Instructor: Ellen Rubenstein
Office: 401 W. Brooks, Bizzell Library basement (enter Bizzell from Van Fleet Oval, turn right and go downstairs; turn left twice into SLIS office hallway)
Email: erubenstein@ou.edu
Office hours: Tuesdays 12:00-5:00 OR by appointment. NOTE: Because this class is online, I am happy to have chat, phone, or Skype conversations. This should be prearranged if possible. I am also online quite a bit, so email is a very good way to reach me as well.

Graduate Assistant: Ms. Ann Marie Schneider (Ann.M.Schneider-1@ou.edu)

COURSE DESCRIPTION:
Prerequisite/Corequisite: LIS5033 Information and Knowledge Society.

This course covers information use by people in various roles, situations, and contexts, individually and in groups. To do this we will study information behavior and the influence of learning and cognitive processes; value systems; and situational, psychological, sociological, and political perspectives. We will be examining community, disciplinary, and functional practices, as well as individual and social aspects of human information needs, seeking, and use based on theoretical and empirical research. We will also apply the study of user information behavior to textual, graphical, and visual representation of knowledge. This course includes both theoretical models and practical methodologies for the study of users and for user-centered design of information and knowledge systems and services.

Because of the vast range of material in this subject area, the objective has been to select a few areas to focus on in order to develop at least a little depth in those areas and to begin to develop judgment regarding the products of others in the field. An effort was made to select materials reflecting a range of philosophical and methodological approaches.

STUDENT LEARNING OBJECTIVES:
The main goal of this course is to familiarize students with the principles and research related to information behavior. Upon successful completion of the course, students will be able to:

1. Identify and explain major concepts and findings of the literature on information needs, seeking, and use, including various research programs, questions, theories, and researchers
2. Understand the impact of diverse information needs, learning preferences and styles, and cultural influences on the design, selection, use, and evaluation of information and knowledge systems
3. Define the role of context related to how users derive meaning and create knowledge
4. Apply concepts and frameworks from the research literature to examples or cases
5. Observe and analytically describe information behavior activities in various settings

TEACHING & LEARNING METHODS:
This course will be delivered online and use short videos, written lectures, readings, asynchronous discussions, and individual and group learning experiences. Assignments include application to concepts and issues of information behavior as well as analysis.
EVALUATION METHODS:

Evaluation will be based on a combination of reports, projects, presentations, and online discussions designed to foster critical thinking and synthesis of course concepts. These assignments are designed for application as well as analysis of concepts and issues.

You are expected to read the textbook and other assigned readings during the time period assigned for each topic and prior to participation in discussions. All class members are expected to welcome open expression of opinions, attitudes, and beliefs and to accept the legitimacy and value of dissent, whether the dissenting opinion is considered valid or not. Please also see the Professionalism in Electronic Communication section below.

CHICAGO MANUAL OF STYLE:

All assignments must use the Chicago Manual of Style author/date system. Please take a look at this link to see how one uses this system within a document: http://owl.english.purdue.edu/media/pdf/1300990757_717.pdf

In addition, if you are unfamiliar with how to do a reference list, please go to this link: http://library.williams.edu/citing/styles/chicago2.php. Understanding how to use this citation style is not only important in this class, but is expected for your comprehensive exam at the end of your MLIS program.

TEACHING PHILOSOPHY:

My teaching philosophy embraces the idea that learning is a shared process. We each bring something to the learning environment, whether we are “teacher” or “student.” You will have experiences, knowledge, and perspectives that differ from mine, and I will have the same. I do not believe in the “transmission” process of learning, where an instructor spouts “knowledge” and “wisdom” and expects the students to receive and repeat information back. Although in regard to the course material I have been exposed to and worked with the material before, you will also have valuable and interesting insights. We are all contributors to our mutual learning experiences.

TECHNOLOGY LITERACY REQUIREMENTS

To be successful, everyone in this online course must be able to:

• access and use Desire2Learn (D2L) (http://learn.ou.edu), including using the Dropbox to send attachments on a daily basis
• access and use email, including sending attachments
• identify, access, and use web sites
• process word documents
• access and use social networking sites such as Skype and YouTube

If you are not able to do one or more of the above tasks, contact the instructor immediately (erubenstein@ou.edu) for reference to tutorials to assist you in gaining the skills required to participate in this class.

Required Text:

Additional readings will be available on D2L.
JOURNALS

You may find it helpful to scan the tables of contents of current library and information science journals for cutting edge research in information behavior. Possible journals to browse regularly include, but are not limited to, the following titles that are available electronically via the OU libraries:

Annual Review of Information Science & Technology
Canadian Journal of Information Science
Information Processing & Management
Information Research
Journal of Documentation
Journal of the American Society for Information Science and Technology
Library and Information Science Research

POLICIES:

Attendance
Although LIS5053 is an online course, you are expected to adhere to the same guidelines for face-to-face courses outlined below in University Policy 4.19.1. Please keep in mind that non-attendance may negatively affect your performance on assignments. Attendance is also important because the graduate student experience encompasses more than fulfillment of assignments (see SLIS Graduate Student Handbook, below). **Students who miss a class are responsible for content covered and for all announcements and assignments.**

University Policy 4.19.1 Class Attendance – Students
“Students are responsible for the content of courses in which they are enrolled. Specific policy concerning attendance requirements and announced and unannounced examinations is the responsibility of the individual instructor. Students have a responsibility to inform faculty prior to absences whenever possible. Faculty should make every effort to find a reasonable accommodation for students who miss class as a result of participation in Provost-approved University-sponsored activities or legally required activities such as emergency military service. Students missing class on account of jury duty must receive such an accommodation.

“When absences seriously affect a student’s class work, the instructor will report this fact to the Admissions and Records Office, where the information will be directed to the dean concerned.”

OU SLIS Graduate Student Handbook:
“Fundamentally, responsibility for education at the graduate level belongs to the individual student. Faculty provide the basic frame in which the study is undertaken, offer assistance in setting the parameters of study, and serve as facilitators and mentors. This approach to the learning environment is particularly necessary as a conceptual framework for the development of information professionals who must exercise critical thinking, analyze problems, and design solutions as a daily part of their work life, who must be independent and lifelong learners who also function effectively as team members in a diverse and dynamic information environment.”

Absence for Religious Holidays:
“It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays” (Section 3.13.2, The Faculty Handbook). Students who plan to observe a religious holiday should notify the instructor as soon as possible in order to make appropriate arrangements for classwork or rescheduling of examinations.
Reasonable Accommodations
The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and facilitate educational opportunities. Students requesting accommodations are required to contact the Office of Disability Services. This office accepts requests from students for reasonable accommodation after the student has self-identified as an individual with a disability. The Office of Disability Services on the Norman campus is located in Goddard Health Center, Suite 166, phone 405-325-3852, or TDD only 405-325-4173. On the OU-Tulsa campus, students should contact the OU-Tulsa Student Affairs office located in Room 1C 53.

Academic Integrity and Misconduct:
The following web page outlines OU’s expectations of academic honesty, defines misconduct, provides examples of prohibited conduct (including plagiarism, improper collaboration, and Internet cheating), and explains sanctions for misconduct: At this site you will find definitions and examples of academic misconduct. You are responsible for this information http://integrity.ou.edu/.

Examples of plagiarism can be found at http://integrity.ou.edu/students_guide.html and at http://integrity.ou.edu/files/nine_things_you_should_know.pdf. You are responsible for this information.

Some things to bear in mind when writing papers:
1. Plagiarism occurs when you use someone else’s words exactly without putting them in quotations and without citing the source, including the page.
2. If you are not using an exact quote, you need to put EVERYTHING in your own words – the OU Academic Integrity site gives examples of what is allowed.
3. If you are using someone else’s ideas, you must cite that person. Otherwise you are passing it off as your own.

***In addition, a good paper is not filled with quotes – when you are referring to someone else’s ideas, it is best to paraphrase to show that you have thought about these ideas and are able to discuss them without using the person’s own words. It is perfectly okay to use quotes, but only for a small portion of the paper.

Codes and Policies of Behavior:
To protect its faculty and students, the School of Library and Information Studies fully subscribes to the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual, racial, and ethnic harassment, and discrimination based on disability. You are strongly encouraged to acquaint yourself with both your responsibilities and your protections. See “Student Code” at: http://judicial.ou.edu/content/view/27/32/.

Professionalism in Electronic Communication:
Electronic venues (such as email, discussion boards, chat rooms, etc.) are used regularly as part of professional practice. It is expected that the tenor of discussion in electronic communication for this class will be that of colleagues.

One important purpose of discussion board transactions is to practice HEARING (not just listening to) the various opinions, stances, and ideas of one’s colleagues. Flaming will not be tolerated.

It is important to remember that virtual communication lends itself quite easily to an artificial sense of “private conversation” – thus, it is always wise to think twice before you post.
**Student Evaluation of Class:**
At the end of the term, each student will be asked to complete an online OU College of Arts and Sciences evaluation form that elicits opinions about the quality and relevance of course content and the quality of instruction. These evaluations are anonymous, and I will not see them until after grades have been turned in to the Registrar’s Office. They are most helpful in planning classes for the future. In addition, I encourage you to make suggestions while the class is in session if you see something that you think might be improved upon.

I take these evaluations seriously, and will encourage you several times during the evaluation period to fill them out. These evaluations are used by the School for annual assessment, tenure, and promotion decisions. It is important that you be careful and accurate in completing the evaluation form.

**Assignments**

**Assignment 1**

**D2L Profile and Getting to Know You:**  5% (25 pts.)

**Due:** Sunday, January 20, midnight, in your profile and the Discussion section

**Objectives:**
1. To put names to faces and interests.
2. To develop a community among the LIS5053 students.

**Procedures:**
Create or update your D2L profile by clicking on the “Profile” link on the left hand side of your D2L homepage. Upload a recent photo so that we can all see who you are.

In the discussion section, please tell us:
1. How long you have been in the MLIS Program.
2. What you did before you entered the MLIS Program.
3. The setting in which you hope to work upon completion of your Masters degree.
4. Where you are from (since this is an online class, it would be nice to know where you are taking the class from).

**Assignment 2**

**Leading and Participating in Discussions**  20% (100 pts.)

**Due:** Ongoing

(DUE: Tuesday, January 22 by midnight: Upload to D2L your first 3 preferences for which week you would like to lead discussion – these will be assigned first-come, first-served)

I have divided the class into two groups for discussion purposes. You will participate in discussions with others in your group for the full semester. I will have sent out which group you are each in; please make sure you post in the correct group each week.

Most weeks there will be 2-3 discussion leaders in each group who will work together and decide together what you questions you will post. I am looking for:

1. A summary of the readings (these do not have to be extensive, but should account for all of the week’s readings). Three questions about the readings, questions that are designed to get others
talking about the material. Discussion leaders will monitor the discussions and respond as appropriate.

2. Each student is expected to participate in six discussions, one in each Unit, throughout the semester (this includes leading the discussion).

   a. Unit 1: Weeks 2 – 3 (January 23 – February 5)
   b. Unit 2: Weeks 4 – 5 (February 6 – February 19)
   c. Unit 3: Week 6 (February 20 – February 26)
   d. Unit 4: Weeks 7 – 8 (February 27 – March 12)
   e. Unit 5: Weeks 9 – 11 (March 27 – April 16)
   f. Unit 6: Weeks 12 – 13 (April 17 – April 30)

You are not expected to participate every week, but you are expected to participate in at least one discussion per Unit. Once the Unit has passed, you cannot make up that Discussion credit. (Note: although you are only required to participate in 6 discussions, it is beneficial for everyone in the class and for intellectual exchange to do more, so I encourage you to participate as much as feasible. I don’t require more because I know that everyone has many things on their plates, but you will derive greater benefit from the material with increased participation.)

Discussion counts for 20% of your grade, or a total of 100 points. Discussion serves several purposes: it helps all of us to know each other a bit and to build community; it allows everyone to engage in a dialog that enhances learning; and it helps me to assess how well people are understanding and absorbing the material.

Discussion leaders’ summaries and questions need to be posted each week by Wednesday at midnight. Responses should occur between Thursday-Sunday. On Monday by midnight, discussion leaders of each group should post a summary of the discussions in the full-class designated discussion area of D2L, so that each group can get a sense of what the others talked about. These do not have to be long, but should give students in the other group an idea of what was discussed so that everyone can benefit from what could potentially be very different discussions.

To access Discussions, all you need to do is click on “Discussions” on the navigation bar, and you’ll see the weekly discussions. Although you are divided into two groups, you are still able to see what the other group is discussing, so that you can benefit from the insights of all your classmates.

ASSIGNMENT 3

Reading Analysis Essay 10% (50 pts.)
DUE: Tuesday, February 12, midnight, in the Dropbox

Objective:
1. To reflect in greater depth on the literature that we are studying
2. To encourage critical thinking about the course material

Procedures:
1. Choose a reading that we have studied so far (up to and including Week 4).
2. Provide a summary of the reading. The summary should comprise no more than ½ of the essay.
3. Assess the reading’s potential for enhancing librarians and/or information professionals in their understanding of the use and user aspect of their work. Consider such questions as:

   a) What have you learned from the reading?
   b) Why is/isn’t the reading important? (Continued on next page)
c) What concerns does it raise for you as an information professional?

This assignment should be 4-5 pages, double-spaced. It should include an introductory paragraph including a thesis statement that gives an overview of what you will be writing about, a discussion section, and a conclusion.

Please make sure you provide a reference to the reading you are critiquing, in Chicago author/date style, as well as any others you might include. This assignment will be graded for clarity, concise argument, and critical thought.

ASSIGNMENT 4

Analyzing Your Own Information Behavior Essay                                   15%  (75 pts.)
DUE: Tuesday, March 5, midnight, in the Dropbox and Discussion area
Respond to classmates’ postings by Friday, March 8, midnight

Objectives:
1. To understand your own personal information behavior
2. To apply the theories and/or models of information behavior to real world individual information behavior.
3. To link information theory to professional practice.

Procedures:
Describe one of your own recent information seeking incidents in 500-700 words. You can use one of the six scenarios on pages 19-39 in Chapter 2 of the Case book, or, if none of these fit, pick something else. Compare and contrast your information seeking behavior to two models or theories of information behavior discussed in class, as described in the journal literature and/or the Case textbook, in a 4-6 page double-spaced essay (not including references). The paper should include 1-2 introductory paragraphs including a thesis statement that gives an overview of what you will be writing about. Please make sure all references are in Chicago author/date style.

The format for this paper should comprise:

1. Introductory paragraph(s) with thesis statement
2. Description of your own information seeking incident (no more than 4 paragraphs)
3. Analysis of your behavior in comparison to the literature
4. Conclusion

Next, say a few words in the Discussion area about what you learned about your own information behavior, and respond to AT LEAST TWO OF YOUR CLASSMATES’ postings by Friday, March 8, midnight.

**To preserve the anonymity of the people with whom you come into contact, do not use their real names or the true name of the location where you looked for information unless it is rather generic, such as the Internet, an online database, a newspaper, or TV or radio program. If in doubt, please email the instructor. Do, however, feel free to create your own fictitious, yet socially acceptable, and politically correct names to facilitate your descriptions. For example, rather than describing your interactions at the information desk with a specific librarian at Norman Public Library, a more generic description would describe your interactions with a reference librarian at your local public library.**
ASSIGNMENT 5 – FINAL PAPER

NOTE: You have a choice of doing one of two final papers:

a. Information Grounds Research Paper
b. Information Behavior Research Paper

For each, you are required to hand in a full draft on April 8 at midnight, and a revised final paper (based on my comments) on May 6.

Please read through the instructions carefully for each, and then make your decision. The full written draft and the final paper are equal in terms of the points you will receive for each, so you will want to hand in a very complete first draft.

OPTION ONE FINAL PAPER ASSIGNMENT

Information Grounds Research Paper (300 pts.)

DRAFT DUE: Monday, April 8, midnight in the Dropbox 20% (100 pts.)
FINAL DUE: May 6, midnight, Dropbox 20% (100 pts.)
SLIDE SHARING IN D2L DUE: May 6, midnight, Discussion AND COMMENTING ON OTHERS’ SLIDES DUE: May 9, midnight, Discussion 10% (50 pts.)

Objectives:
1. To understand the information behavior in information grounds
2. To apply the theories and/or models of information behavior to real world group information behavior.
3. To link information theory to professional practice.

Procedures (please read carefully – there is a lot of detail to consider):

Pettigrew/Fisher defined an Information Ground as a synergistic “environment temporarily created when people come together for a singular purpose but from whose behavior emerges a social atmosphere that fosters the spontaneous and serendipitous sharing of information.” Examples of information grounds are available at the Information Behavior in Everyday Context (IBEC) website: http://ibec.ischool.washington.edu/ig/, and in addition, we have read several articles about information grounds, which should give you some ideas. Please contact me to verify that what you are choosing is appropriate if you have any doubts.

Drawing upon the above definition, the IBEC examples, course readings, and ADDITIONAL journal literature, select a setting that you believe qualifies as an information ground and that you would like to study in depth.

To observe the people and interactions in your information grounds, you should spend time observing the group. The amount of time should be a minimum of two hours, more if it seems appropriate. These do not have to be consecutive. Please choose a place where there is likely to be casual conversation; if it is a meeting or presentation, this is less likely to occur.

In order to do your observation, you may adopt the generic Behavior Observation Checklist (available on D2L under the Content link) or develop one of your own.

(Continued on next page)
Part 1 – Information Grounds Written Report:

Discuss your Information Grounds in a 6-8 page double-spaced paper that includes the following information:

1. Introduction with thesis sentence (1-2 paragraphs)
2. Description of your Information Ground (no more than ½ of the paper) in regard to the following:
   - The date & time of the observation
   - Length of the observation
   - Your role (unobtrusive or participant)
   - Description of setting, including—as relevant—physical locale, weather, how people arrived (drove, walked, etc), furniture, lighting, etc:
   - Description of informational notices
   - Approximate # of participants
   - Roles of the people who frequent that information grounds: customers, staff, demographics, occupational category, etc.
   - Description of participants
   - The social aspects of the groups, e.g., do the participants know each other well?
   - The types of information shared and the directions the information flows
   - Two-three examples of information sharing activities. For example:
     - Who was involved?
     - What did they talk about?
     - Who initiated the exchange?
     - How did people react to the exchange?
     - Did another information event occur as a result?
     - What types of emotions were attached to the exchange?
     - Anything else?
   - Was food or drink available? Who brought/served it?
   - What were people’s arrival and departure times (e.g., early, late)
   - How are information incidents are created, played out, and concluded?
   - What was the role of technology within the information ground?

3. Literature Review:

Discuss the literature you have found about this group. Include literature from class about information grounds as well as a minimum of 6 scholarly articles outside the class literature about this group.

Your discussion of the literature should be based on a careful and thorough review of the scholarly research literature. Organize your discussion thematically, by the topics and questions you address, rather than by the source of your information. The articles in the Annual Review of Information Science & Technology are written in this style and although they are longer than required for this assignment, they may be helpful to consult.

Analyze the research comparing what different researchers say, including but not limited to:
   - Areas of consensus: Where do researchers agree, broadly or specifically, on the information behavior of your group?
   - Areas of disagreement: Where do they disagree?
   - Significant anomalies: Is there anything perplexing or unusual about the information behavior of your group?
4. Analysis and discussion of the Information Ground in relation to the literature we’ve read in class, AS WELL AS the additional literature that you have used to research your group. Some things to consider:

   • How does the way the information flows within the group fit any of the theories or models we’ve read about? Please discuss the literature and its bearing on your information ground. For example, you can draw analogies between your “place” both as an information ground and how the interactions relate to other literature.
   • Would you suggest other/additional ways that information exchange could be facilitated through physical and technological inducements or changes?
   • How might this information ground be used to better disseminate information about particular topics? Why, and by whom?
   • How could this group be studied beyond basic observations?

5. Conclusion
   Provide a summary of the information you presented in the paper.

Please make sure all references are in Chicago author/date style.

Remember to protect the anonymity of the members and location of your information grounds as much as possible as discussed in the Information Behavior Essay instructions.

***A full draft of your paper is due April 8. Your draft should be fully written as though it is a final paper. I will read through the paper and suggest revisions, which I will expect to be implemented in your final paper, which is due May 6.

Part 2: Sharing Your Information Grounds in D2L

Share your Information Grounds with your classmates by posting in the Project Discussion Section:
--a slide show (minimum 8-10 slides) with text or voice-over explaining the slides; and
--a response to two of your classmates about their postings (you have until April 11 to respond)

Include in your slides:
   o the people who frequent the Information Ground
   o the physical setting
   o the types of information shared
   o how information incidents are created, played out, and concluded

OPTION TWO FINAL PAPER ASSIGNMENT

Information Behavior Research Paper (300 pts.)

DRAFT DUE: Monday, April 8, midnight in the Dropbox 20% (100 pts.)
FINAL DUE: May 6, midnight, Dropbox 20% (100 pts.)
SLIDE SHARING IN D2L DUE: May 6, midnight, Discussion AND COMMENTING ON OTHERS’ SLIDES DUE: May 9, midnight, Discussion 10% (50 pts.)

Objectives:
1. To study the information of a user group that is of interest to you.
2. To demonstrate a mastery of information behavior concepts and apply them to a particular user group, including needs, seeking, sharing, giving, managing, and using.
3. To apply information analyses and tools to assess services to a particular set of users.
Procedures:
1. Select a group that is of interest to you. The group could be any group that might be served by librarians or other information professionals, including but definitely not limited to: parents, journalists, genealogists, first-year college students, musicians, children of varying ages, home-schooling parents, vegetarians, artists, hobbyists, farmers, etc. (the choice is up to you – any group that appeals to your interests).

2. Before you decide definitively on a group, conduct a literature search to find out if others have studied the information needs of this group, or of a group that shares its characteristics in some way. If no one has, your work will be more difficult, but you can still do a good job. You will find some scholarly research and writing on the information behavior of each group in the literature of LIS and other fields.

3. Make contact with at least one member/expert of this group, and draw on that person’s insights in constructing your description. You may also consult with information professionals who offer services to your user group.

Then, write up a 6-8 page double-spaced paper plus references (Part 1):

Introduction:
1. One-two introductory paragraphs with a thesis statement.

Description of the Group:
2. In 2-4 paragraphs, give a brief description of the group that you researched. Include information about the composition of the group answering such questions as: Who are they? What do they do? Where do they do it? Why do they do what they do? How do they do it? Add additional information as necessary.

Literature Review:
3. Discuss the literature you have found about this group. Include literature from class as well as a minimum of 6 scholarly articles outside the class literature.

Your discussion of the literature should be based on a careful and thorough review of the scholarly research literature. Organize your discussion thematically, by the topics and questions you address, rather than by the source of your information. The articles in the Annual Review of Information Science & Technology are written in this style and although they are longer than required for this assignment, they may be helpful to consult.

Analyze the research comparing what different researchers say, including but not limited to:
  o Areas of consensus: Where do researchers agree, broadly or specifically, on the information behavior of your group?
  o Areas of disagreement: Where do they disagree?
  o Significant anomalies: Is there anything perplexing or unusual about the information behavior of your group?

Expert’s Information:
4. Summarize your discussion with a member/expert of this group and analyze how this person’s insights fit into your findings of your literature review. This analysis should comprise several paragraphs, bringing in the literature that you reviewed for this paper. In addition, you should consider bringing in theories that we discussed in class depending on what is relevant. Remember to protect the anonymity of your expert informant.
5. **Discussion and Conclusion:**
   a. Give a brief summary of your findings.
   b. Explain why it is important to us, as information professionals, to understand the information behavior of this group.
   c. Offer directions for further study and forecasting: What are the unanswered questions or directions for further research about the information behavior of your group? How might you go about studying this particular group to answer these questions? What do you predict or anticipate will happen for these participants’ information behavior in the next 5-10 years?

6. **References:**
Format all references according to Chicago style, author/date system.

***A full draft of your paper is due April 8. Your draft should be fully written as though it is a final paper. I will read through the paper and suggest revisions, which I will expect to be implemented in your final paper, which is due May 6.

**Part 2: Sharing Highlights of Your Information Behavior Paper in D2L**
Share the highlights of your research with your classmates by posting in the Project Discussion Section:
-- a slide show (8-10 slides) with text or voice-over explaining the slides; and
-- a response to two of your classmates about their group (you have until May 9, midnight, to post responses)

Include in your slides:
- A summary of the composition of the group, what they do, how they do it
- The information behavior of the group as you found it based on your literature review and your personal contact
- What unanswered questions or gaps did you find that deserve further study, and how might you do that?
- What are your predictions for the information behavior of this group in the next 5-10 years?

**GRADING:**
**ASSIGNMENTS (TOTAL of 500 pts):**

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<tr>
<th>WHAT</th>
<th>DUE DATE</th>
<th>GRADE % (TOTAL PTS.)</th>
<th>WHERE</th>
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<td>D2L Discussion</td>
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<tr>
<td>Reading Analysis Essay</td>
<td>February 12</td>
<td>10% (50 pts.)</td>
<td>DROPBOX</td>
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<tr>
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As mentioned above, all citations for your papers must be in Chicago style, using the author-date system.

For in-text references:  http://owl.english.purdue.edu/media/pdf/1300990757_717.pdf

For assistance in documenting research materials or organizing thoughts for assignments, students can make appointments for FREE conferences with writing consultants at the OU Writing Centers on both the Norman and Tulsa campuses.

In Norman:  http://www.ou.edu/writing/
In Tulsa:  http://tulsagrad.ou.edu/writing/

**Criteria for evaluation of all assignments:**

Substantive content and the quality of the student's writing will be considered in all written assignments, **including discussion board postings**. Substantive content includes closely following instructions for the content of the assignment. Quality of writing covers clarity of expression and organization, appropriate use of references and academic writing style, use of inclusive language, and correct grammar, spelling, and punctuation.

**A (90 – 100%)**
The student demonstrates excellence in the use of the following criteria:

These assignments fulfill the stated requirements unusually well, and go beyond what is required. They include independent thought and critical judgments, insightful analysis, and are clearly developed. They exhibit comprehensive understanding of the relevant issues and literature and use the literature and other sources to support the analysis. Sources are fully and correctly identified.

Students who have completed “A” work will receive grades of A- (90-93), A (94-96), and A+ (97-100).

**B**
The students a high level of competency in relation to the following:

These assignments are fully developed and are focused and coherent. They are competently done and no important points are omitted. They offer some independent thought, some critical judgment, and some conceptual analysis. They use the literature and other sources in ways that are both relevant and supportive of points made in the paper. Sources are fully and accurately identified.

Students who have completed “B” work will receive grades of B- (80-83), B (84-86), and B+ (87-89).

**C**
There will be use of many or most of the aspects outlined for an A or B as outlined above, although
certain features will be only partially realized. Thus, for example, a typical C will include some independent thought but critical points will lack depth. There will be a lack of sustained analysis, with uncritical acceptance of principal concepts and theories (e.g., only offers a summary). There will be little use of literature and other sources that are supportive of points made, and sources are inadequately identified.

Students who have completed “C” work will receive grades of C- (70-73), C (74-76), and C+ (77-79).

**D (60-69%)**

Significant elements of the paper will be underdeveloped or unevenly developed. For example, a typical D paper will display limited evidence of independent thought and critical judgments, with a partial and superficial coverage of key issues. The paper will lack insightful analysis, or show poorly-developed thought processes. Literature and other sources will be inadequately identified.

**F (below 60%)**

This paper will display little evidence of independent thought and critical judgments, or be executed in the form of unsubstantiated opinion. There will be no evidence of critical judgment, unbalanced coverage of issues, with some omitted altogether. The paper will lack insightful analysis. Exposition will tend to be confused, badly structured, and poorly written. Literature and other sources will be inadequately identified.

**Due Dates and Late Assignments:**

Assignments are due at or before the beginning of class on the stated due date. Assignments will be accepted later than the due date only by prior arrangement with the instructor or in the case of a documented illness or emergency. Assignments submitted later than the due date for reasons other than documented illness or emergency will be subject to an automatic reduction of 10% of the grade for the assignment.

**Letter grades on students’ transcripts will be assigned according to the following percentage distribution:**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% or above</td>
<td>A</td>
</tr>
<tr>
<td>80% - 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% - 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% - 69%</td>
<td>D</td>
</tr>
<tr>
<td>59% or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Fractional percentages will be rounded upward.

In general:

- A grade of A implies that all requirements have been met and substantially exceeded. "A, the highest grade, is given for work of exceptional quality." (The University of Oklahoma General Catalog, 1999-2001, p. 33).
- A grade of B implies that all requirements have been fully met.
- A grade of C implies that all requirements have been minimally met.
- A grade of D implies that some or all of the requirements have not been minimally met. "A grade of D is failing insofar as credit toward a graduate degree." (University of Oklahoma 2000 Graduate College Bulletin, p. 30).
- A grade of F implies failure to meet minimal requirements. School of Library and Information Studies policy requires that any student receiving a grade of F be recommended for dismissal from the Master of Library and Information Studies program.

**Grades of Incomplete:**

The Graduate College has strict conditions under which a student is given an incomplete in a regularly scheduled, letter-graded course. A grade of Incomplete (I) will be given only for a justifiable reason (due
to unavoidable circumstances, not lack of planning on the student’s part) and only if the student is passing the course. It is the responsibility of the student to request a grade of I and to meet with the instructor as early as possible to determine the requirements for completing the course. Any incomplete granted must be removed by the deadline specified by the instructor. The time limit set for removal of an incomplete will take into account the circumstances of the situation but may not exceed one calendar year.

Acknowledgements: With permission, this syllabus has drawn upon previous LIS/KM 5053 classes taught at SLIS, notably by Dr. Cecelia Brown, Dr. Kelvin White, and Dr. June Lester.