

Syllabus

Day/Time: Tuesday and Thursday, 8:00am - 9:15am

Location: Manning Hall, Manning 208

Instructor: Earl Bailey

Email: ebailey@unc.edu

Telephone (mobile): 919.349.4935 (for emergencies or appointments only)

Office hours: By appointment. Please contact me by email to arrange a specific meeting time and place or to set up a Skype meeting.

Mailbox: I have a mail folder in the SILS Main Office that you may use to drop off hard copy correspondence should you need to do so outside of scheduled meeting hours. The SILS office is open and staffed Monday through Friday 8:00 am to 5:00 pm with the exception of University holidays.

Course Description

Brief description: The behavioral and cognitive activities of those who interact with information, with emphasis on the role of information mediators; how information needs are recognized and resolved; and the use and dissemination of information.

Rationale and relationship to the current curriculum: This course undergirds much of our curriculum, because it introduces the students to core concepts that have implications for the practice of information science and librarianship. While it is a formal prerequisite only for INLS 780, Research Methods, it is expected that it will be taken early in the student's career at SILS.

Objectives for the Course

Students completing this course will:

- be familiar with the empirical and theoretical literature related to information seeking, including the recognition of information needs, actions taken to resolve those needs, the roles of intermediaries (both human and machine), and the retrieval and use of information;
- understand key concepts related to the ways in which information is created, structured, disseminated and used, with particular emphasis on scholarly information behaviors;
- be able to identify the ways in which the context of an information interaction can affect the process and outcomes of that interaction;
- explore the impact of technology on human information interactions; and
- critically apply theories and empirical findings to the definition and solution of problems related to human information interactions, as encountered in the information professions.

Readings for the Course

Since this is a "survey" course, students will be expected to complete several readings in preparation for each class meeting. The assigned readings are listed on the course schedule and will be made available electronically online or through the Sakai site for the course. No textbook is required.

How to Succeed in this Course

Honor Code:

It is expected that all students will comply with the University honor code as set forth at: <http://instrument.unc.edu/>
The work you turn in for this course should be yours alone, except when working on group assignments. Written work used from other sources should be quoted and cited. I expect and encourage students to discuss the class and

the assignments with one another, but take care that what you turn in to me for grading is yours alone.

Class Preparation and Participation:

I expect all students to attend class, arriving on time and prepared. The schedule will list readings for each class session. I expect you to have completed the readings and be ready to take part in the discussions that day. I consider class participation to be a critical part of this class, and your participation grade will be based upon your readiness and ability to discuss the assigned readings. Active participation includes:

- demonstrating familiarity with the readings for that session;
- sharing your analysis and opinions related to the readings and the session topic;
- active listening to the analysis and opinions of your classmates; and
- civil debate when disagreements occur.

Please bring your laptops to class. We will use them to complete polls and other short assignments. Laptop use during class should be related to class work.

Remember that this class is not about finding right answers – it is about the process of finding answers. Discussion and debate over the way to accomplish this is not only expected but also encouraged.

Communication and Feedback:

Email is the best way for you to ask me questions about your assignments and to inform me of conflicts or other situations. Normally you should expect a response within 24 hours. Discussion of grades and other issues will be done by appointment either in person, on Skype, or by telephone.

We will periodically give feedback to one another. You will give me feedback on how well the course is meeting your educational needs, and I will give you feedback on how well you are meeting the course objectives. The purpose of both of these is to improve the class experience and to provide constructive criticism.

When bad things happen to good people:

Sometimes circumstances beyond your control make it impossible for you to attend class or to turn in an assignment on time. Missing class for illness or emergencies will be excused provided you inform me via email of the reasons for your absence. You will still be responsible for any work or assignments related to that class. Missing class for other reasons may be excused provided we discuss the reason before class and agree that it is a valid reason to be absent. Missing three consecutive class sessions or any six class sessions throughout the semester will result in my report of your absences to your adviser and will severely impact your final grade.

Missing assignment due dates is a serious issue as it is expected that you are working on these well before the date due. Unless you are given a rare extension, your grade for that assignment will be lowered by one point per day the assignment is late.

Assignments

Assignments have due dates that space them out throughout the semester and I expect you to meet those due dates. I am happy to discuss assignments with you either in person or through email. I am also happy to look at drafts of assignments to give feedback on direction. Of course I will be able to help the most if you give me time before the assignment is due!

I expect your final version of any assignment to be well formatted and free of any errors in spelling or grammar. All assignments with references should use the APA (American Psychological Association) guidelines (see <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>). Page lengths for all assignments assume 1 inch margins and double spaced lines.

Assignments will be submitted electronically via the Sakai website using either Word or PDF files.

Some assignments for this class are mandatory, but for others you will be able to choose from an ala carte list. Core

assignments will account for 60 percent of your final grade. The other 40 percent you may choose from one of two choices. **Your final decision on assignments is required by week 3 (January 22).** This will help me to plan the course for the remainder of the semester.

I do not offer individual extra credit, however each student may resubmit one graded assignment (except the final) to earn up to half the points lost.

Mandatory Assignments (60%)

- Class Participation (20%) - Each student is expected to be prepared for each class by completing the assigned reading(s); and to ask questions and participate in class discussions and activities both in class and online.
- Weekly Reflections Papers (20%) - Each student will write a short (1-2 pages) reflection on the topics or themes of that week's classes. These informal papers are due each Sunday night. There will be 11 papers and your lowest score will be dropped. Papers will be graded on a 5 point scale. Students who have difficulty expressing their thoughts during class are encouraged to use these papers to show their preparation and readiness.
- Final Reflection Paper (20%) - Each student will sum up their entire class experience using their previous reflection papers as well as class notes, readings, and discussions. Papers are informal and should be 7-10 pages long. Due April 30th at 8am.

Assignment Choice 1 (40% total)

- Research Memo (40%) - student will identify, analyze, and synthesize the findings of a well-bounded body of literature related to a problem/question in information and library science practice. The findings and recommendations based on them will be presented in the form of a memo. To be completed by April 14th, with several intermediate deliverables due in February and March.

Assignment Choice 2 (40% total)

- Information Seeking Diary (20%) - student will keep a diary of a personal information-seeking event and analyze the event in terms of the concepts and ideas discussed in the course. To be completed March 7th.
- Group Assignment - In-depth examination of an example of scholarly communication (20%) - Students will work in small groups (3-4 people) to select a set of articles/works from the "additional readings" page of the course website or elsewhere. Each team will analyze the structure and content of the papers selected, as well as the way they have been used by other scholars (i.e., through an analysis of citations from, to and among the papers). To be completed April 14th, with one intermediate deliverable due on March 24th. All members of the team will received the same grade for the project.

Additional Information

Subject to minor changes. Be sure to use the latest version.

 [INLS500 Assignment Detail.docx](#)

 [INLS500 Schedule Jan21.docx](#)

 [INLS500 Additional Readings.docx](#)