COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1.	**General Information.**					
a.	Submitted by the College of:	College of Communications and Information Studies		Today's Date:	1/9/2012	
b.	Department/Division:	School of Library and Information Studies				
c.	Is there a change in "ownership" of the course?				YES ☐	NO ☒
	If YES, what college/department will offer the course instead?	_____				
d.	What type of change is being proposed?	☒ Major	☐ Minor[1] (place cursor here for minor change definition)			
e.	Contact Person Name:	Bradley Wade Bishop	Email:	wade.bishop@uky.edu	Phone:	859-257-3970
f.	Requested Effective Date:	☒ Semester Following Approval	OR	☐ Specific Term[2]:	_____	

2.	**Designation and Description of Proposed Course.**			
a.	**Current Prefix and Number:** LIS601		*Proposed Prefix & Number:*	*LIS601*
b.	**Full Title:**	Information Seeking, Retrieval and Services	*Proposed Title:*	*Information Seeking*
c.	**Current Transcript Title** (if full title is more than 40 characters):			INFORMATION SEEKING, RETRIEVAL SERVICES
c.	*Proposed Transcript Title (if full title is more than 40 characters):*			*INFORMATION SEEKING*
d.	**Current Cross-listing:** ☐ N/A	OR	Currently[3] Cross-listed with (Prefix & Number):	_____
	Proposed – ☐ *ADD[3] Cross-listing (Prefix & Number):*		_____	
	Proposed – ☐ *REMOVE[3, 4] Cross-listing (Prefix & Number):*		_____	

e.	Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours[5] for each meeting pattern type.				

Current:	_____ Lecture	_____ Laboratory[5]	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	X Other – Please explain:	asynchronous DL class	
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	X Other – Please explain:	asynchronous DL class	

f.	**Current Grading System:**	☒ Letter (A, B, C, etc.)	☐ Pass/Fail
	Proposed Grading System:	☒ Letter (A, B, C, etc.)	☐ Pass/Fail

Comment [OSC1]: Excerpt from *SR 3.3.0.G.2* **Definition.** A request may be considered a minor change if it meets one of the following criteria: a. change in number within the same hundred series*; b. editorial change in the course title or description which does not imply change in content or emphasis; c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*; e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

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[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.*
[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

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g.	**Current number of credit hours:** 03		*Proposed number of credit hours:* 03		

h.	**Currently, is this course repeatable for additional credit?**	YES ☐	NO ☒
	Proposed to be repeatable for additional credit?	YES ☐	NO ☒
	If YES: Maximum number of credit hours: _____		
	If YES: Will this course allow multiple registrations during the same semester?	YES ☐	NO ☐

i.	**Current Course Description for Bulletin:**	An introduction to the theory and practice of information seeking and retrieval. Emphasis is placed on the roles played by information professionals to assist navigation of the user-system interface including question negotiation, the formulation of effective search strategies for information retrieval, and the evaluation of information sources and services. Ethics of information evaluation and services is also considered.
	Proposed Course Description for Bulletin:	*This course provides an overview of the theory and practices of human information seeking behavior, including both basic models to understand user behavior, and techniques to effectively select, locate, evaluate, and use information to meet diverse information needs and facilitate human-computer interaction.*

j.	**Current Prerequisites, if any:** none	
	Proposed Prerequisites, if any: _____	

k. Current Distance Learning(DL) Status: ☐ N/A ☒ Already approved for DL* ☐ Please Add[6] ☐ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box ☒) that the proposed changes do not affect DL delivery.

l.	**Current Supplementary Teaching Component, if any:**	☐ Community-Based Experience	☐ Service Learning	☐ Both
	Proposed Supplementary Teaching Component:	☐ Community-Based Experience	☐ Service Learning	☐ Both

3.	**Currently, is this course taught off campus?**	YES ☐	NO ☒
	Proposed to be taught off campus?	YES ☐	NO ☒

4.	**Are significant changes in content/teaching objectives of the course being proposed?**	YES ☒	NO ☐

If YES, explain and offer brief rationale:

A major revision to this core course reflects changes in the field. The content and emphasis have drastically shifted away from traditional reference scavenger hunt assignments to analysis of information seeking behavior and meeting community information needs.. This change moves the University of Kentucky closer to other iSchool curricula and allows more students to benefit from a more theoretical approach to anayzling information needs than prior versions of the course that focused almost entirely on resources. Also, five weeks of informatino retreival literature and practice have been removed from the class. In fact, only 3 weeks of the old LIS601 remain.

5. Course Relationship to Program(s).

a.	**Are there other depts and/or pgms that could be affected by the proposed change?**	YES ☐	NO ☒
	If YES, identify the depts. and/or pgms: _____		

b.	**Will modifying this course result in a new requirement[7] for ANY program?**	YES ☐	NO ☒

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	If YES[7], list the program(s) here: _____		
6.	**Information to be Placed on Syllabus.**		
a.	☐	Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

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[7] In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: LIS 601

Proposal Contact Person Name: Bradley Wade Bishop   Phone: 859-257-3970   Email: wade.bishop@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
SLC Faculty	2/5/11	Jetty Huber 4-2851 jetty.huber@uky.edu	
DEAN D. O'HAIR	3/12/12	D. O'HAIR 218-0290 / Ohair@uky.edu	Dan O'Hair
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[8]
Undergraduate Council			
Graduate Council	4/5/12	Brian Jackson	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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School of Library and Information Science
University of Kentucky
_____

LIS 601 Information Seeking
Dates of Semester:

Instructor:
E-mail:
Phone:
Office:

Course Syllabus
_____

Course description: This course provides an overview of the theory and practices of human information seeking behavior, including both basic models to understand user behavior, and techniques to effectively select, locate, evaluate, and use information to meet diverse information needs and facilitate human-computer interaction.

Student learning outcome: After successful completion of this course, you will be able to:

- Identify the characteristics of diverse and underserved populations within the United States, design and implement programs for diverse and underserved populations within their library's community, and evaluate and select information resources to support the diverse and underserved populations within their library's community;
- Interpret and evaluate research on user information seeking behavior and services and describe the important aspects of information seeking behavior in the provision of professional practice;
- Examine ethical issues and apply them to the practice of library and information science and define their ethical responsibilities as information professions both as individuals and as part of the collective;
- Identify and apply appropriate methods to match user information needs through the identification, selection, evaluation and dissemination of information and applying instruction strategies to teach users to identify, select, acquire and evaluate information; and
- Detect methods for assessing information needs of users and describe methods for integrating needs assessment data in the provision of information services.

Course expectations: To complete this course successfully, you should do the following:

- Read all required readings.
- Participate in all discussion boards.
- Prepare and submit all assignments on time.

Required textbook:

- Case, D. (2012). *Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior*. San Diego: Academic Press. 3rd Edition.

Additional readings: There will be additional readings on electronic reserve, principally journal articles and reference-related web content.

Course grade:

- Analyzing Your Own Information Behavior   90 points (30%)
- *Community Resource Audit   90 points (30%)
- Discussion Leading   60 points (20%)
- Participation   60 points (20%)

*core course artifact

Analyzing Your Own Information Behavior (30%):

1. Pick and describe an information behavior from your life.
2. Discuss what this behavior demonstrates about your information needs, how and where you look for and use information, and the information problems you face in your life. Your discussion should make clear that you have thought about and understand the concepts of information, information needs, information seeking, and information behavior as discussed in course readings.
3. Select two of the models, paradigms, or theories we have read about and/or discussed and analyze your information behavior using each of these two models, paradigms, or theories to interpret your behavior in two different ways.
4. Compare and contrast the results of your two analyses. How did these models, paradigms, or theories affect your interpretation of your information behavior? How useful were these models, paradigms, or theories for explaining your information behavior?

To give full attention to the paper, please produce at least 3,000 words of content.

Community Resource Audit = Report and Presentation (25%) and Peer Review (5%)
1. Select and describe a community for which you would like to know more about their information needs, uses, and behaviors.
2. Find research articles on the information behavior of this community, and use your interpretation and evaluation of the research on user information seeking behavior and services and describe the important aspects of information seeking behavior in the provision of professional practice; DO NOT simply summarize what has been researched, but relate the research articles to each other and synthesize a theme out of the articles you find.
3. Examine ethical issues related to your community and provide example from practice that relate to your responsibilities as information professional serving that community;
4. Apply appropriate methods to match user information needs of your community through the identification, selection, evaluation and dissemination of information and list at least 20 resources that may be useful for your community.
5. Identify methods for assessing your community's information needs and discuss how you would conduct a needs assessment (or other research) to learn more about the community. What evaluations would you use? What questions would you ask? How would you analyze the data you gather? How might the results of your analysis improve our understanding of this population's information behavior? How would you effectively select, locate, evaluate resources to meet their information needs?
6. Finally, you will prepare a 10 minute presentation of your community resource audit to instruct members of your assigned group. A portion of your grade will come from the comments of this peer review.
7. The peer review will be confidential and based on a scale of one to five of the quality of your presentation. Your peer review grade will result from the mean of the scores given to you by the peers in your group.
8. Optional: if the members of your community of interest are easily reachable, you are encouraged to conduct simple interview or survey to facilitate step 2, 3 and/or 5.

Discussion Leading (20%)

Students will select a topic they are most interested in leading a discussion on. For that topic, each student will be responsible for leading a discussion board thread with discussion questions about their topic (this will begin Week 4).

Successful discussion leaders must be prepared to lead a discussion board on this reading – This will go beyond summarizing it for the class! You will be responsible for questions and activities that will lead and shape your discussion during your week, including responding on the discussion boards about your reading (as best you can).

Participation (20%)

It is important to note that class participation is twenty percent of your grade because participation is an important component of facilitating learning in this class. Participation points come from both quantity and quality posts to the discussion board for each of the fifteen weeks of the semester (i.e., 4 points for a quality post X 15 discussion boards = 60 points). A quality post includes a substantive and thoughtful contribution to each week's discussion board topics, during that week. To get full participation in a week; however, please also react to *at least* one other student's post. The week starts on Sunday and ends on Saturday at midnight. No credit will not be given for posts that occur after the week. A quality post is both substantive (in most instances this means at least one hundred words) and thoughtful ("I agree with the author" is not a credit-worthy response). **Please note**: discussion board prompts will be posted in the graded discussion forum each week.

At the end of the course, I will convert the points earned into a percentage:

90% and above	=	A
80% to 90%	=	B
70% to 80%	=	C
below 70%	=	E

I assign the grade of I (incomplete) only when I am convinced the student's circumstances warrant it.

Directions for each assignment appear in Bb. Assignment due-dates are in the following course schedule.

Course schedule

Week   Topic

1   Syllabus & Information Behavior: An Introduction (Ch 1)

2   Common Examples of Information Behavior (Ch 2)

         Agosto, D. E. & Hughes-Hassell, S. (2005). People, places, and questions: An investigation of the everyday life information-seeking behaviors of urban young adults. Library & Information Science Research 27: 141-163.

3   The Concept of Information (Ch 3)

         Nunberg, G. (2012). The Informations. Presented at iConference 2012, Toronto, CA.

4   Information Needs and Information Seeking (Ch 4)

5   Related Concepts (Ch 5)

         Wilson, T. (1981). On User Studies and Information Needs. Journal of Documentation 37 (1): 3-15.
         Hirsh, S. (1999). Children's Relevance Criteria and Information Seeking on Electronic Resources. *Journal of the American Society for Information Science* 50 (14): 1265-1283.

6   Models of Information Behavior (Ch 6)

Savolainen, R. (1995). Everyday life information seeking: Approaching information seeking in the context of "way of life." *Library & Information Science Research* 17: 259-294.

7   Metatheories, Paradigms, and Theories (Ch 7)

Leckie, G., Pettigrew, K., & Sylvain, C. (1996). Modeling the information seeking of professionals: a general model derived from research on engineers, health care professionals, and lawyers. *Library Quarterly*. 66: 161-193.
Wilson, T. (1999). Models in Information Behavior Research. *Journal of Documentation*. 55(3): 249-270.

PAPER DUE: Analyzing Your Own Information Behavior

8   Information Literacy

Gross, M. and D. Latham (2007). Attaining information literacy: An investigation of the relationship between skill level, self-estimates of skill, and library anxiety. *Library & Information Science Research, 29*(3), 332-353.

ACRL Information Literacy
http://www.ala.org/ala/mgrps/divs/acrl/issues/infolit/index.cfm

9   Ethics

Hales, S. (2011). 10 Questions: Tom Froehlich. *Information Outlook, 15*(4), 34-35, 37-38.

10   The Research Process (Ch 8)

Chatman, E. (1996). Impoverished Life World of Outsiders. *Journal of the American Society for Information Science* 47 (3): 193- 206.

11   Methods: Examples by Type (Ch 9)

Rieh, S.Y. (2004). On the Web at Home: Information Seeking and Web Searching in the Home Environment. *Journal of the American Society for Information Science and Technology*, 55 (8) 743-753.

12   Reviewing the Research: Its History, Size, and Topics (Ch 10)

Fidel, R. (1999). A Visit to the Information Mall: Web Searching Behavior of High School Students. *Journal of the American Society for Information Science* 50 (1): 24-37.

13   Research by Occupation (Ch 11)

Dervin, B. & Nilan, M. (1986). Information Needs and Uses. *Annual Review of Information Science and Technology (ARIST)* 21: 3-33.

14   Research by Social Role and Demographic Group (Ch 12)

RUSA Guidelines for the Development and Promotion of Multilingual Collections and Services
http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidemultilingual.cfm
RUSA Guidelines for Library Services to Older Adults
http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/libraryservices.cfm
RUSA Guidelines for Library Services to Spanish-Speaking Library Users
http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidespanish.cfm

RUSA Guidelines for Library Services to Teens
http://www.ala.org/ala/mgrps/divs/rusa/resources/guidelines/guidelinesteens.cfm

15   Bates, M. (1996). Learning about the Information Seeking of Interdisciplinary Scholars and Students. *Library Trends* 45: 155-164.

PAPER DUE: Community Resource Audit (including peer reviews of the presentations in your group)

Withdrawal Policy
It is your responsibility to drop a course or withdraw from the college. Failure to do so will result in receiving an "F". The last day to drop/withdraw is Month X, 201X.

Diversity
The course content and the course environment are dedicated to an understanding of and acceptance of all people. Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

ADA Services
If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability 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. The Center is located in the Alumni Gym, Room 2, at the corner of Avenue of Champions and South Limestone Street (next to the Student Center and across South Limestone Street from Kennedy Bookstore). See the campus map.

Other course requirements
You will need access to an appropriate computer with a broadband Internet connection. NOTE that it is YOUR responsibility to ensure you have a reliable computer for use during the course. Ongoing "computer problems" will not be considered a legitimate excuse for missing course activities. If you have a computer that is known to be unreliable, you should rectify that situation. Note that all UK students are eligible for a one time free download of Office from the UK download site (https://download.uky.edu); you can get help with this process from the UK helpdesk (859.257.1300; http://www.uky.edu/IT/CustomerService/).

Blackboard
We will use the Blackboard course management system to facilitate the class. Please visit http://www.uky.edu/Blackboard/ to learn about this system and the login requirements. You should be automatically added to the Blackboard roll; if this goes as expected, you will not have to sign up manually for the course. Blackboard help is available online through the Blackboard wiki website (http://wiki.uky.edu/Blackboard/Wiki%20Pages/Home.aspx), and from the UK helpdesk (859.257.1300; http://www.uky.edu/IT/CustomerService/). The helpdesk is also able to assist with all general computing issues (file download, browser updates, etc.).

Distance Learning Library Services:
At UK, students in online courses have available Distance Learning Library Services. The link to DLLS is: (http://www.uky.edu/Libraries/DLLS) Here is some of the information at that site:
Phone: (859) 257-0500, ext. 2171; 2nd Phone: (800) 828-0439; Fax: (859) 257-0505
E-mail: dllservice@email.uky.edu ; Location: 2-2, north wing, William T. Young Library 0456
Distance Learning Librarian: Carla Cantagallo