Course Syllabus

LI892XR

Seminar in Information Psychology

Spring Semester 2015

Faculty: Tonyia J. Tidline
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Primary Phone: (205) 344-1992
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: online and in person Feb 6-7 and March 27-28

Important Dates for Spring 2015

1/21 First Day of Class  
2/3 Last Day to Add/Drop  
5/8 Last Day of Classes  
5/16 Commencement  
4/8 Last Day to Withdraw  
5/19 Final Grades Due
Program Goal

The goal of SLIM’s doctoral program is to prepare scholars to:

- conduct significant research that contributes to the theory basis of library and information science and constructs linkages to contemporary professional problems,
- teach in academic environments, and
- develop leaders for libraries and information organizations.

Catalog Description

An exploration of theories, models, and insights into information seeking and information use offered by cognitive psychology, behavioral psychology, social psychology and psychoanalytic theory. The course is organized around a series of seminal readings in LIS; weekend activities involve lecture and discussion of central themes and articles. **Recommend: LI 802.** (Approved 2/16/2009)

Course Learning Outcomes

<table>
<thead>
<tr>
<th>By the end of the course, students will be able to:</th>
<th>Ph.D. Program Outcomes</th>
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<tbody>
<tr>
<td>1. Identify and make use of basic foundational knowledge central to library and information studies education and the field of psychology.</td>
<td>10</td>
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<tr>
<td>2. Identify and describe major ideas from cognitive psychology, behavioral psychology, social psychology, and psychoanalytic theory that can be applied in the field of library and information studies.</td>
<td>2</td>
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<tr>
<td>3. Know theories of information behavior and metatheories that have been expressed in various information behavior theories.</td>
<td>2</td>
</tr>
<tr>
<td>4. Integrate and connect theories and models from library and information studies and the field of psychology to solve problems and make decisions about information users and information use.</td>
<td>8, 10</td>
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<tr>
<td>5. Write a manuscript suitable for publication.</td>
<td>8, 10</td>
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Course Overview

Format

This course will be held face-to-face (f2f) on the above-stated weekends at Emporia State University-KC in Overland Park, KS. This course will utilize the Canvas course management system throughout the semester.

Professor’s Responsibilities

My responsibility is to provide students with ongoing instruction, resources, strategies, and guidance as needed to facilitate intellectual, professional, and interpersonal growth. My goal is for students to experience a positive and productive learning experience during this course.

It is my practice to read e-mail almost daily; I expect to respond to an e-mail from you within 48 hours of receipt. In the rare event that I am not able to write as much as is needed, I will tell you when I will get back to you with a more robust response.

I will send an email message to the class many Mondays to guarantee a steady and continuous flow of instruction/information from me to students throughout the semester. Please make a practice of reading all these emails as well as messages that will be posed in Canvas Announcements within the course site. In some instances, the content will be identical to ensure we are all on the same page. Weekly messages rarely will require a direct response to me. Additionally, I will give students feedback throughout the semester. Each student will receive timely scores and/or comments from me.

Student’s Responsibilities

Your responsibility is to complete all course requirements on time. It is your responsibility to diligently read and reflect on course readings and related materials and to be competent in face-to-face participation and/or with various forms of technology-assisted instruction. It is your responsibility to ask for assistance when it is needed. It is your responsibility to organize and manage resources from this class. It is your responsibility to check your ESU email several times each week and look for announcements in the course Canvas site. It is your responsibility to communicate via e-mail in an appropriate manner consistent with the structure and outline of this course.

Students are expected to contribute individually, as well as in small groups as required. Except in the case of an emergency that is immediately communicated to the professor, no incompletes will be given. The course is likely to be comprised of students with a variety of different kinds and quantity of prior knowledge and experience. All students are expected to welcome and value all classmates’ participation.

Additional Information

Please bring a copy of this syllabus to face-to-face class meetings.

Please read all the assignments at the beginning of the semester and as many times as necessary throughout the semester. It is highly recommended that you read and follow closely instructions written in the Canvas assignment documents as you are doing each assignment.

Lastly, official grades will be posted and can be viewed by student in ESU Buzz-IN. Throughout the semester, scores for each assignment will be posted in Canvas.
Instructor Contact Information

The best way to reach Dr. Tidline is by e-mail: ttidline@emporia.edu. If you would like to speak with Dr. Tidline on the telephone, please email to schedule an appointment.

Required Readings

Collection One – Cognitive Theory: Uses in LIS Research


Collection Two – From Constructivism to Context: Current Trends in LIS


Collection Three - Interactional and Psychoanalytic Theory: Possibilities in LIS Research


Collection Four – Seminal Readings: User Studies and Information Needs


Learning Activities

Learning activities should be approached as inter-related and as part of a continuous and cumulative learning process.

Each assignment has its own instruction and evaluation document located in the corresponding Canvas Module.

Late assignments will be given a grade of 0 points unless the student contacts the professor to ask for extra time, or in the case of a health related emergency. The student must have permission to earn points after the assignment due date.

Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
</table>
| Week 1-2: 1/21-2/1 | Introductions  
  *Cognitive Theory: Uses in LIS Research* | Gardner; start readings from *Collection Four* | 1/21 please check in and (re)introduce yourself to the class in a mini biography in the “Introductions” discussion forum  
1/28 – Assignment #1 due, and (optional) post to the discussion forum  
start posting to discussion forum as advised for Participation assignment … |
| Week 3-4: 2/2-2/15 | *Cognitive Theory: Uses in LIS Research, cont’d* | Readings from *Collection Four* should be completed in time for face-to-face meeting;  
Begin Case, Part 1 | face-to-face meeting 2/6 and 2/7 – be prepared to present your scenario and give me the focus of your bibliography assignment |
<p>| Week 5-6: 2/16-3/1 | <em>From Constructivism to Context: Current Trends in LIS</em> | Case, Part 2; start <em>Collection Two</em>; start to skim Kuhlthau. | Post to discussion forums…(ongoing) |</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9-10: 3/16-3/29</td>
<td><em>From Constructivism to Context: Current Trends in LIS, cont’d</em></td>
<td>Finish Kuhlthau and Fisher, Erdelez &amp; McKechnie. Be prepared to draw on all prior readings in face-to-face meeting; start Case, part 3</td>
<td>face-to-face meeting 3/27 and 3/28 be prepared for class leadership as assigned – select and provide in-depth presentation on chapter from Fisher, Erdelez &amp; McKechnie</td>
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<tr>
<td>Week 11-12: 3/30-4/12</td>
<td><em>Interactional and Psychoanalytic Theory...</em></td>
<td>Finish Case, part 3, start part 4; read <strong>Collection Three</strong></td>
<td>Post to discussion forums…(ongoing)</td>
</tr>
<tr>
<td>Week 13-14: 4/13-4/26</td>
<td><em>Possibilities in LIS Research</em></td>
<td>Finish Case, part 4; start Case, part 5</td>
<td>Post to discussion forums…(ongoing)</td>
</tr>
<tr>
<td>Week 15-16: 4/27-5/8</td>
<td>Course summary</td>
<td>Finish Case, part 5; Re-read, reflect on and synthesize materials.</td>
<td>Post to discussion forums…(ongoing)</td>
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### Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Brief Introduction</td>
<td>10</td>
<td>1/28</td>
<td>5</td>
</tr>
<tr>
<td>Assignment 2: Read and discuss +</td>
<td>2, 8, 10</td>
<td>Throughout &amp; presentation on 3/27-28</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 3: Information scenario</td>
<td>2, 8</td>
<td>2/6-7; confirm focus for assignment 4</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 4: Annotated bibliography</td>
<td>2, 8, 10</td>
<td>5/8</td>
<td>30</td>
</tr>
<tr>
<td>Assignment 5: Participation</td>
<td>2, 8</td>
<td>Throughout - includes posts in discussion forums and participation in face-to-face meetings</td>
<td>20</td>
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</table>
Module #1 – Brief introduction – 5 points

Purpose of the Activity – to regroup and reflect on coursework from the previous semester in an effort to contextualize this class, placing it within the larger scope of the student’s program and interests.

Learning Outcomes Module #1

The student will

1. review and reflect on prior PhD coursework.
2. based on past knowledge and personal experience, formulate and articulate an individual vision for the course.
3. anticipate and present individual learning goals to colleagues in an online environment.

Assessed Competencies for Module #1

1. The student demonstrates ability to explicate individual insight comprehension of information seeking and use through reflection and presentation in the online course repository.

Module #2 – Reading & Discussion – 30 points

Purpose of the Activity – The readings will serve as the foundational structure for learning in this course.

Learning Outcomes Module #2

The student will

1. read assigned publications.
2. participate in online and face-to-face discussion to demonstrate knowledge, comprehension, application, analysis, synthesis and evaluation of information problems experienced in everyday life.
3. Demonstrate cumulative mastery by leading a portion of face-to-face discussion during the class meeting scheduled on March 27-28.

Assessed Competencies Module #2

The student – throughout the semester both online and face-to-face

1. demonstrates through oral and/or written presentation knowledge of foundational content in the assigned reading.
2. applies, synthesizes and evaluates through oral and/or written discussion cognitive, behavioral, social and/or psychoanalytic theory, models, and concepts to information problems.
3. anticipates and predicts through oral and/or written discussion of use of cognitive, behavioral, social and/or psychoanalytic theory for research in LIS.

4. conveys what she/he is learning through articulation of new knowledge, and/or changed beliefs, feelings, interests, and/or values.

Module #3 – Write and share an Information Scenario – 15 points

The purpose of this activity is to clarify a situation, circumstance, and/or setting involving information users and/or information use. This scenario should be of high interest to the writer, based on an authentic situation, and represent some current trends and/or issues in library and information management. The scenario should serve to articulate a focused, information-based problem. Scenarios will be used to introduce the writer’s current interests and to practice situational analysis from an information behavior perspective.

Learning Outcomes Module #3

The student will

1. describe and explain in scenario format an authentic information user and/or information use case.

2. identify and analyze information use/information user problems.

3. synthesize and evaluate real-life problems from the perspective of LIS and psychology of information use.

Assessed Competencies Module #3

The student

1. writes an information scenario that is clear, concise, relevant, focused and interesting. (5 points)

2. presents the scenario in writing and guides in-class discussion on the weekend of Feb 6-7 that demonstrates knowledge, comprehension, application, analysis, synthesis and evaluation of information problems and issues in scenarios. (10 points)

Module #4 – Annotated Bibliography – 30 points

Purpose of the Assignment – This is a culminating learning activity that pulls together readings from this course into one, shared bibliography of research-based publications that utilize information psychology to investigate and/or explain some aspect of the information user and/or use experience (broadly defined) of particular interest to the individual student. Please review your area of interest with me no later than February 7. Each entry in the bibliography must be a citation written in APA Editorial Style, 6th Edition). Each citation must have an annotation that highlights the psychology of information use aspect of the publication as it pertains to the information user and/or information use experience and rationale for its inclusion in the bibliography.
Learning Outcomes Module #4

The student will

1. remember terms and concepts relative to information psychology, information, information seeking, sense-making, information use, information users, and/or information behavior.

2. apply terms and concepts to locate and evaluate publications in library and information science literature.

3. relate theory and concepts in social and psychoanalytic psychology to studies in Library and Information Studies.

4. come to see her/himself as becoming confident about her/his ability to learn this material, and secure in her/his own way of learning.

5. be ready to critically evaluate and use LIS research-based publications encountered in future courses.

Assessed Competencies Module #4

The student

1. writes (APA editorial style) five (5) entries (100-150 words) in an annotated bibliography. (10 points)

2. demonstrates through construction of notation for each entry comprehension of foundational knowledge presented in this course. (10 points)

3. analyses, synthesizes and evaluates LIS publications on the basis of relevance to information psychology and Library and Information Studies. (10 points)

Module #5 – Participation – 20 points

Purpose of Assignment - The purpose of this assignment is to challenge enrolled students to communicate and interact with others as we “unpack” theory, assumptions, models, tools and practices and integrate ideas within the course.

Learning Outcomes Module #5

The student will

1. exercise intellectual curiosity and flexibility in participation in a hybrid delivery system and disbursed learning environment.

2. demonstrate fluency in oral and written communication.

3. recognize and discuss issues from analytic, global and multicultural perspectives.

Assessed competencies Module #5

The student

1. contributes knowledgably and collegially to class discussions. (10 points)
2. contributes knowledgably and collegially to assigned class projects. (10 points)

Grading Criteria

Module #1 – Introductory statement, 5 points
Module #2 – Reading & Discussion, 30 points
Module #3 – Scenario, 15 points
Module #4 – Annotated Bibliography, 30 points
Module #5 – Individual Class Participation, 20 points

Total Points – 100 points

All assignments, including Canvas postings, must be submitted as outlined and specified in this syllabus. All assignments must reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content presented must reflect a high degree of original thinking, logic, and careful analysis. When included in assignments, the work of others must be properly credited using APA rules. In addition, each assignment must reflect all directions specific to that activity.

Assignment scores are posted in Canvas grades throughout the semester.

Official, final course grades will be posted in ESU BuzzIn.

Passing rate: 80% or above.

Competencies outlined in each assignment will be evaluated on the basis of four standards: exemplary; competent; and developing, not demonstrated.

**Exemplary** - Advanced abilities in accurately and consistently articulating theories, concepts, terms, models, and practices as published in professional and scholarly publications to demonstrate knowledge, skills, and professional dispositions in action. Excellent use of support for comments and contributions to in-class and online discussions and learning activities. Assignments are presented in a broad context of knowledge and experience.

**Competent** – Clear and accurate use of theories, concepts, terms, models, and practices articulated. Comments and contributions to in-class and online discussions and learning activities and assignments are in a more general than specific manner. Key concepts are presented in a good but limited context of knowledge and experience.
Developing – There is evidence that learning of theories, concepts, terms, models, and practices is taking place. Comments and contributions to in-class and online discussions and learning activities and assignments fail to demonstrate meaningful comprehension of key concepts.

Not Demonstrated - Student attempts but fails to be accurate and/or participation in the assignment is missing all together. Or, student does not submit required assignment materials.

**SLIM Grading Scale**

| 96 -100 | A  | 77 - 79 | C+ |
| 90 - 95 | A- | 74 - 76 | C  |
| 87 - 89 | B+ | 70 - 73 | D  |
| 84 - 86 | B  | 0 - 69  | F  |
| 80 - 83 | B- |

**SLIM Grade Policy**

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, 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 courses, 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. In addition, if a student has a semester GPA of less than 3.0 he or she will be given an academic warning.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment, and the student will be removed from any registered courses for the upcoming semester. Before the student can be enrolled, he or she 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 upon satisfactory completion of the academic improvement plan.

If the student fails to complete the terms set forth in the academic improvement plan, then the student’s academic progress will be reviewed by the student’s academic advisor and the SLIM dean, and a decision will be made regarding whether the student should be academically dismissed from SLIM’s graduate program.

**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/studentresources/policies.html](http://www.emporia.edu/slim/studentresources/policies.html) for more information.
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/trnsept/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.

SLIM Netiquette Policy

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

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

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures.

Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

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
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu