

INLS 500.001**Fall 2017 Syllabus****Instructor: Earl Bailey****Day/Time:** Online, New lessons available Friday afternoons**Email:** ebailey@unc.edu**Office hours:** By appointment. Please contact me by email to arrange a specific time to set up a Skype meeting.**Mailbox:** Please do not send me physical mail. No assignments are to be submitted physically.**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 week's lesson. 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.

Lesson Preparation and Critical Analysis:

I expect all students to view and listen to the lessons, then respond to them on Sakai. The lessons will be made available on Friday afternoons. Reactions to the lessons (see below) will be due by the following Wednesday afternoon. The schedule will list readings for lesson. I expect you to have completed the readings before watching the lesson. I consider your own critical analysis of the readings and the topics to be a critical part of this class, and your analysis grade will be based upon your discussion of both the lessons and the assigned readings. Good critical analysis includes:

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

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 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:

All work should be completed on time. Analysis of the current lesson in the forums is especially time sensitive, since other students will be moving on to the next lesson after that week. If you should miss the time scheduled for analysis of a lesson, please contact me and let me know. Each student will have the opportunity to drop one weekly analysis grade to allow for situations such as illness.

Missing assignment due dates is a serious issue as it is expected that you are working on these well before the date due. However, I do realize that sometimes circumstances beyond your control make it impossible for you to turn in an assignment on time. Please contact me to discuss your situation. 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! Assignments will be submitted electronically via the Sakai website using either Word or PDF files, although Word is preferred.

Assignments are either **informal**, in which case you are expected and encouraged to include your own thoughts and perspectives and experiences, or **formal**, in which case you are expected to write from a more neutral standpoint and follow a stricter structure. In both case remember that your writing should be focused on telling the reader something and moving the reader from one point to another. 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. Page lengths for all assignments assume 1 inch margins and double spaced lines.

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

Assignment Listing

- Weekly Analysis (20%) - Each student is expected to post their own analysis of the topics and readings each week. Each student is also expected to participate in online class discussions each week **by Wednesday at midnight**.
- Article Discussion (10%) – Each student will select 1 article (not video) from the schedule. During the scheduled week for that article, the student will submit a detailed analysis of that article to me. This analysis should include discussion of key ideas or findings, implications, comparisons to related articles or concepts, limitations of the study or protocol, and discussion of its usefulness in the current environment. This analysis is **formal** and should be between 2 and 4 pages. The analysis should also be copied to Sakai under that week's lesson. Articles should be posted and submitted by Thursday night – just before the week's lesson. Articles should be selected by **August 27th**. First come, first served.
- Information Seeking Diary (10%) – Each student will keep a diary or journal of a personal information-seeking event and analyze the event in terms of the concepts and ideas discussed in the course. To be completed by **October 29th**. This is an **informal** paper.
- Choose Your Own Assignment (40%) – Select an assignment from the choices listed in the Assignment Detail document, or design your own. The initial deliverable will be a description of your assignment choice, including its relation to the course, due on **September 3rd**. The final deliverable is due **November 19th**.
- Final Reflection Paper (20%) - Each student will sum up their entire class experience using class notes, readings, and discussions. Papers are **informal** and should be 7-10 pages long. Due during final exam period. This assignment takes the place of a final exam.

