeks of the date on which the assignment is due. This is where you will find feedback on each assignment (as well as your grade).

A note about writing. SLIM has high expectations for your writing. It is hugely important in our profession that you be able to communicate clearly with a variety of people in a variety of formats (as evidenced by ALA Core Competence #1J). We expect your writing to be clear and concise, grammatically correct, punctuated correctly, spelled correctly, formatted in accordance with APA style, presented in the correct format (e.g. report, essay, literature review, discussion
post, and so on), and prepared with the appropriate level of formality in its language. We expect you to be familiar with and apply all sections of the *APA Publications Manual*.

There are a variety of resources available to you for writing help, not least of which are the [ESU Writing Center](http://www.emporia.edu/slim/about/policies.html), SmartThinking (available as a link from Canvas), and your peers. It is very useful to ask a colleague and/or classmate to review and edit your writing. You will learn not only from their edits but by returning the favor and editing someone else’s work. You will also receive help with your writing of specific assignments for this class in the form of samples and links to resources.

**Late work.** You will be penalized 0.5 (1/2, one half) point per day for work turned in after the due date. Most assignments will be due by midnight on the due date. Note that Canvas tracks submission times and will be used to determine “lateness.” This means that work turned on Monday in at 12:05 am (five minutes after midnight Sunday night) is just as late as work turned in at 8 pm on Monday evening. If you need an extension because of circumstances beyond your control, please contact me before (not after!) the due date.

**SLIM Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>96-100</td>
<td>A-</td>
<td>90-95</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>B</td>
<td>87-89</td>
<td>B+</td>
<td>70-73</td>
</tr>
<tr>
<td>F</td>
<td>84-86</td>
<td>B</td>
<td>0-69</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
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</tbody>
</table>

**SLIM Attendance Policy**

Students must attend all face-to-face classes. Class hours for weekend face-to-face meetings are 6pm-9pm on Friday and 9am-5pm on Saturday.

In cases of emergency, go to [http://www.emporia.edu/slim/about/policies.html](http://www.emporia.edu/slim/about/policies.html) for more information.

**SLIM Grade Policy**

All graduate courses required in the university-approved curricula of SLIM’s master’s programs program, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.
When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with the student’s academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from the SLIM’s graduate program.

This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

### SLIM Incomplete Grade Policy

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

### Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.
Faculty-initiated Student Withdrawal Procedure

Students should be aware that your instructor follows the university’s policy of faculty-initiated student withdrawal. It reads as follows: “If a student’s absences from class or disruptive behavior become detrimental to the student’s progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [Policy and Procedures Manual 43.11]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1200 Commercial Street / Box 23
Emporia, KS 66801
Phone : 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu