INFO 5600: Information Access & Knowledge Inquiry
Section 002, Denton
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Faculty

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You may contact the faculty any time via Canvas, and office hours are by appointment. If you send an email outside of Canvas, please be sure to put INFO 5600 in the subject line.

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 through 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
- 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:

- 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. 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: Smith, L.C., & Wong, M.A., eds. (2016). *Reference and information services: An introduction*. 5th 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

The course assignments include the following:
- Source/Tech Talk
- Information Hunts and Evaluations Assignments
- Final Project
- Class Participation

Source/Tech Talk (15%)

Purpose	To gain in-depth knowledge of a source or technology related to information access and knowledge inquiry. To enhance students' communication and presentation skills.
Description	Each student will be assigned a source or technology related to information access and knowledge inquiry and prepare a 10-minute presentation to be given in class on a scheduled class meeting date.
Instructions	For your assigned source or technology, you will prepare a 10-minute presentation that includes the following: • The name of the source or technology and its producer/publisher • A description of the source and/or technology • A **live demo** of the source or technology highlighting its key features • A description of how the source or technology can be used in a library or information setting of your choice You will have access to the classroom computer with Internet connection for demonstration purposes, and you may prepare a presentation and/or handouts as appropriate.

Submission	Present your Source/Tech Talk to the class on a scheduled class meeting date.

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 three (3) information hunt questions and two (2) evaluations to be completed using print and/or electronic resources.
	The Information Hunts and Evaluations are divided into four groups as follows:
	• **Hunt/Evaluation I:** 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 Modules.

The Information Hunts and Evaluations assignments are accessible through the Modules.

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 **<u>page number on which you found the answer</u>**, 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 answer an Information Hunt question.

Evaluations

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 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:

Submission	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 due dates.
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

About the Source

Title: Dictionary.com

Copyright Date: 2018

Producer: Dictionary.com, LLC

URL: http://www.dictionary.com

Evaluation:

Authority: It published by Dictionary.com, LLC, and it is current as of 2015. Dictionary.com has 5.5 billion word searches annually, and it has been in existence for the past 20 years.

	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." 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.

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 to teach a specific audience or community about a particular **information resource or technology** 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 overview, 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 **three (3)** 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 Parts I & II (30%): Each team must develop a project that includes two parts.
	
	Part I: Overview (15%, Word document)
	
	The overview should include the following elements:
	
	• 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
	    o Explain in detail how you would assess a need for this service and include relevant literature (as appropriate) and data collection instruments (i.e. surveys, focus group questions)
	• Marketing for your service
	    o Describe how you would market the service and 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 and include data collection instruments (i.e. surveys, interview questions)
- List of each team member's contributions to Parts I & II of the Final Project (Note: Be specific, as this information will be considered when assigning grades for each team member for the project.)

Part II: Presentations (15%, PowerPoint, Prezi, or another presentation format)

The presentation should include the following elements:

- 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 – this is the actual content that you would be using to teach your audience **(minimum 10 slides)**
- 5: List of references used to develop the presentation

Note: Be creative with your presentation!

3. Project Briefings (5%): Each team will create and deliver a **5-minute** briefing that will provide a summary of your instructional information service. The briefing should include the following:

- Title of your instructional information service
- Intended audience of your service
- Brief description of the setting of your service
- Brief description of your service
- Description of the value of the service to the intended audience and/or setting
- Lessons learned from the project experience

Note: Each team member should contribute to the development of the briefing, but only one or two members of the team will present to the class.

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 Canvas.

Project Parts I & II: Each team 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.

Project Part II: Each team leader or his/her representative should post Part II to the appropriate discussion in Canvas.The parts of the final project must be submitted as follows:

Project Briefing: The briefing will be delivered in class. |
|---|---|

Class Participation (10%)

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 attendance and participation in class discussions. Students are expected to be prepared to discuss course lecture materials and readings in class.
Instructions	Students are expected to participate in the scheduled face-to-face meetings and actively contribute to class discussions and activities.
Submission	Students must attend and participate in the scheduled face-to-face meetings and contribute their thoughts to class discussions and activities.

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."

Technology Requirements

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

Be sure to note that Microsoft Office is the standard software for this course as well as the Department.

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 encouraged to set-up notifications when new announcements are posted.

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 Canvas 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 Canvas 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

Canvas 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.

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.