Instructor: Emily J. Vardell
Email: evardell@unc.edu
Office hours: Please email for an appointment
Meeting time: Tues & Thurs, 12:30-1:45pm

Location: Manning Hall Room 303
School of Information and Library Science (SILS)
Course website:
https://sakai.unc.edu/portal/site/inls203spring2015

Course Description
Introduction to foundational and core concepts of human information behavior, including models of information seeking behavior, information needs and use, user-centered design, and human computer interaction.

Rationale for Course
Human information behavior is an umbrella concept encompassing all aspects of information searching, seeking and use. This canopy covers a wide array of topics such as information needs and barriers, information seeking process and models, and information use. Knowledge about how people interact with information and how the interaction is mediated by technology is fundamental to the broader field of information science in that it focuses on the human component of the information—human—technology framework.

Course Objectives
- Generate interest in current research topics in human information behavior, including models of information behavior, information needs, relevance, passive information acquisition, information bias, information contexts, and information behavior and technology.
- Explore ways in which information is created, disseminated, and used in a variety of contexts and how the use of information is affected by those contexts.
- Obtain a theoretical foundation for practical applications.
- Describe the role and impact of technology in communication.
- Refine critical thinking and problem-solving skills related to information seeking and communication.

Course Content
This course comprises three modules:
- Foundations of human information behavior
- Human information behavior in various life contexts
- Technology and systems supporting human information behavior

Course Materials
The required textbook for this course is:
> Case, D.O. (2012). *Looking for information. A survey of research on information seeking, needs and behavior*. 3rd ed. Bingley, UK: Emerald.

The course's Sakai site will contain PDFs and/or URLs for additional readings. You are expected to read the assigned materials prior to coming to class and be prepared to discuss the material.

Class Schedule

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
1	1/12	Introductions, Syllabus		Topics: • Introduction to Course • Course Schedule • Create class rules
2	1/14	What is human information behavior?	Case, D.O. (2012). *Looking for information. A survey of research on information seeking, needs and behavior*. 3rd ed. Bingley, UK: Emerald. Chapter 1 "Information Behavior: An Introduction" (pp. 3-14)	Topics: • Basic vocabulary • Emphasizing people • When, why, and where information behavior has been studied • The contexts in which information behavior is investigated • The scope of "information behavior"
3	1/19	Models of information behavior - 1	Case, D. Chapter 6 "Models of Information Behavior" (pp. 133-161)	Introduction to theories and models In class students meet briefly with their group to discuss their selected model and how they will approach the presentation.
4	1/21	Models of information behavior - 2	Hearst, Marti. (2009). Models of the Information Seeking Process. In Hearst, M. *Search User Interfaces*. Cambridge University Press. ([link](#)) • Read sections 3.1 through 3.6	Small groups present an overview/synopsis of one scaffolding model: • Standard model of the search process (Broder, 2002) • Norman's cognitive execution-evaluation model (Normal, 1988) • Berry-picking model (Bates, 1989) • Information seeking model (Kuhlthau, 1991) • Information foraging theory (Pirolli and Card, 1999)
5	1/26	Types of information needs	Case, D. Chapter 4 "Information Needs and Information Seeking" (pp. 77-92)	
6	1/28	Information seeking behaviors	Case, D. Chapter 2.1 "Six examples of information seeking scenarios" (pp. 20-38)	Examples of information behavior

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
7	2/2	Relevance, usefulness and credibility judgments	Case, D. Chapter 5.3 "Relevance, Pertinence, and Salience," pp. 104-109 Rieh, S.Y. (2002). Judgment of information quality and cognitive authority in the Web. Journal of the American Society for Information Science & Technology, 53(2), 145-161.	Class discussion topics: information sources, utility scale/measure
8	2/4	Passive information acquisition	Assigned reading: Erdelez, S. (2005). Information Encountering. In Fisher, K. *Theories of Information Behavior*. (Chapter 29, pp. 179-184)	**Assignment: Personal Reflection Journal Entry** • Due at 9 am prior to class session • Be prepared to informally discuss your journal in class
9	2/9	Information bias, barriers and satisficing	deLaplante, K. (2009). Cognitive Biases: What They Are and Why They're Important. (video link)	**Come to class with a list of terms/concepts and definitions you have used to focus your studying for the First Module Exam.**
10	2/11	**First Module Exam**		
11	2/16	Searching Day	Guest Lecturer: Rebecca Vargha, SILS Librarian	**Bring your laptops** As a student you need to know and understand how to search for materials. This day will consist of learning the various search tools available to students at the University of North Carolina. **Assignment Due: Discussion Questions for Guest Speaker on Disaster Information Management**
12	2/18	Info behavior: crisis situations	Guest Lecturer: Andrew Hart, Head of the Preservation Department	Guest speaker from the University of North Carolina Libraries to discuss information management in disaster settings
13	2/23	Crisis Situations Part Two	Westbrook, L. (2009). Crisis information concerns: Information needs of domestic violence survivors. Information Processing and Management, 45, 98-114. **Read only:** pp. 98-101 (just first sentence on 101 to finish Section 3) & pp. 109-112 (Sections 9 & 10)	

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
14	2/25	Info behavior: Stage in life	Research by Social Role and Demographic Group, Case Chapter 12.3 "By Demographic Group" (pp. 349-364)	Students will be presented a list of five context-specific articles. They will select which article they want to review for their main Module 2 assignment. A review of the article will be due in Session 19.
15	3/1	Info behavior: Personal and social contexts	Choose one category from Case "By Role" in Chapter 12: Citizen or Voter (pp. 328-333) Consumer (pp. 333-336) Hobbyist (pp. 336-338) Gatekeeper (pp. 338-340) Patient (pp. 340-346) Students (pp. 346-348)	**Activity:** Small group discussions divided by who read each "role." Each group will report on its discussions to the class.
16	3/3	Personal Information Management Part 1	Jones, W. (2011). The Basics of PIM. In W. Jones (Ed.), *The Future of Personal Information Management* (pp. 21-33). (link)	
17	3/8	Personal Information Management Part 2: Applications and tools	Jones, W. (2011). Our Information, Always at Hand. In W. Jones (Ed.), *The Future of Personal Information Management* (pp. 35-47). (link)	
18	3/10	Information behavior and decision-making in contexts	Simonson, I. (2007). Decision making. In R. Baumeister, & K. Vohs (Eds.), *Encyclopedia of social psychology*. (pp. 225-229). Thousand Oaks, CA: SAGE Publications, Inc. (link) Decision-Making. (2008). In W. A. Darity, Jr. (Ed.), *International Encyclopedia of the Social Sciences* (2nd ed., Vol. 2, pp. 251-253). Detroit: Macmillan Reference USA. (link)	
	3/12-3/20	*Spring Break*	*No class!*	
19	3/22	**Second Module Paper and Presentation**	Information in Context Paper Analysis & Presentations	**Assignment:** **Information in Context Paper Analysis and Presentations Due** - Due at 9 am prior to class session - Student presentations during class

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
20	3/24	Information behavior and technology Open Access versus behind the pay-wall	Harnad, S., Brody, T., Vallieres, F., Carr, L., Hitchcock, S., Gingras, Y., Oppenheim, C., Hajjem, C., & Hilf, E.R. (2008). The access/impact problem and the green and gold roads to open access: An update. *Serials Review, 34*(1), 36-40. (link)	**Assignment: Personal Reflection Journal Entry 2** • Due at 9 am prior to class session • Be prepared to informally discuss your journal in class
21	3/29	Introduction to User-centered Design (UCD)	Chapter 3 "Finding Out about the Users and the Domain" (pp. 37-55) in: Stone, D., Jarrett, C., Woodroffe, M. & Minocha, S. (2005). *User Interface Design and Evaluation*	Part 1: Finding out about users
22	3/31	UCD: Tasks and work: task analysis	Chapter 4 "Finding Out about Tasks and Work" (pp. 57-87) in: Stone, D., Jarrett, C., Woodroffe, M. & Minocha, S. (2005). *User Interface Design and Evaluation*	Part 2: Finding out about tasks/goals
23	4/5	UCD: Knowledge of user interface design	Chapter 5 "Requirements Gathering: Knowledge of User Interface Design" (pp. 89-100) in: Stone, D., Jarrett, C., Woodroffe, M. & Minocha, S. (2005). *User Interface Design and Evaluation*	Part 3: Finding out about user requirements
24	4/7	UCD continued	TBA	
25	4/12	Usability Testing	Chapter 20 "Why Evaluate the Usability of User Interface Designs?" (pp. 423-436) in: Stone, D., Jarrett, C., Woodroffe, M. & Minocha, S. (2005). *User Interface Design and Evaluation*	
26	4/14	Collaborative Information Seeking	Morris, M. and Teevan, J. (2009). Collaborative Web Search: Who, What, Where, When, and Why. *Synthesis Lectures on Information Concepts, Retrieval, and Services*. San Rafael, CA: Morgan and Claypool. (Chapter 1) (link)	

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
27	4/19	Mobile-search Interfaces	Wroblewski, L. Organizing Mobile. From Chapter 4 in *Mobile First*. (link)	
28	4/21	Ubiquitous and pervasive computing	Hilty, L. M. (2015). Ethical Issues in Ubiquitous Computing – Three Technology Assessment Studies Revisited. In: *Ubiquitous Computing in the Workplace: What Ethical Issues? An Interdisciplinary Perspective*. (pp. 45-60) (link)	
29	4/26	Wrap-Up and Review		
		Final Exam	Tuesday, May 3rd 12:00 pm, Manning Hall 303	

Assignments

Information Model Presentation (due Session 4, 10% of grade)
- Students will choose from the following models to present.
- A description of the models below can be found in Marti Hearst's [Models of the Information Seeking Process](). There is also a link in the Session 4 folder in "Resources" on our Sakai site.
  - Standard model of the search process (Broder, 2002)
  - Norman's cognitive execution-evaluation model (Norman, 1988)
  - Berry-picking model (Bates, 1989)
  - Information search process (Kuhlthau, 1991)
  - Information foraging theory (Pirolli and Card, 1999)
- Each student/pair will have 5-7 minutes to present his/her/their model.
  - Present an **overview** of the model.
  - Discuss **strengths and weaknesses**.
  - Be sure to address **applications** of the model.
- Post a link to your presentation (e.g., Google Drive, Prezi) or upload your presentation file (e.g., PPT) by 9 am Session 4 in the appropriate Sakai forum.

Personal Reflection Journal Entry (5% for each reflection, two reflections for a total of 10% of grade)
- Passive Information Acquisition (due Session 8)
  - Students should reflect (for about 800 words) about what information they acquired that week that they did not intend to (examples of passive information acquisition).
  - Please post your reflections by 9 am in Sakai and be prepared to share your experiences with the class.
  - Due at 9 am prior to Session 8, late submissions will not be accepted.
- Open Access versus Behind the Wall searching (due Session 20)
  - Students will reflect (for about 800 words) about information they acquired through searching the UNC system and about information that are unavailable outside of that system.
  - Please post your reflections by 9 am in Sakai and be prepared to share your experiences with the class.
  - Due at 9 am prior to Session 20, late submissions will not be accepted.

First Module Exam (Session 10, 20% of grade)
- This midterm will cover content from Sessions 1 through 9. The exam will be in-class, open-note and include variety of question types including short answers.

Discussion Questions for Guest Speaker on Disaster Information Management (due Session 11, 5% of grade)
- Students should prepare FOUR discussion questions for the guest speaker coming on Session 12.
- These questions should be thought provoking and go beyond surface-level topics. You will want to focus your questions on libraries as the setting of interest given our guest speaker's area of expertise.
- Please post your questions in Sakai in preparation for the guest speaker.
- Questions are due at 9 am prior to Session 11, late submissions will not be accepted. I will compile the questions and send them to the guest speaker in advance of Session 12.

Information in Context Paper Analysis & Presentation (due Session 19, Paper 15%/Presentation 10% for a total of 25% of grade)

- Students will select one of the following context-specific articles to review:
  - Gage, E. A., & Panagakis, C. (2012). The devil you know: parents seeking information online for pediatric cancer. *Sociology of Health & Illness*, *34*(3), 444-458.
  - McCaughan, E. McKenna, H. (2007). Information-seeking behavior of men newly diagnosed with cancer: A qualitative study. *Journal of Clinical Nursing, 16*, 2105-2113.
  - Perttila, R. & Ek, S. (2010). Information behavior and coping functions of long-term unemployed people in Finland. *Libri, 60,* 107-116.
  - Bond, B.J., Hefner, V., & Drogos, K.L. (2009). Information-seeking practices during the sexual development of lesbian, gay, and bisexual individuals: The influence and effects of coming out in a mediated environment. *Sexuality & Culture, 13*, 32-50.
  - Dunne, J.E. (2002). Information seeking and use by battered women: A "person-in-progressive-situations" approach. *Library & Information Science Research, 24*, 343-355.

Paper Details
- The written portion of this assignment should be completed on an individual basis without consulting with your classmates. The complete paper should be a total of 5 to 6 double-spaced pages.
- Students will review the paper, paying particular attention to the methodology and conclusions.
- Students will summarize the paper (a maximum of two pages should be spent on summarizing the paper). Do not plagiarize. Cite when you are directly referencing an original idea in the paper. Use your own voice as much as possible in your summary.
- Students will address the following questions:
  - How do the conclusions compare with the information behavior models and theories we have been discussing in class?
  - Do you think their findings could be applied outside of the discussed context? Which contexts?
  - What impact do you think the context had on information behaviors?
- Students will propose a follow-up study.
  - The follow-up study could be designed to study the phenomenon in a different context or study a new phenomenon in the same context.
- Due at 9 am prior to Session 19, late submissions will not be accepted.

Presentation Details
- On the day the paper is due (Session 19) students will present a summary of their paper to the class.
- This is a formal presentation. Please have slides prepared in advance.
- You will have 10 minutes to present your paper and 5 minutes of follow up questions.
- All students should be prepared to engage with each other, ask relevant questions, and participate in discussion.

Final Exam (Final Exam Period, 25% of grade)
- The final exam will focus on content from the third module (Sessions 20 through 28) but will build on concepts discussed throughout the semester. The question types will be varied including short answer. More information about the final exam will be distributed closer to the date.

Participation and Attendance (5% of grade)
- Students are expected to attend each session, come to class having read the assigned readings, and participate in class discussions. There will be in-class writing, group discussions, peer commenting, and other activities that will count as part of your participation grade. You are expected to participate in all in-class activities.
- You may miss one day for any reason, no questions asked, and without penalty. If any unexpected problem arises for you during the course of the semester (serious illness, etc.), please let me know so we can discuss an appropriate plan. If you need to miss class because of a religious holiday, we can make alternative arrangements for this as well (please refer to the UNC Undergraduate Bulletin for details regarding this).

Class Conduct

UNC Honor Code

It is your responsibility to read the Honor Code, which is available online at: http://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/Fall2012print.pdf. The section on Academic Dishonesty is printed here for your reference.

> Academic Dishonesty. It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:
>
> 1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
> 2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
> 3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
> 4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: (a) using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or (b) Representing another's work as one's own.
> 5. Violating procedures pertaining to the academic process, including but not limited to the following: (a) violating or subverting requirements governing administration of examinations or other academic assignments; (b) compromising the security of examinations or academic assignments; or (c) engaging in other actions that compromise the integrity of the grading or evaluation process.

Professional Conduct, Preparation, and Attendance

In addition to the UNC Honor Code, I expect that you will demonstrate integrity and professionalism in your participation in this course and in fulfillment of all of your course assignments. This includes completing the assigned readings on the dates they are due, dedicating adequate time for your participation (both in-class and out-of-class), and putting forth effort, care, and thought in preparing for exams. This is a 3-credit hour course; thus, you should expect to spend about 6-9 hours per week on this course (excluding class time).

Specifically, I expect the following:
- Arrive on time and be prepared to participate fully in class
- Show respect for all members of this course and all comments and questions posed by them.
- Engage completely with class during the class session. Any student who cannot do this will be asked to leave and will lose participation points.

Instructions for Written Work

For all of your written work, the expectation is that the work is clearly labeled with your name on the top of the page and the description of the assignment. You should also name your file using a clear nomenclature. For example, if I submitted my information in context paper the filename would be "Vardell_InformationInContext.docx". I should be able to look at the file name and understand what the file is. Assignments without names will be returned ungraded.

Laptop Use and Cell Phones

It is acceptable to use your laptops for classroom purposes.
- Taking notes, conducting research required for activities, and other classroom-specific tasks.
- During class, students should not check e-mail, chat, play games, or perform other off-task activities.

- The computer should not become a barrier to interaction but instead should help facilitate the exchange of ideas and engagement.
- If I see that students are using their laptops for activities other than those pertaining to class, laptop use will be restricted.
- There will be times when I ask you to put your laptops away to participate in class discussions or other in class activities.

Cell phones are not permitted. Please turn your ringer off prior to class and have your phone out away for the entirety of class.

Email
Please check the Sakai site and your UNC email regularly for general updates about deadlines, feedback, and assignments. If you do not check your UNC email address regularly, please set up email forwarding to your preferred email account so that you do not miss any notices or feedback. Use the course's Sakai Forums for general questions and comments. For urgent or time-sensitive matters, please email me directly at evardell@unc.edu.

Email is a great way to communicate with me outside of class. It is particularly well suited for short answer and clarification questions. However, if you need assistance understanding a concept or an assignment, or have another potentially complicated question, then I ask that you make an appointment to talk with me in person. If you ask a question via email that I believe is better suited for in person discussion, then I will ask you to come in and speak with me. If you have questions about how your assignment was evaluated, then you must visit me in person to have this discussion. *I will not discuss your grades and my evaluation of your work via email.*

It is also important to set appropriate expectations about how quickly I can respond to your email. I will try my best to respond to your email within a 24-hour period, but in some cases it may take 2-3 days. Please keep this in mind when you are scheduling your own activities, especially those related to assignments. If you wait until the day before an assignment is due to ask us a clarification question about the assignment, there is a good chance that you will not receive a response before the assignment.

Please identify your emails with the course in the subject line (i.e., INLS 203) and/or the body of the message. (This is good practice for all of your university communication.) Put your name on all attachments and assignments, or you may not get credit for your work. Please use a respectful tone and professional language in every email and posting, and always remember that email is ultimately a public venue and can be read by anyone anywhere.

Special Needs and Students with Disabilities
If you need an accommodation for a disability or have any other special need, please make an appointment to discuss this with me early in the semester. My contact information is listed at the beginning of this syllabus.

Diversity Statement
In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation, and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies, and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty, and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective, and committed to the concepts of equity and fairness. *(Taken from: http://sils.unc.edu/about/diversity)*

If you would like to let me know about your preferred pronoun, please send me an email or you are welcome to talk with me before or after class or send me an email. For a list of gender non-specific bathrooms, please go to: https://lgbtq.unc.edu/resources/resource/resource-guidesgender-non-specific-bathrooms-campus

Grading Policies

Grade Range	Definition *
A = 94-100% A- = 90-93.9%	A: Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B+ = 87-89.9% B = 84-86.9% B- = 80-83.9%	B: Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C+ = 77-79.9% C = 74-76.9% C- = 70-73.9%	C: A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D+ = 67-69.9% D = 64-66.9% D- = 60-63.9%	D: A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F = 0-59.9%	F: For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

*These definitions are from: http://www.unc.edu/faculty/faccoun/reports/2000-01/R2001GradingStandardsAddendum.htm

Please note this syllabus is subject to change.

This course design was a collaborative effort between Rachael Clemens, Angela P. Murillo, and Emily Vardell. Some content is also drawn from Dr. Diane Kelly's INLS 101 syllabus.