Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies

MLIS 7680
Understanding Information Behavior
Three Credit Hours

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship

(extracted from ALA's Core Competences of Librarianship 2009, available from http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf)

1. <u>Foundations of the Profession</u>: The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.

2. <u>Information Resources</u>: The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.

3. <u>Organization of Recorded Knowledge and Information</u>: The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.

4. <u>Technological Knowledge and Skills</u>: The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

5. <u>Reference and User Services</u>: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.

6. <u>Research</u>: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.

7. <u>Professionalism</u>. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.

8. <u>Administration and Management</u>: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. *[ALA CORE COMPETENCES 1,2,3,5,8]*

PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. *[ALA CORE COMPETENCES 4]*

PO 3. Integrate relevant research to enhance their work in libraries and information centers. *[ALA CORE COMPETENCES 6]*

PO 4. Demonstrate professionalism as librarians or information specialists. *[ALA CORE COMPETENCES 7]*

INSTRUCTOR

Nicole D. Alemanne, Ph. D. (she/her/hers)
Odum Library Room 4600
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Office Hours: By appointment

COURSE DESCRIPTION

An exploration of concepts underlying our understanding of how human beings seek and utilize information within the context of contemporary library and information services. Examines information needs, information seeking, and information preferences from the library user perspective. Provides foundational concepts useful for understanding reference interactions, library services, and technology use.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

There are no required textbooks to purchase for this course. All required and optional materials will be available through the Odum Library and GALILEO, the course BlazeVIEW website, or the Internet.

COURSE OBJECTIVES (*Show alignment to MLIS Program Objectives (PO) for all MLIS courses*).

Upon completion of this course, you will be able to:

SLO 1. Explain the nature of information behavior (MLIS PO 3);

SLO 2. Discuss the history and uses of information behavior research (MLIS PO 3);

SLO 3. Distinguish and analyze human information behavior research (MLIS PO 3);

SLO 4. Apply information behavior research methods to study a specific population (MLIS PO 3); and

SLO 5. Apply theories and models of information needs, information seeking, and information behavior (MLIS PO 3).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

See the course BlazeVIEW site for full assignment instructions. Assignment due dates can be found in BlazeVIEW and the course calendar.

ASSIGNMENTS IN BRIEF

Journal (15%)
You will synthesize and reflect on your learning through short informal journal entries. The journal will be viewed only by me; you will receive feedback throughout the semester.

Discussions (45%)
You will work in discussions to collaboratively construct knowledge about information behavior, models and theories of information behavior, and information behavior research.

Researching a Population's Information Behavior Paper (30%)
You will write a paper in which you will use scholarly literature to identify concepts, themes, and major research questions related to the information behaviors of a population of your choice and make a plan to study the population. The paper will be submitted in three phases:

- 2 Annotated Bibliographies (10%): You will identify and create a short annotation for peer-reviewed articles from the LIS literature that report research findings related to your population.
- Final Draft (20%): You will complete a final draft of the paper

Subject Guide (10%)
You will create a subject guide for the population.

COURSE SCHEDULE

The course calendar is available through the course BlazeVIEW site.

COURSE GRADES

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:
100–90 points = A | 89–80 points = B 79–70 points = C | 69–60 points = D | Below 60 points = F

Standards for MLIS core courses: **No grade below a C will be credited toward a VSU graduate degree. To be eligible to receive an A in this course, a student must complete every assignment.**

An overall grade of zero can be assigned to an entire paper or project if the instructor determines that its contents, or parts of its contents, were completed by a second party or copied into a paper or project from a source without proper citing. Noncompliance with rules on appropriate use of resources will result in zero credit for those parts of the assignment affected. If you are unsure about the parameters of an assignment, ask for clarification.

COURSE EVALUATION

As a student in this class, you are expected to: (1) read or view all assigned background materials; (2) participate in weekly discussion activities; (3) submit all projects on time and according to the format designated by the instructor; and (5) conduct your research and composition according to the rules of academic integrity. See the COEHS Policy on Plagiarism on page 6 and the MLIS Guide to Ethical Conduct at http://www.valdosta.edu/colleges/education/ master-of-library-and-information-science/documents/ GuidetoEthicalConductWebversion.pdf.

ATTENDANCE POLICY

All course meetings and activities will be conducted through BlazeVIEW, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is your responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in your best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

COMMUNICATION

Please post course-related questions that may be relevant to the class on the Ask and Answer discussion board. Communication from Dr. Alemanne will be conducted through BlazeVIEW email, postings and replies in the Ask and Answer discussion board, and BlazeVIEW announcements. **Check these areas at least several times per week (daily is recommended) as you are responsible for knowing all information communicated through these channels.**

VSU requires that all correspondence between the student and the instructor be conducted through official university channels. To that end, all e-mail correspondence related to this course is to be sent using the email client built into BlazeVIEW. Non-course email should be sent to the instructor's regular VSU email address. You should always use your own VSU email addresses for all VSU related communications. If you are having difficulty learning the subject matter or keeping up with the reading or assignments please contact me immediately. I can't help if I don't know there's a problem, and handling problems earlier rather than later is always better. I do my best to answer email and discussion board questions within 24 hours.

SUBMITTING ASSIGNMENTS

All assignments must be submitted as instructed on the BlazeVIEW course website using the format(s) designated by the instructor. The university's Information Technology (IT) department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at http://www.valdosta.edu/administration/it/helpdesk/. Their telephone hotline is 229-245-4357. BlazeVIEW is powered by the Desire2Learn (D2L) Brightspace course learning system. D2L provides 24/7 support 365 days a year. To contact D2L, go to https://D2LHelp.view.usg.edu or call the hotline at 855-772-0423.

LATE WORK

Assignments are generally due Mondays at 11:59PM EDT/EST. **Late submissions will not be accepted or graded.** However, there may be some flexibility in this rule—if you are having trouble completing an assignment, contact me **before** the due date so that we can discuss whatever issues you are experiencing. I will not grade or give credit for discussion activity completed after the due date/time. Discussion posts are due on Sundays Wednesdays and quizzes are due on Wednesdays. Late discussion posts and quizzes will not receive credit.

Completely skipping an assignment is not acceptable in graduate school. To be eligible to receive an A in this course requires completing every assignment and submitting within the specified deadlines. All course work is due inside BlazeVIEW on the date and time indicated on the course calendar (Eastern time, based on the BlazeVIEW clock). Technology problems are not an acceptable excuse for submitting work late unless BlazeVIEW is down at the time the work is due.

PROFESSIONALISM

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with their assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

CORONAVIRUS RESOURCES FOR STUDENTS

VSU cares about student success both on and offline, and a variety of resources are available to help you both academically and personally during the Fall 2020 semester.

One of the best resources is VSU's Coronavirus FAQ page located at https://www.valdosta.edu/health-advisory/faq.php. Information is available there about a variety of topics in VSU's return-to-campus plan. A website devoted to the health and wellness of VSU students can be seen at https://www.valdosta.edu/administration/finance-admin/campus-wellness/student-resources.php.

You can find information, including how you can access the Brightspace Pulse app that will allow you to view BlazeVIEW on your smartphone at https://www.d2l.com/products/pulse/. In BlazeVIEW, all VSU students have a course with guides for how to use tools in BlazeVIEW; search for "VSU BlazeVIEW Student Tutorial 2020."

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available through SmartEvals. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous to instructors/administrators, and they will be able to access results only after they have submitted final grades. Before final grade submission, instructors will not be able to see any responses, but they can see the percentage of students who have or have not completed their SOIs. While instructors will not be able to see student names, an automated system will send a reminder email to those who have yet to complete their SOIs. Students who withdraw or drop a course will also be sent invitations to complete the Dropped Course Survey. Complete information about the SOIs, including how to access the survey, is available on the SOI Procedures webpage (https://www.valdosta.edu/academics/academic-affairs/sois/).