

# INFO 5600: Information Access & Knowledge Inquiry

## Section 008, VA/WV Cohort

### Spring 2019

## Faculty

Jodi Philbrick, PhD, AHIP  
Senior Lecturer  
[jodi.philbrick@unt.edu](mailto:jodi.philbrick@unt.edu)

University of North Texas - Department of Information Science  
1155 Union Circle #311068  
Denton, TX 76203-5017  
Phone: 940-369-5880

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 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
- Users and Systems
- Introduction to Databases
- Interfacing with the User
- Resource Management
- Evaluation of Resources
- User Services
- User Instruction
- Administration and Management Issues

- Patterns of Information Seeking Behavior
- 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

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

- Explain the foundations, philosophy, and ethics of information services.
- Describe issues concerning users and diversity.
- Identify the attributes of information behavior.
- Use and evaluate information resources.
- Describe basic principles of information retrieval.
- Demonstrate search and retrieval skills.
- Conduct a reference interview.
- Explain effective practices in information and instructional services.
- Identify the elements of collection management of information resources.
- Describe management responsibilities.
- Articulate the purpose of evaluation and evaluate information access services.
- Describe and evaluate information technologies.

## Course Content and Organization

**Two major components, Foundation Lessons and Resources, comprise the course content, and these 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 Summaries
- Information Hunts and Evaluations Assignments
- Final Project
- Chat

## Reading Summaries (20%)

<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.
<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 Foundation Lessons have been divided into two parts:</p> <p><b>Part I</b></p> <ul style="list-style-type: none"><li>• Introduction to the Course</li><li>• Information in Society</li><li>• Information Resources and Evaluation</li><li>• Information Services, Information Professionals, and the Internet</li><li>• Modeling Information Needs</li><li>• Users and Systems</li><li>• Introduction to Databases</li></ul> <p><b>Part II</b></p> <ul style="list-style-type: none"><li>• Interfacing with the User</li><li>• Resources Management</li><li>• User Instruction</li><li>• Administration and Management</li><li>• Digital Library Collections</li></ul> <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></ul>

	<ul style="list-style-type: none"> <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>
<p><b>Instructions</b></p>	<p><b>Readings for Foundations Lessons:</b></p> <p>Pretend that your supervisor has asked for a summary of the five (5) key points from each part of the Foundation Lesson - Part I and Part II.</p> <p>In your summary of each part, including a listing of the five (5) key points and provide your rationale for including each point based on your readings. Include at least three (3) in-text citations and references from each part of the readings in American Psychological Association (APA) 6th edition format as appropriate.</p> <p>You will be writing total of <b>two</b> (2) summaries this semester – one covering Part I and one covering Part II.</p> <p><b>Readings for the Resources:</b></p> <p>You are expected to read the textbook chapters as indicated in the Modules with each Resource.</p>
<p><b>Submission</b></p>	<p><b><u>Foundation Lesson Summaries:</u></b></p> <ul style="list-style-type: none"> <li>• Submit your summaries to Canvas in the Modules area.</li> </ul>

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

<b>Purpose</b>	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.
<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> <p>Each assignment includes three (3) information hunt questions and two (2) evaluations 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> 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, and Digital Collections</li></ul>
<b>Instructions</b>	<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, including the title of the source that you used, the date it was published, and the <b>page</b></p>

**number on which you found the answer**, and the answer itself. To get full credit for an answer, you must include the page number.

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 2018. 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

	<p>of the Day" and has a presence in various social media outlets, such as Twitter. Dictionary.com is also available in Spanish.</p> <p><i>Arrangement:</i> 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.</p> <p><i>Recommendation:</i> 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.</p>
--	---

### Final Project (35%)

<p><b>Purpose</b></p>	<p>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.</p>
<p><b>Description</b></p>	<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 teams.</p> <p>Students will divide themselves into teams of no more than 5 people for this project. <b>Each team must select a team leader.</b> The team leader is responsible for communicating with the faculty and overseeing the project progress.</p> <p>Each team 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>Projects will be evaluated on the depth, scope, organization, and content of the service.</p>

## Instructions

The final project will be developed in **two (2)** 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 at a senior center
- Instructing physicians how to use PubMed in a health sciences library
- Teaching library staff about Twitter in a public library
- Instructing elementary school students how to use the library catalog in a school library
- Teaching undergraduate students how to use the UNT Portal to Texas History in university classrooms

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

### **Part I: Overview (20%, 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
  - 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

- 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!

**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.

## Chat (5%)

<b>Purpose</b>	To engage the students in a discussion of issues 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 chat with the faculty.
<b>Instructions</b>	Students are expected to participate in the scheduled chat. Directions for participating in the chat will be posted in the Announcements at least one week prior to the scheduled chats.
<b>Submission</b>	Students must attend and participate in the 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. Any delays in grading will be conveyed 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 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 may impact your final grade.

### Communication

**Weekly course messages and other 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 two (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 can 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 via 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 about your activity within the course.

### **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.