

**INLS 500: HUMAN-INFORMATION INTERACTIONS**

**Fall 2021**

**Remote-synchronous**

**Tuesdays & Thursdays 9:30-10:45 AM**

**Instructor**

Emily Roscoe, MPA, JD, PhD

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Appointments upon request

Emergency phone: 919.770.0258

**\*The instructor reserves the ability to alter and update the syllabus as necessary.**

**Course Information**

This course surveys human-information interactions through a broad examination of the development of information science. Students examine cognitive, affective, social, organizational approaches to understanding interactions between people and information. This course places special emphasis on the role of information professionals and information systems as mediators. Students apply theories to analyze salient issues as well as personal informational behaviors and practice.

At course end, students will have achieved the following goals:

* Be familiar with the empirical and theoretical literature related to information-seeking (including information needs, actions resolving those needs, roles of human and machine intermediaries, and retrieval and use of information)
* Understand key concepts related to the ways in which information is created, structured, disseminated, and used
* Develop skills in reading, writing, and discussing information science concepts, models, frameworks, and theories
* Critically apply theories and empirical findings to human-information issues

**\*You need not purchase a textbook for this course.**

**Sakai is the main platform we will use for communicating with each other (syllabus, assignments, messages, etc.). I recommend printing all readings. Much research indicates that tangibly engaging with items aids in retention of important concepts. Given current circumstances, I understand you may not have access to an ink printer. If this is so, I encourage you to use digital tools with interactive functionality that allow you to highlight and annotate as you read and analyze the materials.**

**\*I have provided a citation for each assigned reading or video in the detailed schedule in the syllabus. I have not provided a resources file in Sakai with the PDFs or links to the materials (unless it is an excerpt from a monograph); this was intentional. As information professionals, you must be able to retrieve materials in databases, catalogues, etc. immediately upon request even if the particular retrieval platform is new to you. Therefore, I believe requiring you to use the UNC Library collection and resources to prepare for class will strengthen your information searching skills. If you are struggling to access a required reading, please contact me, and I will promptly help.**

**Assessments**

1. Class-Leading of Session Topic (25%)
2. Analysis of an Info-Seeking Event (25%)
3. Needs Assessment for Selected Group (25%)
4. Final Exam (25%)

**Grading**

UNC graduate students are evaluated on the H/P/L/F scale. The following are the specifics used for this course:

* 95%+ = High Pass: Clear excellence; beyond expectations for the course
* 80%-94% = Pass: Entirely satisfactory; fully meets expectations for the course
* 70%-79% = Low Pass: Minimally acceptable; clear weaknesses in performance
* 69% and below = Not Passing: Unacceptable performance

***All academic work in this course is to be your own work, unless otherwise specifically provided. It is your responsibility, if you have any doubt, to confirm if collaboration is permitted.***

*University Policies*

**Honor Code:** The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility. If you have questions about your responsibility under the honor code, please bring them to your instructor or consult with the office of the Dean of Students or the Instrument of Student Judicial Governance. This document, adopted by the Chancellor, the Faculty Council, and the Student Congress, contains all policies and procedures pertaining to the student honor system. Your full participation and observance of the honor code is expected.

**Disability Accommodations:** If you have a disability that qualifies you for academic accommodations, please provide a letter of accommodation from the UNC Accessibility Resources and Service (ARS) department. If you have a medical condition or physical disability that may require reasonable accommodation to ensure equal access to this course, please contact the ARS department.

**Weekly Schedule/Readings**

* Read all assigned materials prior to class
* Demonstrate good faith preparation of the materials in class
* Contribute to class discussion with analytical, impartial thoughts and insights. Avoid over-speaking; political advocacy is not appropriate in this course.
* Think critically about the material. Ask questions of the author[s] and their conclusions. Try to see “the other side” and challenge your natural inclinations and opinions.

**\*Adhering to these simple rules leads to a meaningful classroom experience**