INFO 5600: Information Access & Knowledge Inquiry
Section 001/005, Denton Web Institute
Fall 2016

Faculty

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Office Hours: 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. It has become obvious to our society that we need to efficiently and effectively organize, access, retrieve, and deliver information. The new information technologies have created an urgent need to learn how to evaluate the vast amount of information being produced. There are many issues that need to be addressed to understand information access and knowledge inquiry.

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 through the semester:

Major Topics:

- The Nature of Information
- Historical Overview of Information Services
- Philosophy, Ethics, and Information Access
- Technology Used to Deliver Information Services
- Mobile and Social Media
- Modeling Information Needs
- Profiling the User
- Patterns of Information Seeking Behavior
- Users and Systems
- Introduction to Databases
- Interfacing with the User
- Resource Management
- Evaluation of Resources
- User Services
- User Instruction
- Administration and Management Issues
- Digital Library Collections and Services

Types of Information Resources:

- Guides
- Dictionaries
- Encyclopedias
- Bibliographies & Catalogs
- Indexes & Abstracts
- Serials
- Internet (including search engines)
- 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. **Work of high quality is expected to be submitted on time as stated in the course calendar.**

Plagiarism will not be tolerated in this class. Watch the video entitled "Doing Research: Avoiding Plagiarism" linked in the Course Content, and take the quiz at the end of the video. If you take a screenshot of your completed quiz and email this to the instructors in Blackboard, you receive extra credit.

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: Bopp, R. E., & Smith, L.C., eds. (2011). *Reference and information services: An introduction*. 4th 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.

Learning Outcomes

Students will:

- Exhibit knowledge of the foundations, philosophy, and ethics of information services.
- Understand issues concerning users and diversity.
- Understand the attributes of information behavior.
- Demonstrate knowledge of information resources.
- Understand basic principles of information retrieval.
- Demonstrate search and retrieval skills.
- Conduct a reference interview.
- Acquire knowledge of the effective practices in information and instructional services.
- Understand the elements of collection management of information resources.
- Understand management responsibilities.
- Understand the purpose of evaluation and be able to evaluate information access services.
- Understand and evaluate information technologies.

Course Content and Organization

The course is organized into two major components: Foundation Lessons and Resources.

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

Readings Assignments (20%)

Purpose	To provide the student with a general introduction to major issues in information access and knowledge inquiry and to the world of information resources.

Description	The reading assignments are organized around the two major components of the course: Foundation Lessons and Resources.
	
	 Readings for Foundations Lessons:
	
	 Each of the lessons has readings, composed of textbook chapters, journal articles, and Web sites. The readings are accessible through the Course Content, under each Foundation Lessons: Lectures and Readings.
	
	 The Foundation Lesson readings have been divided into four sets as follows:
	
	 • **Set I: Background to Information Access and the Internet**
	    o Introduction to the Course
	    o Information in Society
	    o Information Resources and Evaluation
	    o Information Services, Information Professionals, and the Internet

- o   Modeling Information Needs
- **Set II: The User and System Design**
  - o   Users and Systems
  - o   Introduction to Databases
- **Set III: The Reference Process and Information Resources Development**
  - o   Interfacing with the User
  - o   Resources Management
- **Set IV: Services, Management, and Digital Libraries**
  - o   User Instruction
  - o   Administration and Management
  - o   Digital Library Collections

For each article in your reading list, you will find an associated letter code which indicates the database you will use from the UNT Libraries to find the reading.

Use the following key to locate the articles:

- **(E)** = EBSCOhost
- **(ECO)** = Electronic Collections Online via FirstSearch
- **(L) =** Library & Information Science Source
- **(P) =** Proquest Online
- **(PM) =** Project Muse
- **(S)** = Science Direct
- **(SA)** = SAGE journals
- **(SP)** = SpringerLink
- **(TF)** = Taylor & Francis
- **(OL)**= URL/Internet Site

Readings for the Resources:

The readings for the types of resources (e.g. dictionaries) are primarily composed of textbook chapters. The readings are accessible through the Course Content.

Instructions	**Readings for Foundations Lessons**: For each **Set**, you will have to read the readings and answer the discussion question (minimum of 400 words and a maximum of 500 words) citing at least <u>**five**</u> (5) readings. In your posting, include in-text citations and references to your chosen readings in American Psychological Association (APA) 6th edition format. Note that the References are not included in the word count. Additionally, you need to reply to at least <u>**one**</u> (1) other student's posting providing substantial feedback on what he/she has written (minimum 100 words and a maximum of 200 words). You will be answering a total of <u>**four**</u> (4) discussion questions throughout the course. **Readings for the Resources**: You are expected to read the textbook chapters as indicated in the Course Content.
Submission	<u>**Foundation Lesson Discussion Questions**</u>: • Submit your responses to the discussion questions in Blackboard Learn discussions labeled by set number. • The title of your posting should be Yourlastname - Set # (i.e. Smith - Set I). • Reply to a fellow student's posting in Blackboard Learn.

Information Hunts and Evaluations Assignments (40%)

Purpose	To familiarize students with a broad range of information resources in a variety of formats. The **Information Hunts** assess the students' ability to use print and electronic information resources. The **Evaluations** 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.

Description	The Information Hunts and Evaluations (e.g. Dictionaries: Information Hunts and Evaluations) relate to corresponding Resources (e.g. Resource: Dictionaries).
	Each assignment includes five (5) information hunt questions to be answered using print and/or electronic resources and two (2) evaluations, one (1) of a print resource and one (1) of an electronic resource.
	For **Search Engines**, **Indexes and Abstracts**, **Government Documents**, and **Digital Library Collections**, you will have to evaluate two (2) electronic sources.
	Print resources are paper documents, including books, magazines, etc. *Electronic resources* are those available in digital format, including Internet sites, online databases, e-books, and mobile apps.
	The Information Hunts and Evaluations are divided into four groups as follows:
	Hunt/Evaluation I: Guides, Dictionaries, Encyclopedias, and Bibliographies and Catalogs **Hunt/Evaluation II:** Indexes and Abstracts, Search Engines, Directories, and Serials **Hunt/Evaluation III:** Almanacs and Yearbooks, Handbooks and Manuals, Biographical Sources, and Geographical Sources **Hunt/Evaluation IV:** Government Documents, and Digital Collections

Instructions	Review the Resource Lecture, Readings, and List of Information Resources that correspond to the type resource of the Information Hunts and Evaluations assignment you are going to complete.

The Resource Lecture, Readings, and List of Information Resources are accessible through the Course Content.

The Information Hunts and Evaluations assignments are accessible through "Assessments" on the side navigational panel in Course Content.

NOTE: Look to the far left side of the page.

Information Hunts

Information Hunt answers should include the source where you found the information and the answer.

For **print sources**, include citation information for the source, including the title of the source that you used, the date it was published, and the **page number on which you found the answer**, and the answer itself. To get full credit for an answer, you <u>must include the page number</u>.

For **electronic sources**, include citation information for the source, including 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. **In the event that your search leads you from one source to another, include your path to the answer.**

Note: See examples below on how to appropriately answer an Information Hunt question.

Evaluations

For most of the information resource (e.g. Resource: Dictionaries) discussed throughout the course, you will select and evaluate **one** (1) print and **one** (1) electronic source.

For **Search Engines**, **Indexes and Abstracts**, **Government Documents**, and **Digital Library Collections**, you will have to evaluate **two** (2) electronic sources only. |

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

For each information resource selected, you will:

- Analyze the resource in depth.
- Provide a complete bibliographic citation for the resource in **American Psychological Association (APA) 6th edition format**.
- Give an **original** evaluation of the resource, which includes authority, scope, and arrangement.
- Create **one (1)** typical reference question that could be answered by that particular source, and provide the answer to that question as well as the page number/URL of where the answer can be found.
- Please do not "copy and paste" from the evaluated source, as this constitutes plagiarism.

Use the template provided below to complete your evaluations.

Bibliographic Citation:

Evaluation:

Authority:

Scope:

Arrangement:

Your Reference Question:

Answer:

Source:

Submission	Once you answer all of the questions in the Information Hunts and Evaluations assignment, press the submit button. Be sure to save your answers to each of the questions as you work through them. Question sets may be turned in throughout the semester as long as they are submitted by the designated <u>due dates</u> in the Course Calendar.
Examples	**Information Hunt Answer Using a Print Source**

Resource Type: Dictionaries
Question: My friend from Georgia often talks about goobers. What are they?

Your response should be:

> **Answer**: Peanuts
>
> **Source**: The American Heritage Dictionary, 2nd College Ed. (1982), p. 567.

Information Hunt Answers Using Electronic Sources

Resource Type: Dictionaries
Question: My friend from Georgia often talks about goobers. What are they?

Your response should be:

> **Answer**: Peanuts
>
> **Source**: Merriam-Webster Online Dictionary - http://www.merriam-webster.com/dictionary/goobers

Resource Type: Dictionaries
Question: When did the idiom "pull someone's leg" originate?

Your response should be:

> **Answer**: Late 1800s
>
> **Source**: The American Heritage Dictionary of Idioms (1997). p. 516 (UNT e-Books Collection)

Evaluation of an Electronic Source

Bibliographic Citation: Dictionary.com, LLC. (2015). Dictionary.com. Retrieved from http://www.dictionary.com

Evaluation:

Authority: It published by Dictionary.com, LLC, and it is current as of 2015.

Scope: Dictionary.com is an online dictionary that provides the definition, pronunciation key, and origin of words entered by the user. 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" and has a presence in various social media outlets, such as Twitter.

Your Reference Question: What is haggis? One of my Scottish friends talks about it a lot.

Answer: "a traditional pudding made of the heart, liver, etc. of a sheep or calf, minced with suet and oatmeal, seasoned, and boiled in the stomach of the animal."

Source: http://dictionary.reference.com/browse/haggis

Final Project (35%)

Purpose	To give the students experience in developing an instructional information service for specific clientele in a particular setting, and to provide the students with the opportunity to develop teamwork and leadership skills in creating the instructional information service. In addition, to provide the students with an opportunity to develop their presentation skills.
Description	The final project consists of developing an instructional information service for a specific audience or community by working in teams. The class will be divided into teams for this project. **Each team must select a team leader**. The team leader is responsible for communicating with the faculty and overseeing the project progress. Each team will develop: 1. A project proposal which includes a needs assessment, marketing and evaluation plan. 2. An instructional presentation which includes the content that will delivered to the intended audience. Projects will be evaluated on the depth, scope, organization, and content of the service.

Instructions	The final project will be developed in **four (4)** parts in order to help your team progress through the project. They are as follows: **1. Project Topic (Required, but not Graded):** Each team will select an instructional information service to develop. Topics must be approved by the faculty. In your submission of the topic, include: - Name of your team (include the name of the team leader and other team members) - Title of your instructional information service - Intended audience of your service - Brief description of the setting of your service - Brief description of your service - no more than a paragraph Examples of potential services include: - Teaching senior citizens how to use e-books - Instructing physicians how to use PubMed - Teaching children about Internet safety - Teaching library staff about Twitter - Instructing middle school students about science fair resources - Teaching undergraduate students how to find journal articles **2. Project Proposal (15%):** Each team must develop a project proposal that includes the following information: - Name of your team (include the name of the team leader and other team members) - 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 and include relevant literature (as appropriate) and data collection instruments - Marketing for your service - Describe how you would market the service and include examples of any promotional materials that would be used. - Evaluation plan for the service - Describe how you would evaluate the effectiveness of the service and include data collection instruments

	3. Project Presentations (15%): Each team must create and upload a presentation (can be PowerPoint, Prezi, or others as approved by the faculty) to Blackboard Learn. The presentation should include the following information: • 1: The title of your instructional information service and the name of your team leader and the names of the other team members • 2: A brief description of the service, which includes the setting and intended audience • 3: The learning outcomes of your service • 4: The instructional content of the service to be delivered to your audience **(minimum 10 slides)** • 5: Listing of references used to develop the presentation • 6: List of each team member's contribution of the project Note: Be creative with your presentation! **3. Project Reactions (5%):** Each student **(as individuals, NOT as a team)** should view the final projects of **three (3)** other teams and **submit one document** that contains a short overall comment on each of the three final projects. Each of the three reactions should be 50 words in length for a total document of 150 words.
Submission	The parts of the final project must be submitted as follows: **Project Topic:** Each team leader or his/her representative should submit the topic as a Word document to the Blackboard Learn in the "Assignment Dropbox". **Project Proposal:** Each team leader or his/her representative should submit the project proposal as a Word document to the Blackboard Learn "Assignment Dropbox". **Project Presentation:** Each team leader or his/her representative should submit the Project Presentation to the Blackboard Learn "Assignment Dropbox" **and** post it to the appropriate Blackboard Learn discussion. **Project Reactions:** The reactions should be submitted in one Word document to the Blackboard Learn "Assignment Dropbox".

Class Participation (5%)

Purpose	To engage the students in course activities, and to foster a sense of community within the course.
Description	The class participation grade consists of chat participation and completion of the APA Quiz.
Instructions	Students are expected to participate in the scheduled course chat. Directions for participating in the chat will be posted in the Announcements a week prior to the scheduled date. Students also must complete the APA Quiz that is linked on the course homepage to gauge their mastery of APA citation style. Note that the APA Quiz is a course required activity.
Submission	**Scheduled Course Chat**: Students must attend and participate in the scheduled course chat discussion. **APA Quiz:** Once you answer all of the questions in the APA Quiz, press the submit button. Be sure to save your answers to each of the questions as you work through them.

Grading Information

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

Technology Requirements

To effectively navigate through the course, you will need to be aware of several technology requirements:

- You need a reliable Internet connection.
- You need a browser that interfaces well with Blackboard Learn, such as Microsoft Internet Explorer or Mozilla Firefox.
- It is important to read and understand the Technology Recommendations (Hardware & Software) outlined by LIS at: http://lis.unt.edu/technology-

[requirements](#). Be sure to note that Microsoft Office is the standard software for this course as well as LIS.

Course Policies

Attendance

Students are expected to attend all face-to-face meetings of the course and fulfill their online responsibilities unless otherwise arranged with the course faculty. Not meeting this requirement can impact your final grade.

Communication

Important course announcements will be posted in the "Announcements," and students are expected to monitor this area.

Your e-mails will be read as soon as possible, but please **DO NOT EXPECT** immediate answers. Every effort will be made to answer your e-mails within 2 business days.

When you submit your assignments, DO NOT ask for confirmation. **KEEP COPIES OF EVERYTHING YOU SUBMIT**.

The Blackboard Learn discussions area is a public domain that will be seen by all students. If you have questions or concerns that you do not want made public, please direct them to the course faculty in Blackboard Learn e-mail.

Late Assignments

Late work will not be accepted unless previously approved by the faculty.

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).

Tracking

Blackboard Learn enables the faculty to track information on the number of Web sites visited, number of postings created, and time of last posting.

Downloading

Copies of lecture materials and slides may be downloaded and printed.

Cell Phones

Cell phones must be turned off unless prior permission is obtained.

University Policies

The Department fully subscribes to the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment, and discrimination based upon physical handicap. You should acquaint yourself with both your responsibilities and your protections.

Academic Misconduct

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.

According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage.

The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Statement on ADA Compliance Policy

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.