

NEW COURSE FORM

Signature Routing Log

General Information:


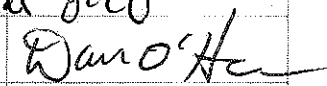
Course Prefix and Number: IS 201

Proposal Contact Person Name: Jeffrey Huber Phone: 7-2334 Email: jeffrey.huber@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
SCIS Faculty	2/4/11	Jeff Huber / 72334 / jeff.huber@uky.edu	
Dean CCIS	2/22/11	Dano Hair / 218 / 0290 / ohair2@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	3/22/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. General Information.					
a.	Submitted by the College of:	Communications and Information Studies	Today's Date:	2/4/11	
b.	Department/Division:	School of Library & Information Science			
c.	Contact person name:	Jeffrey T Huber	Email:	jeffrey.huber@uky.edu du	
			Phone:	859-257.2334	
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year ¹ : Fall 2011	
2. Designation and Description of Proposed Course.					
a.	Prefix and Number:	IS 201			
b.	Full Title:	General Information Sources			
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed ² with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.				
	3.0 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	<p>Information professionals play a major role in the information life cycle by facilitating the process of finding what others have created and accumulated. Their role is: to amass collections of information resources; to develop services to help people identify and articulate their information needs; and to enable people to find evaluate and use items of relevance. This course provides students with a basic understanding of the information environment, as well as an understanding of the differences in the information behavior, needs, and uses of various user groups. Upon completion of this course, students will be able to critically evaluate and employ information sources in different formats, and be able to communicate with users to identify and address their information needs.</p>			
j.	Prerequisites, if any:	_____			

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

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k.	Will this course also be offered through Distance Learning?	YES ⁴ <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l.	Supplementary teaching component, if any: <input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both		
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Frequency of Course Offering.		
a.	Course will be offered (check all that apply): <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer		
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If NO, explain: _____	Course is part of a proposed new minor in Information Studies. The proposal for the new minor includes a timeline for bringing new courses and new faculty positions on line to support the minor.	
6.	What enrollment (per section per semester) may reasonably be expected?	25	
7.	Anticipated Student Demand.		
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain: _____	Under new general education requirements, it is our belief that more students will be looking for appropriate electives to take. Information Studies will be relevant to most majors as information - storage, access and retrieval - will become an ever important commodity.	
8.	Check the category most applicable to this course:		
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
9.	Course Relationship to Program(s).		
a.	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, name the proposed new program: _____	Information Studies Minor	
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____		
10.	Information to be Placed on Syllabus.		
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See <i>SR 3.1.4.</i>)		

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

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b.	<input type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.
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Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: IS201	Date: 2/4/2011
Instructor Name: Not known	Instructor Email: for contact please use jeffrey.huber@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>Many items from traditional face to face courses will remain intact for this class including appropriate text and course goals. Assessment will be accomplished through similarly appropriate assignments such as papers, projects and course participation. Additionally, course will make use of online tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Quizzes and exams will be given via Blackboard and myUK, which require secure password authentication. All exams will consist of random ordering of questions in a category and random ordering of answers for questions, helping to prevent copying from one computer to another. Quizzes and exams will be open book, and timed, to assure that all students have the same opportunities for success. Written work will be read closely for evidence of plagiarism and appropriate tools will be used to check for this. (e.g., SafeAssign).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	<p>completion) of a degree program being offered via any form of DL, as defined above? Yes. The School of Library & Information Science is proposing a new undergraduate minor in Information Studies. The entire minor will be available online.</p> <p>If yes, which percentage, and which program(s)? <i>100%; IS (proposed undergraduate minor)</i></p> <p><i>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</i></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have much experience in making student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate. We anticipate doing similar things for students in this proposed minor.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> <input type="checkbox"/> "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> <input type="checkbox"/> Carla Cantagallo, DL Librarian <input type="checkbox"/> Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) <input type="checkbox"/> Email: dllservice@email.uky.edu <input type="checkbox"/> DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: TBD Instructor Signature:</p>

IS 201 General Information Sources

Course Information:

Meeting Time/Location: Online
Course Web Site

Instructor Information:

Name

Office location

Phone number

Email address

Office Hours

Preferred Contact Method

Response time: If you email me, you should expect a response with 24 hours. There may be a delay over weekends or holidays.

Information professionals play a major role in the information life cycle by facilitating the process of finding what others have created and accumulated. Their role is: to amass collections of information resources; to develop services to help people identify and articulate their information needs; and to enable people to find evaluate and use items of relevance. This course provides students with a basic understanding of the information environment, as well as an understanding of the differences in the information behavior, needs, and uses of various user groups. Upon completion of this course, students will be able to critically evaluate and employ information sources in different formats, and be able to communicate with users to identify and address their information needs.

Course Goals

This course is designed to achieve the following goals:

- To acquaint learners with information sources, which are considered basic for the answering of typical reference questions in popular libraries and information centers
- To introduce techniques and procedures for the critical evaluation of information sources and reference materials
- To introduce standard techniques for the solving of typical information questions
- To acquaint learners with the basic helping relation concepts and communication skills suitable of use in reference and information retrieval work
- To introduce fundamental concepts in information and reference services, including electronic information delivery.
-

Learning Outcomes

In achieving these learning outcomes, students will:

- Identify and select information sources that are appropriate for answering research and personal questions, taking into account the needs of the searcher (or someone for whom the searcher is working), the capabilities and limitations of particular (re)sources, and the intended uses of the information being retrieved
- Clarify and refine search queries and strategies based on the (real-time) feedback received from search tools
- Critically evaluate information (re)sources for quality/accuracy/credibility
- Synthesize search results into a form that others with similar needs can use as a resource
- Reflect upon the process of helping to empower information-savvy citizens

Textbooks

Cassell, Kay Ann and Uma Hiremath. (2009). *Reference and Information Services in the 21st Century: An Introduction*, 2nd ed. Neal-Schuman.

Fulton, C. (2010). *Information Pathways: A Problem-solving Approach to Information Literacy*. Scarecrow Press.

Morville, P., & Callender, J. (2010). *Search Patterns*. O'Reilly Press.

Exams and Assignments

Workbook

The workbook provides hands-on experience answering reference questions using a variety of text and digital sources. The workbook is divided into Part 1 and Part 2, and it is due at different points in the semester. Students may work ahead, but should turn in the assignment on the official due date.

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Library Visit/Reference Interview

Requirement: a 2,000 word paper (including references), submitted in paper.

The purpose of this assignment is to give you an opportunity to analyze your experience as a user of reference services, in both in-person and virtual forms.

Procedure: Think about a topic of interest and formulate a question (i.e., a reference query). Design a question that is personally meaningful to you so that you can honestly and accurately assess the service and answer that you might receive. Do not ask a question to which you already know the conclusive answer.

Information Problem Analysis

Identify a client with a moderately complex information need (one with multiple aspects -- for example, a research paper or project of personal interest. More specific examples will be provided). Part I: Conduct and report on an information interview. Part II: Analyze all aspects of the information need. Construct and implement a search strategy. Critique and revise strategy. Part III: Design and prepare a customized information product aimed at meeting the information needs of your client.

Information Problem Set (Final Exam)

The purpose of this assignment is to assess your ability to search for answers to questions in various types of sources. You will be asked to address the following elements for each query: question analysis, search strategy, and final answer (and reference source). The questions will be distributed one week prior to the due date, and serves as a final exam.

Relative Value of Assessments Toward Course Grade:

Grades will be based on the following exams and assignments:

Assessment	Percentage of Course Grade
Class Attendance & Participation	10%
Workbook	20%
Library Visit/Reference Interview	15%
Information Problem Analysis	35%
Information Problem Set (Exam)	20%
Total	100%

Course Grade

Course grades are assigned according to the following criteria.

Course Grade	Percentage
A	90% or better
B	80 – 89%
C	70 – 79%
D	60 – 69%
E	Below 60%

Policies

Attendance and Participation

Though this is a distance learning course, we will rely heavily on class discussion as we discover methods of research and inquiry. You are expected to check the Blackboard site at least twice a week and to be prepared with questions and comments about the readings. Engaged and respectful discussion is necessary for the success of this class. An absence in this class is a week of no activity on Blackboard. Any student who misses more than 1/5 of the class will automatically fail the course.

Excused Absences and Verification

Please refer to Student Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on excused

absences. You can request verification for excused absences.

Excused absences include (as defined at the web site above):

- Significant illness of student or serious illness of household member or immediate family
- Death of a household member or immediate family
- Trips for members of student organizations, class excursions or participation in intercollegiate athletic events
- Major religious holidays
- Any other circumstance that the instructor finds reasonable cause for nonattendance

Academic Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

Academic Integrity, Cheating and Plagiarism

You are expected to submit your own original work for all assignments in this course. See the home page for the Office of Academic Ombud Services (<http://www.uky.edu/Ombud>) for a definition of plagiarism, how to avoid plagiarism and UK's new academic offense policy.

Please refer to Student Rights and Responsibilities, Part II, Section 6.3 (<http://www.uky.edu/StudentAffairs/Code/part2.html>) for UK's policy on academic integrity.

Classroom Behavior, Decorum and Civility

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please help me maintain the most courteous environment by using a little peer pressure if necessary. Thank you.

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://iweb.uky.edu/MSDownload/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact TASC or UKIT.

Teaching and Learning Services Center (TASC)

<http://www.uky.edu/TASC/>; 859-257-8272

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-257-1300

Library Services

Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

Carla Cantagallo, DL Librarian

Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

Email: dllservice@email.uky.edu

DL Interlibrary Loan Service:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

General Course Policies

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<http://www.uky.edu/CIS/SLIS/academics/policies.pdf>

Course Schedule

	Topic	Readings	Assignments Due
Week 1	Positioning end-user search within information science	<p>Fulton, —Introduction: The information horizon (2010, Ch. 1)</p> <p>Moreville & Callender, —Preface (2010, pp. ix-x)</p> <p>Fulton, —The complex world of information (2010, Ch. 2)</p> <p>Moreville & Callender, —Pattern recognition (2010, Ch. 1)</p> <p>(Jansen, B. J., & Rieh, S. Y. (2010). The seventeen theoretical constructs of information searching and information retrieval. <i>Journal of the American Society for Information Science and Technology</i>, 61(8): 1517-1534.</p>	
Week 2	Personal Information Management	<p>Fulton, —Researching for writing (2010, Ch. 7)</p> <p>Jones, W. (2007). Personal information management. In <i>Annual Review of Information Science and Technology</i>, 48, edited by B. Cronin, pp. 453-504. Medford, NJ: Information Today.</p>	
Week 3	<p>Networked computing and the rise of the World Wide Web</p> <p>Document genres: Conventions for document structure and creation</p>	<p>Liddy, E. (2001, May). How a search engine works. <i>Searcher</i>, 9(5), 38-45.</p> <p>Kleinberg, J., & Lawrence, S. (2001, November 30). The structure of the Web. <i>Science</i>, 294, 1849-1850.</p> <p>Morville & Callender, —The anatomy of search (2010, Ch. 2)</p> <p>Andersen, J. (2008). The collection and organization of written knowledge. In <i>Handbook of Research on Writing: History, Society, School, Individual, Text</i>, edited by C. Bazerman, pp. 177-190. New York: Lawrence Erlbaum Associates.</p> <p>Fulton, —Finding factual information (2010, Ch. 3) and —Channels of communication (2010, Ch. 6)</p>	Library Visit/Reference Interview
Week 4	Structures for digital information:	Bell, S. S. (2006). Database structure for everyone: Records, fields, and	

	<p>Databases, relationships, and statistics</p> <p>Collaboratively-created resources</p>	<p>indexes. In <i>Librarian's Guide to Online Searching</i>, pp. 1-17. Westport, CT: Libraries Unlimited.</p> <p>Berners-Lee, T., Hendler, J., & Lassila, O. (2001, May). The semantic web. <i>Scientific American</i>, 284(5), 34-43.</p> <p>Turner, R. (2009, October/November). Next generation search platforms: How vendors are searching unstructured content. <i>Bulletin of the American Society for Information Science & Technology</i>, 36(1), 16-19.</p> <p>Luyt, B., & Tan, D. (2010). Improving Wikipedia's credibility: References and citations in a sample of history articles. <i>Journal of the American Society for Information Science and Technology</i>, 61(4), 715-722.</p>	
Week 5	<p>How users select and interact with resources/systems</p> <p>Expressing search terms in systems: Vocabulary and syntax issues for users</p>	<p>Fulton, —Selecting and navigating electronic information systems (2010, Ch. 4)</p> <p>Kuhlthau, C. C. (2004). Model of the Information Search Process. In <i>Seeking Meaning: A Process Approach to Library and Information Services</i> (2nd ed.), pp. 44-51. Westport, CT: Libraries Unlimited.</p> <p>Morville & Callender, —Behavior (2010, Ch. 3)</p> <p>Wilson, T. D. (1999). Models in information behaviour research. <i>Journal of Documentation</i>, 55(3), 249-270.</p> <p>Bell, S. S. (2006). _Working with databases, the searcher's toolkit: Part 1' & _The searcher's toolkit: Part 2'. In <i>Librarian's Guide to Online Searching</i>, pp. 19-51. Westport, CT: Libraries Unlimited.</p> <p>Fulton, —Counting on our numeric literacy (2010, Ch. 8)</p>	
Week 6	<p>How search systems display and suggest queries/results/items</p>	<p>Morville & Callender, —Design patterns (2010, Ch. 4)</p>	

	Organizing information: Description, metadata, tagging, and serendipity	<p>Gilliland, A. J. (2008). Setting the stage. In <i>Introduction to Metadata 3.0</i>, edited by M. Baca, pp. 1-19. Los Angeles: Getty Research Institute. Retrieved from http://www.getty.edu/research/publications/electronic_publications/intrometadata/setting.html</p> <p>Fulton, —Practices of information organization and access (2010, Ch. 5) (3) Morville & Callender, —Engines of discovery (2010, Ch. 5)</p>	
Week 7	Evaluating resources Library catalogs	<p>Gross, M., & Latham, D. (2009). Undergraduate perceptions of information literacy: Defining, attaining, and self-assessing skills. <i>College & Research Libraries</i>, 70(4), 336-350.</p> <p>Head, A. J., & Eisenberg, M. B. (2010, November 1). <i>Truth be told: How college students evaluate and use information in the digital age</i> [Project Information Literacy progress report]. Retrieved from http://projectinfolit.org/pdfs/PIL_Fall2010_Survey_FullReport1.pdf</p> <p>Pennell, B., & Sexton, J. (2010, June 22). Implementing a real-time suggestion service in a library discovery layer. <i>Code4Lib Journal</i>, 10. Retrieved from http://journal.code4lib.org/articles/3022</p> <p>Svenonious, E. (2000). Bibliographic objectives. In <i>The Intellectual Foundation of Information Organization</i>, pp. 15-30. Cambridge, MA: MIT Press.</p>	
Week 8	Web search systems	<p>Drabenstott, K. M. (2001). Web search strategy development. <i>Online</i>, 25(4), 18-27.</p> <p>Google (n.d.) <i>More search help: Google search basics</i>. Retrieved from http://www.google.com/support/websearch/bin/answer.py?answer=136861</p> <p>Schneider, K. G. (2006, January). Beyond algorithms: A librarian's guide</p>	

		to finding Web sites you can trust. <i>Google Librarian Central Newsletter</i> . Retrieved from http://www.google.com/librariancenter/articles/0601_02.html	
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