

# **INFO 5600: Information Access & Knowledge Inquiry**

## **Sections 001, 003, 004, 005, & 006**

### **Fall 2020**

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You may contact the faculty any time via Canvas, and office hours are by appointment.

## **Introduction**

This core course will introduce you to the field of information access and knowledge inquiry. More than ever, the world is information dependent, and we need to efficiently and effectively organize, access, retrieve, evaluate and deliver information.

As information professionals dealing with the area of information access and knowledge inquiry, we need to be aware of the wealth of information resources available to meet the needs of our users. This course gives you the opportunity to become the link between the user and information resources.

The following is a list of the topics and types of information resources we will explore throughout the semester:

### **Major Topics:**

- The Nature of Information
- Philosophy, Ethics, and Information Access
- Technology Used to Deliver Information Services
- Mobile and Social Media
- Modeling Information Needs
- Patterns of Information Seeking Behavior
- Users and Systems
- Interfacing with the User
- Resource Management
- Evaluation of Resources
- User Services
- User Instruction

- Profiling the User
- Administration and Management Issues

### **Types of Information Resources:**

- Dictionaries
- Encyclopedias
- Bibliographies & Catalogs
- Databases, Indexes, & Abstracts
- Serials
- Internet (including search engines)
- Data & Statistical Sources
- Directories
- Handbooks & Manuals
- Almanacs & Yearbooks
- Biographical Sources
- Geographical Sources
- Government Information Resources
- Digital Library Collections

This core course is time consuming, and you will need to plan to spend a minimum of 10-12 hours per week on your assignments. You will be learning thorough reading, so it will require dedication, time management, and critical thinking. **Work of high quality is expected to be submitted by the scheduled due dates.**

Get to know your fellow classmates as this will create a sense of community in the course. Many of you will take other courses together, and this experience will help you create a bond with other students that could last beyond your time in the program. Networking is an important part of our profession, and this class will give you an opportunity to network with future information professionals.

Looking forward to working with you this semester!

### **Required Textbook**

The required textbook for the course is: Wong, M.A., & Saunders, L., eds. (2020). *Reference and information services: An introduction*. 6th ed. Santa Barbara, CA: Libraries Unlimited.

### **Course Description**

Epistemological foundations of information use. Basic principles and techniques of information retrieval and knowledge inquiries. Survey of research in information seeking behavior and user interaction. Introduction to systems of access, search, retrieval and navigation skills, as well as reference collection management and services. Study of evaluation methods for all formats of resources, services, and user satisfaction.

### **Course Learning Outcomes**

By the end of the course, students will be able to:

1. Explain the foundations, philosophy, and ethics of information services.
2. Describe issues concerning users and diversity.
3. Identify the attributes of information behavior.
4. Use and evaluate information resources.
5. Describe basic principles of information retrieval.
6. Demonstrate search and retrieval skills.
7. Conduct a reference interview.
8. Explain effective practices in information and instructional services.
9. Identify the elements of collection management of information resources.
10. Describe management responsibilities.
11. Articulate the purpose of evaluation and evaluate information access services.
12. Describe and evaluate information technologies.
13. Summarize emerging trends and issues in the field of information access and knowledge inquiry.

## Course Content and Organization

**Two major components, Foundation Lessons and Resources, comprise the course content and are organized into modules.**

**Foundation Lessons** (e.g. Foundation Lesson: Information in Society) contain basic concepts of information access and knowledge inquiry.

Each lesson includes lecture(s) and readings as appropriate.

**Resources** (e.g. Resource: Dictionaries) present the practical application tools necessary to be able to access and retrieve information efficiently and effectively.

For each type of resource (e.g. dictionaries), there is a lecture, textbook readings, and a list of information resources (print and electronic) as appropriate. Note: The lectures serve as an overview of each type of resource and should be reviewed **before** reading the textbook materials.

## Course Assignments

The course assignments include the following:

- Reading Reflection and Information Services Philosophy
- Information Hunts and Evaluations Assignments
- Final Project, Parts I & II
- Chat: Case Study

## *Reading Reflection and Information Services Philosophy (20%)*

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|---------------------|--|
| <b>Purpose</b>      | To provide the student with a general introduction to major issues in information access and knowledge inquiry and to the world of information resources. To enhance students' critical thinking skills and ability to synthesize information. To formulate students' personal philosophy of providing information services.   |
| <b>Description</b>  | <p>The reading assignments are organized around the two major components of the course: Foundation Lessons and Resources.</p> <p><b>Readings for Foundations Lessons:</b></p> <p>Each of the lessons has readings, composed of textbook chapters, journal articles, and Web sites. The readings are accessible in the Modules with each Foundation Lesson.</p> <p>The following key will help you to locate the journal articles in the UNT Libraries' electronic databases.</p> <ul style="list-style-type: none"><li>• <b>(E)</b> = EBSCOhost</li><li>• <b>(ECO)</b> = Electronic Collections Online via FirstSearch</li><li>• <b>(EJ)</b> = Emerald Journals</li><li>• <b>(L)</b> = Library &amp; Information Science Source</li><li>• <b>(P)</b> = ProQuest</li><li>• <b>(PM)</b> = Project Muse</li><li>• <b>(S)</b> = Science Direct</li><li>• <b>(SA)</b> = SAGE journals</li><li>• <b>(SP)</b> = SpringerLink</li><li>• <b>(TF)</b> = Taylor &amp; Francis</li><li>• <b>(OL)</b> = URL/Internet Site</li></ul> <p><b>Readings for the Resources:</b></p> <p>The readings for the types of resources (e.g. dictionaries) are primarily composed of textbook chapters.</p> |
| <b>Instructions</b> | <p><b>Readings for Foundations Lessons:</b></p> <p>Compose a document that includes both Parts I and II below.</p> <p><b>Part I: Reflective Summary</b></p>  |

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|                   | <p>Read all of the Foundation Lesson readings for the entire semester and write a reflective summary, which includes the following elements:</p> <ul style="list-style-type: none"> <li>• a listing of the five (5) key points you have learned over the course of the semester from the readings</li> <li>• the rationale for each point based on your readings</li> <li>• a list of references with a <i>minimum</i> of five (5) readings (maximum of two (2) can be from the course textbook) from the Foundation Lessons readings.</li> </ul> <p><b>Part II: Personal Information Services Philosophy</b></p> <p>Read "Developing your Reference Philosophy" (pages 726 to 728) in the course textbook. After reading this, formulate your own personal information services philosophy statement (200-300 words in length)</p> <p>Format in-text citations and references according to American Psychological Association (APA) 7th edition.</p> <p><b>Readings for the Resources:</b></p> <p>Read the textbook chapters as indicated in the Modules with each Resource.</p> |
| <b>Submission</b> | <p><b><u>Foundation Lesson Readings:</u></b> Submit your Reading Reflection and Information Services Philosophy to Canvas in the Modules area.</p>  |

### *Information Hunts and Evaluations Assignments (40%)*

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| <b>Purpose</b>     | <p>To familiarize students with a broad range of information resources in a variety of formats. The <b>Information Hunts</b> assess the students' ability to use print and electronic information resources. The <b>Evaluations</b> provide the students with an opportunity to learn how to evaluate information resources. Also, this assignment allows students to learn how to use information resources in meeting the information needs of users.</p> |
| <b>Description</b> | <p>The Information Hunts and Evaluations (e.g. Dictionaries: Information Hunts and Evaluations) relate to corresponding Resources (e.g. Resource: Dictionaries).</p>  |

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|                            | <p>Each assignment includes three (3) information hunt questions and one (1) evaluation to be completed using print and/or electronic resources.</p> <p>The Information Hunts and Evaluations are divided into four groups as follows:</p> <ul style="list-style-type: none"> <li>• <b>Hunt/Evaluation I:</b> Dictionaries, Encyclopedias, and Bibliographies and Catalogs</li> <li>• <b>Hunt/Evaluation II:</b> Databases, Indexes and Abstracts, Search Engines, Directories, and Serials</li> <li>• <b>Hunt/Evaluation III:</b> Almanacs and Yearbooks, Handbooks and Manuals, Biographical Sources, and Geographical Sources</li> <li>• <b>Hunt/Evaluation IV:</b> Government Documents, Data and Statistical Sources, and Digital Collections</li> </ul>  |
| <p><b>Instructions</b></p> | <p>Review the lecture, readings, and list of information resources available in the Modules that correspond to the type resource of the Information Hunts and Evaluations assignment you are going to complete.</p> <p>The Information Hunts and Evaluations assignments are accessible through the Modules.</p> <p><b>Information Hunts</b></p> <p>Information Hunt answers should include the source where you found the information and the answer.</p> <p>For <b>print sources</b>, include citation information for the source as well as the title of the source that you used, the date published, and the <b><u>page number on which you found the answer</u></b>, and the answer itself. To get full credit for an answer, you <u>must include the page number</u>.</p> <p>For <b>electronic sources</b>, include citation information for the source as well as the title of the source that you used and appropriate citation information (such as the URL of the page on which you found the answer), and the answer itself. <b>In the event that your search leads you from one source to another, include your path to the answer.</b></p> <p><b>Note:</b> See examples below on how to answer an Information Hunt question.</p> |

## Evaluations

Do not evaluate a resource previously used to answer the information hunt questions.

For each information resource selected, you will:

- Analyze the resource in depth.
- Provide bibliographic information for the resource, such as the title, publication date, author/editor/producer, and publisher/URL.
- Give an **original** evaluation of the resource, which includes authority, scope, and arrangement.
- Provide your recommendation for the type of user group for which this source would be appropriate.

**Do not “copy and paste” from the evaluated source, as this constitutes plagiarism.**

Use the template provided below to complete your evaluations.

### About the Source

*Title:*

*Copyright Date:*

*Author/Editor and/or Producer:*

*Publisher (if a print source):*

*URL (if an electronic source):*

### Evaluation

*Authority:*

*Scope:*

*Arrangement:*

*Recommendation:*

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| <b>Submission</b> | Submit your answers to the Information Hunts and Evaluations quizzes linked in the Modules. The quizzes may be turned in throughout the semester as long as they are submitted by the designated <u>due dates</u> .   |
| <b>Examples</b>   | <p><b><u>Information Hunt Answer Using a Print Source</u></b></p> <p>Resource Type: Dictionaries<br/> Question: My friend from Georgia often talks about goobers. What are they?</p> <p>Your response should be:</p> <p><b>Answer:</b> Peanuts<br/> <b>Source:</b> The American Heritage Dictionary, 2nd College Ed. (1982), p. 567.</p> <p><b><u>Information Hunt Answers Using Electronic Sources</u></b></p> <p>Resource Type: Dictionaries<br/> Question: My friend from Georgia often talks about goobers. What are they?</p> <p>Your response should be:</p> <p><b>Answer:</b> Peanuts<br/> <b>Source:</b> Merriam-Webster Online Dictionary - <a href="http://www.merriam-webster.com/dictionary/goobers">http://www.merriam-webster.com/dictionary/goobers</a></p> <p>Resource Type: Dictionaries<br/> Question: When did the idiom "pull someone's leg" originate?</p> <p>Your response should be:</p> <p><b>Answer:</b> Late 1800s<br/> <b>Source:</b> The American Heritage Dictionary of Idioms (1997). p. 516 (UNT e-Books Collection)</p> |



## **Evaluation of an Electronic Source**

### **About the Source**

*Title:* Dictionary.com

*Copyright Date:* 2020

*Producer:* Dictionary.com, LLC

*URL:* <http://www.dictionary.com>

### **Evaluation:**

*Authority:* It published by Dictionary.com, LLC, and it is current as of 2020. Dictionary.com has 5.5 billion word searches annually, and it has been in existence for the past 20 years. The primary content of Dictionary.com is from Random House Unabridged Dictionary and enhanced with content from American Heritage and Harper Collins.

*Scope:* Dictionary.com includes millions of words, and for each word, it provides the definition, pronunciation key (both written and audio), origin of words, and written illustrations (examples). It features "Word of the Day" and has a presence in various social media outlets, such as Twitter. Dictionary.com is also available in Spanish.

*Arrangement:* The homepage has a simple search box; however, the rest of the page is very busy with highlighting different features of the resource. It features "Word of the Day." Additionally, you can browse the dictionary using the A to Z index at the bottom of the homepage.

*Recommendation:* This would be a very useful source for all ages of users – from children to seniors – due to the easy navigation and scope of words included in Dictionary.com.

## ***Final Project, Parts I & II (35%)***

### **Purpose**

To give the students experience in developing an instructional information service for specific clientele in a particular setting.

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| <b>Description</b>  | <p>The final project consists of developing an instructional information service to teach a specific audience or community about a particular <b>information resource or technology</b> by working in groups.</p> <p>Students will divide themselves into groups of 1 to 3 people for this project. For groups consisting of more than 1 person, <b>a group leader must be selected</b>. The group leader is responsible for communicating with the faculty and overseeing the project progress.</p> <p>Each group will develop:</p> <ol style="list-style-type: none"> <li>1. A project overview, which includes a needs assessment, marketing and evaluation plan.</li> <li>2. An instructional presentation, which includes the content that will delivered to the intended audience.</li> </ol> <p>The faculty will evaluate the depth, scope, organization, and content of the service.</p>  |
| <b>Instructions</b> | <p>The final project will be developed in <b>two (2)</b> parts in order to help your team progress through the project. They are as follows:</p> <p><b><u>1. Project Topic (Required, but not Graded):</u></b> Each team will select an instructional information service to develop, and the faculty must approve topics. In your submission of the topic, include:</p> <ul style="list-style-type: none"> <li>• Name of your group (include the name of the group leader and other group members as applicable)</li> <li>• Title of your instructional information service</li> <li>• Intended audience of your service</li> <li>• Brief description of the setting of your service</li> <li>• Brief description of your service - no more than a paragraph</li> </ul> <p>Examples of potential services include:</p> <ul style="list-style-type: none"> <li>• Teaching senior citizens how to use e-books at a senior center</li> <li>• Instructing physicians how to use PubMed in a health sciences library</li> <li>• Teaching library staff about Twitter in a public library</li> <li>• Instructing elementary school students how to use the library catalog in a school library</li> <li>• Teaching undergraduate students how to use the UNT Portal to Texas History in university classrooms</li> </ul> |

**2. Project, Parts I & II (35%):** Each group must develop a project that includes two parts.

**Part I: Overview (20%, Word document)**

The overview should be written in a narrative format (12 pt font, double-spaced), and include the following elements:

- Name of your group (include the group of the group leader and other group members as applicable)
- Title of your instructional information service
- Intended audience of your service
- Brief description of the setting of your service
- Needs assessment for your service
  - Explain in detail how you would assess a need for this service
  - Include a minimum of two (2) references from relevant literature to support a need for the service
  - Provide data collection instruments (i.e. surveys, focus group questions)
- Marketing for your service
  - Describe how you would market the service
  - Include examples of any promotional materials that would be used (i.e. flyers, social media messages)
- Evaluation plan for the service
  - Describe how you would evaluate the effectiveness of the service
  - Provide data collection instruments (i.e. surveys, interview questions)
- References
- Bulleted list of each group member's contributions to Parts I & II of the Final Project as applicable (Note: **Be specific**, as this information will be considered when assigning grades for each group member for the project.)

The faculty will grade the overview in terms of quality versus quantity of content, so there are no set guidelines in terms of length of the document.

**Part II: Presentations (15%, PowerPoint, Google Slides, or another presentation format to be approved by the faculty)**

The presentation should include the following elements:

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|                   | <ul style="list-style-type: none"> <li>1: The title of your instructional information service and the name of your group leader and the names of the other group members as applicable</li> <li>2: A brief description of the service, which includes the setting and intended audience</li> <li>3: The learning outcomes of your service</li> <li>4: The instructional content of the service to be delivered to your audience – this is the actual content that you would be using to teach your audience <b>(minimum 10 slides)</b></li> <li>5: List of references used to develop the presentation</li> </ul> <p>Note: Be creative with your presentation!</p> |
| <b>Submission</b> | <p>The parts of the final project must be submitted as follows:</p> <p><b><u>Project Topic:</u></b> Each group leader or his/her representative should submit the topic as a Word document to Canvas.</p> <p><b><u>Project Parts I &amp; II:</u></b> Each group leader or his/her representative should submit Part I as a Word document and Part II as a PowerPoint or other presentation format to Canvas.</p> <p><b><u>Project Part II:</u></b> Each group leader or his/her representative should post Part II to the appropriate discussion in Canvas.</p>  |

### *Chat: Case Study (5%)*

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| <b>Purpose</b>      | To engage the students in a discussion of a case study related to information access and knowledge inquiry, and to foster a sense of community within the course.   |
| <b>Description</b>  | Students will attend and participate in a synchronous, small group chat with the faculty.   |
| <b>Instructions</b> | Students are expected to participate in the scheduled case study chat. Directions for participating in the case study chat will be posted in the Announcements at least one week prior to the scheduled case study chats. |
| <b>Submission</b>   | Students must attend and participate in the case study chat discussion.   |

## Grading Information

As you progress through the course, you can view your grades and comments on assignments and quizzes completed in Canvas. You may also view an entire list of your grades in Canvas under "Grades."

The faculty will make every effort to have grading completed for each assignment within one week of submission. Faculty will convey any delays in grading to students through the "Announcements."

## Technology Requirements

It is important to read and understand the Technology Recommendations (Hardware & Software) outlined here: <http://informationscience.unt.edu/technology-requirements>.

## Course Policies

### **Attendance**

Students are expected to fulfill their online responsibilities unless otherwise arranged with the course faculty. Not meeting this requirement may impact your final grade.

### **Communication within Course**

*Announcements:* The faculty will use this communication tool to share important information of interest to all students, and students are expected to read these messages.

*Email:* Faculty will make every effort to answer emails within 48 hours.

*Discussions:* Course communication channel visible to all students and faculty with access to course.

*Zoom:* The faculty will use this communication tool for synchronous online chats in the course. Students will need to have access to a webcam and microphone to participate.

### **Late Assignments**

Students are expected to submit all of their assignments on time unless other arrangements have been made with the faculty prior to the due date of the assignment(s).

### **Incompletes**

The UNT Graduate Catalog describes and explains grading policies. A grade of Incomplete (I) will be given only for a justifiable reason and only if the student is passing the course. The student is responsible for communicating with the instructor to request an incomplete and discuss requirements for completing the course. If an incomplete is not removed within the time frame agreed to by instructor and student, the instructor may assign a grade of F. <https://registrar.unt.edu/grades/incompletes>

### **Tracking**

Canvas enables the faculty to track information about your activity within the course.

## **University Policies**

### **Academic Integrity Standards and Consequences**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

**In this course, plagiarism will not be tolerated. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose a further penalty.**

### **Acceptable Student Behavior**

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 directed to leave the classroom and the instructor may refer the student to the Dean of Students 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. The Code of Student Conduct can be found at <https://policy.unt.edu/policy/07-012>.

### **ADA Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the

ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **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 (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

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](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

### **Intellectual Property**

Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.



## **Transmission and Recording of Student Images in Electronically-Delivered Courses**

This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.