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<u>Course Information</u>

Course Format

This course is delivered as an online course, with a supporting Canvas website. All course materials are provided online, with the expectation that you will obtain other supplemental materials online in order to complete your assignments. This is a seminar course. You are expected to interact with the class from your own experiences, readings, and research.

Course Descriptions

Human cognitive behavior in seeking, searching for, browsing, evaluating, and using information. Concepts and contexts of types of knowledge and information need. Professional methods and

practice in user needs assessment, user profiling, and mediation processes for purposes of developing user-centered information systems and services.

Prerequisites

There are no prerequisites for INFO 5040.

Learning Modules

The course content of INFO 5040 is organized into eight learning modules:

Module 1: Basic Concepts & Information Horizon
Module 2: Research Concepts
Module 3: Information Behavior Models and Theories
Module 4: Information Need Situations
Module 5: Information Seeking and User Roles/Contexts
Module 6: Research Methods
Module 7: Information Searching
Module 8: Information Behavior and Social Media

Course Goals and Objectives

Goals:

The major goal is to introduce a variety of perspectives (such as relevant concepts, models, theories, research methods, and user groups) on human information behavior. Upon completion of this course, you should be able to understand:

- Major models of information need, seeking, searching, evaluation, and use.
- User-centered approaches to developing and improving information services and systems.
- Major research methods for collecting and analyzing data on information behavior.
- Skills required for conducting literary and empirical research.

Objectives:

The objectives are for you to be able to:

- Locate, assess, synthesize, and criticize research literature on a specific information behavior topic.
- Develop an original professional project proposal including data-collection instruments.
- Collect data on actual user behavior in a prescribed setting using established research methods.

Course Materials

Textbook

Case, D. and Given, L. (2016). *Looking for information: A survey of research on information seeking, needs, and behavior (4th ed.)*. UK: Emerald Group Publishing.

Recommended Texts

[1] Fisher, K.E., Erdelez, S., & McKechnie, L. (2005). *Theories of Information Behavior*. Medford, NJ: Information Today.

[2] Spink, A. (2011) *New Directions in Information Behaviour*, Bradford: Emerald Group Publishing Limited.

[3] Ford, Nigel (2015) *Introduction to Information Behaviour*, Facet Publishing, UK.

Required Readings, Supplementary Readings

There are supplemental required readings for each of the ten modules. Required readings are listed on the Canvas course website; they are either directly linked from the website or can be easily retrieved through the UNT Libraries main catalog or electronic resources database (http://www.library.unt.edu/).

Course Requirements

Module Learning Activities (45% of Final Grade)

Each module will have a single deadline for completion of the readings and discussion participation on readings and ideas.

- Discussion Leader (5%). Each student can sign up one learning module topic and lead the discussion by proposing one or two relevant/interesting questions addressing real-world problems. The purpose of this activity is to motivate students to think through real-world problems and put the suggested theories, models, and methods into practice. One learning module topic can have multiple (2~3) discussion leaders who can work together to frame the discussion questions or post separate questions. This will require reading at least a couple of papers instead of reading one assigned reading. Those leading the discussion are not required to submit an article review but have to interact with their peers as they see fit and summarize the module discussions.

- Article Review (24%). A short reading review/reflection is required for each module with assigned readings. Select two articles that interest you from the assigned readings and write a synthesized review based on your summary and responding one or two discussion question(s) proposed by discussion leaders. The review should be between 600 and 1000 words. Please post your review in the discussion board.

- Online Discussions (16%). All students have to read the peers' reviews and comment on two other postings in a substantial way. Simply commenting "I agree with you!" would not count. Students should share ideas or concepts relevant to the corresponding module discussion and respond constructively to two other students' postings. The two postings in total should be at least 150 words.

Personal Observation (10% of Final Grade)

Short paper (2~3 page) describing of your own information behavior in finding and giving information, discussing your personal Information Horizon and illustrating it with a mind map.

Public Observation (10% of Final Grade)

Short paper (2~3 page) describing information behavior observed in a physical public place or online public domain, outlining your subject's Information Horizon as you observe it, and illustrating it with a mind map.

User Group Analysis (15% of Final Grade)

In-depth literature-based report on information behavior of a selected type of users, discussing the general information Horizon of those users, and illustrating it with a mind map. May be done with a partner.

Professional Project Proposal (20% of Final Grade)

Proposal for developing an information service or product with a focus on information needs assessment and evaluation methods. Includes design and pilot testing of a data-collection instrument. Examples of instruments include surveys, interview questions, and observation check list. Paper may be done with a partner. This proposal accounts for 20% of final grade, including 5% for pre-proposal.

PS: If you do the user group analysis and/or professional project proposal assignment with a partner, the papers are expected to be longer, and both of you will receive the same grade based on the quality of the paper. The writing should be seamless; that is, the reader should not be able to tell which parts were contributed by whom.

Late Work: We will not grade any late work unless you *notify* the instructor and the TA *24 hours before the assignment is due*. However, **five points** will be deducted for each day an

assignment is late. Extensions may be granted in advance of the due date with reasonable explanations. Exceptions may be made on an individual basis in cases of emergency.

Human subjects

Surveys, interviews, experiments, and other methods for collecting data from people should be carefully designed to avoid not only unscientific biases in the data, but also unethical or illegal treatment of respondents. You should be aware that there are legal restrictions on collecting and disseminating data in human subjects research and ask your instructor before proceeding. Minimal data collection is required for assignments in this course. This is legal without prior approval by the UNT Institutional Review Board, which states:

> *In general, research that involves data gathered solely for internal UNT use (e.g., course evaluation, program evaluation, or institutional research) or as part of a classroom project that will not be presented outside the classroom does not need to be reviewed by the IRB. However, if the results of this research will be disseminated publicly in any way, then the research is subject to review by the IRB. If no public dissemination is planned at the time the data is gathered, but the possibility of future dissemination exists, the researcher is advised to submit the project for IRB review and approval before initiating the research. Publication of an article in an academic journal, presenting the study at an academic conference, and using human subjects research data in a master's thesis or doctoral dissertation are all considered to be contributing to "generalizable knowledge" and thus prior IRB review and approval is required.*

See UNT IRB Guidelines (https://research.unt.edu/faculty-resources/research-integrity-and-compliance/use-of-humans-in-research) for more information.

Assessment and Grading

Assignment grading is based on rubric attached to each assignment description on Blackboard.

Activities	Grading Percentages
Learning module activities	45%
Personal observation	10%
Public observation	10%
User group analysis	15%
Professional project proposal	20%

Grading Scale

The UNT scale for grading is as follows:

A (Excellent work) = 90 - 100 points

B (Good work) = 80 - 89 points

C (Fair work) = 70 - 79 points

D = 60 - 69 points

F = 59 points and below

Grading Criteria

- Deadlines: All assignments must be submitted via the Blackboard before midnight on the due date. **Five points** will be deducted for each day an assignment is late. You must notify the instructors if your assignment will be late.
- Completeness: Assignments are detailed. Avoid losing points for incompleteness or failure to follow instructions. If you do not understand the assignments, ask the TA or the instructor for help prior to the deadline.

Grading Timeframe

You can expect to receive a grade for any graded assignment approximately seven to ten days after the assignment's due date. If you submit an assignment before the due date, please do not include early days in your day count. The instructor will contact the students if the grading goes beyond that timeframe.

Course Schedule (subject to change at instructor's discretion)

No.	Week	Activities	Assignment Due
1	1/13 ~ 1/20	Welcome and Course Introduction Self- Introduction assignment (Discussion Board) Online meeting for course orientation and mind/concept mapping introduction. (Follow the link posted in Canvas to join the meeting.)	1/20

No.	Week	Activities	Assignment Due
2	1/21 ~ 1/27	Module 1 (Basic Concepts & Information Horizon) Article Review and Discussion post (Discussion Board) Textbook: Ch1~2	1/27
3	1/28 ~ 2/3	**Personal Observation short paper** (Turnitin Assignments)	2/3
4	2/4 ~ 2/10	Module 2 (Research Concepts) Article Review and Discussion post (Discussion Board) Textbook: Ch3~4	2/10
5	2/11 ~ 2/17	Module 3 (Models and Theories) Article Review and Discussion post (Discussion Board) Textbook: Ch7~8	2/17
6	2/18 ~ 2/24	**Public observation paper** (Turnitin Assignments)	2/24
7	2/25 ~ 3/2	Module 4 (Information Need Situations) Article Review and Discussion post (Discussion Board) Textbook: Ch5~6	3/2
8	3/3 ~ 3/9	Module 5 (Information Seeking and User Roles/Contexts) Article Review and Discussion post (Discussion Board) Textbook: Ch7 (cont.), Ch10	3/9
9	3/10 ~ 3/16	**Spring break (no classes)**	
10	3/17 ~ 3/23	**User group analysis paper** (Turnitin Assignments)	3/23

No.	Week	Activities	Assignment Due
11	3/24 ~ 3/30	Module 6 (Research Methods) Article Review and Discussion post (Discussion Board) Textbook: Ch9	4/2
12	3/31 ~ 4/6	Module 7 (Information Searching) Article Review and Discussion post (Discussion Board) Reading: Kuhlthau's classic model "Information Search Process"; White (2016) Interactions with Search Systems (Ch1)	4/6
13	4/7 ~ 4/13	Module 8 (Information Behavior and Social Media) Article Review and Discussion post (Discussion Board) Textbook: Ch11 Reading: Khoo, C.S.G. (2014). Issues in information behaviour on social media. *LIBRES,* 24(2), 75-96.	4/13
14	4/14 ~ 4/20	**Professional project pre-proposal** (Turnitin Assignments)	4/20
15	4/21 ~ 4/27	**Professional project proposal presentation** (Discussion Board)	4/27
16	4/28 ~ 5/4	**Professional project proposal paper** (Turnitin Assignments)	5/4

Technical Requirements / Assistance

The following information has been provided to assist you in preparation for the technological aspects of the course. The University Information Technology (UIT) Helpdesk offers helpful resources and addresses any issues that might arise with Blackboard Learn. http://www.unt.edu/helpdesk/

1. Be sure you are using a supported web browser:
   http://help-archives.blackboard.com/Blackboard-Learn/9.1/SP09/EN-US/NAHE/student/Content/_about/about_browsers.htm?SearchType=Stem&Highlight=SP9
   Commonly used 3rd party plug-ins you may need to install for this course:
   - Acrobat Reader
   - Real Player
   - Flash
   - Shockwave
   - Windows Media Player
   - The above are accessible via
     http://remedy4.ars.unt.edu:8080/rkm/viewdoc.jsp?doc=372&sid=17234&type=Published&terms=quick_searchTerms&user=Self%20Help

2. Additional help for using Blackboard Learn:
   http://help-archives.blackboard.com/Blackboard-Learn/9.1/SP09/EN-US/NAHE/student/index.htm
   The UIT Helpdesk recommends using Java version 7 update 10.
   You will need word processing software such as Word 2010. Acceptable file formats include .txt, .rtf, .doc, and .docx.

3. Student Support
   The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
   Website: http://www.unt.edu/helpdesk/
   Phone: 940.565.2324
   In Person: Sage Rm. 130
   Regular hours are maintained to provide support to students. Please refer to the website for updated hours.

Access & Navigation

- **Access and Log in Information**
  This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu/.
  You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: https://ams.unt.edu/.

- **Blackboard Learn Student Orientation**
  As a student, you will have access to the "Blackboard Learn Student Orientation" tutorial via Blackboard Learn. You are strongly encouraged to become familiar with the tools and tutorials within the student orientation to better equip you to navigate the course.

- **Accessing Grades**
  As assignments are graded, grades will be posted in the class grade book. Effort will be made to complete grading and post grades expeditiously, so please be patient. If a student has a question about a grade, please consult the rubric first before contacting the instructor.

- **Assignment Submission Instructions**
  Please do not wait until the last minute to post assignments as technical problems may occur.

IT Resources

- UNT Portal: http://my.unt.edu
- UNT Blackboard Student Resources: Technical Support:
  http://www.unt.edu/helpdesk/bblearn/
- General access computer lab information (including locations and hours of operation) can be located at: http://www.gacl.unt.edu/
- UNT Library Information for Off-Campus Users:
  http://www.library.unt.edu/services/facilities-and-systems/campus-access
- UNT Computing and Information Technology Center:
  https://citc.unt.edu/help-support/students
- Computer Lab at Discovery Park:
  http://www.ci.unt.edu/main/ViewPage.php?cid=235

Policies

ADA Accommodation

If you have a disability and require accommodation under the terms of the federal Americans with Disabilities Act (ADA), you must present a written accommodation request to the primary instructor by the end of the *second week of the semester*.

You should submit a request even if it is possible that accommodation may not be necessary later in the semester. You should register with the UNT Office of Disability Accommodation (ODA; http://www.unt.edu/oda/ or 940-565-4323), which provides many kinds of support services.

Procedures are explained in the Disability Accommodation Policy **18.1.14** in the *UNT Policy Manual* (http://www.unt.edu/policy/UNT_Policy/volume3/18_1_14.html)

Netiquette

Free of Disruptions – Students have the right to pursue an education without disruption or interference and to expect enforcement of norms for acceptable classroom behavior that prevents disruption of the teaching/learning process.

> *Responsibility: Students may not disrupt class or any other University process by any means whatsoever (including sideline conversations, comments, arguments, noise of any kind or other activity which would hinder access to or utilization of academic information)*

--#8 from "The Ten Student Academic Rights and Responsibilities", UNT Code of Student Conduct

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT.

Students engaging in unacceptable behavior will be **barred from the classroom/course website** and the instructor may refer the student to the [Center for Student Rights and Responsibilities](#) to consider whether the student's conduct violated the [Code of Student Conduct](#). The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc.

Only topics related to the course content should be discussed during class time. Talking out-of-turn during a lecture/chat or engaging in inappropriate discussions in the Discussion boards is distracting to others in the class.

Failure to follow these guidelines will result in your:

- being asked to leave the classroom and/or instructor **barring** you from the course website,
- receiving a "zero" on class activities (assessment, assignment, test, etc.), and
- possibly being referred to the Center for Student Rights and Responsibilities (see above information and web address)

Therefore, be respectful of the instructor and other students around you.

UNT Policies

Academic Honesty Policy

You are encouraged to become familiar with the University's Policy of Student Academic Integrity. The content of the policy applies to this course. You should fully understand and adhere to all policies and guidelines applicable to UNT student academics and activities. If you are in doubt regarding the requirements, please consult with the instructor before you complete any requirements of the course.

ADA Policy

The University of North Texas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found here. Also, you may visit the Office of Disability Accommodation in the University Union (room 321) or call us at (940) 565-4323.

Add/Drop Policy
Please refer to the UNT Faculty Handbook or your department regarding the Add/Drop Policy.

Code of Conduct
Please refer to the UNT Faculty Handbook or your department regarding the Student Code of Conduct Policy.

Important Notice for F-1 Students taking Distance Education Courses:
Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at https://studyinthestates.dhs.gov/us-immigration-and-customs-enforcement. The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document:

https://www.govinfo.gov/content/pkg/CFR-2011-title8-vol1/pdf/CFR-2011-title8-vol1-sec214-2.pdf

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.