



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Arts



SCHOOL OF LIBRARY, ARCHIVAL & INFORMATION STUDIES

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmiñəm̓ speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

### Course Number and Name – Course Syllabus (3)

<b>Program:</b>	MLIS/Dual
<b>Year:</b>	2018-2019
<b>Course Schedule:</b>	Wednesdays 9:00-11:50 am
<b>Location:</b>	IKBLC 155
<b>Instructor:</b>	Dr. Heather O'Brien
<b>Office location:</b>	IKBLC 486
<b>Office phone:</b>	604-827-5842
<b>Office hours:</b>	TBD
<b>E-mail address:</b>	<a href="mailto:h.obrien@ubc.ca">h.obrien@ubc.ca</a>
<b>Learning Management Site:</b>	<a href="http://lthub.ubc.ca/guides/canvas/">http://lthub.ubc.ca/guides/canvas/</a>

#### Course Goal:

The goal of this course is to ground you in the area of human-information interaction, the study of how people seek, share, avoid, weigh and make meaning from information in its many print and digital forms. This foundations course will focus on searching for information, emphasizing how to use search tools to effectively locate information for yourselves and others, and how to understand, negotiate, and attempt to satisfy the information needs of individuals and communities. You will utilize what you learn in this course during your program of study and throughout your professional lives to design, evaluate, and improve upon information systems, organizations, and services.

#### Course Objectives:

##### Upon completion of this course students will be able to:

1. Identify, analyze, and assess the information needs of diverse individuals, communities and organizations, and consider how to respond to those needs through the design, provision and assessment of information resources, services and systems. [1.1]
2. Apply knowledge of information technologies and resources to information needs and interactions. [1.3]
3. Reflect in a critical and informed manner on individual and institutional information practices. [1.4]
4. Enhance interpersonal and written communication skills. [2.1]
5. Assess, select, and employ communication strategies based on the nature of the communicative goals and audience. [2.2]
6. Collaborate effectively with peers and the teaching team through course assignments and in-class activities. [3.1]
7. Understand and apply relevant library and information science literature and search tools to address information needs, questions and issues in information interaction. [4.1]

**Prerequisites:** MLIS core course

**Format of the course:** This course will involve lectures, class discussions and activities, individual and group work, and instructor-, peer-, and self-assessment.

**Course Topics:**

- Overview of human-information interaction
- Constructs, models, theories, and approaches in human-information interaction
- Information needs
- Information sources and channels, including digital search tools
- Strategies for interacting with information (e.g., browsing, searching, encountering)
- Information needs, behaviors and seeking of individuals, groups, organizations and communities
- Assessment and evaluation of information needs, seeking and use
- Human-information interaction and the design of services, programs and systems

**Required and Recommended Reading:**

Please see Canvas, the online course management system. There is a module for each week where you will find readings, power point slides for class lectures, and other related materials.

**Course Assignments:**

Assignment Name		Due Date	Weight	Graduate Competencies
Participation		Throughout the term	5%	1.4; 2.1; 3.1
Search task documentation assignment		October 10	15%	1.3; 1.4; 4.1
Search diary and reflection assignment		October 24	15 %	1.1; 1.3; 2.1; 4.1
In-class search intermediary assignment		November 7	15%	1.1; 1.3; 1.4; 2.1; 2.1; 3.1
Design project**	<i>Proposal</i>	September 26	5%	1.1; 1.3; 2.1; 2.2; 3.1; 4.1
	<i>Presentation</i>	Nov 28	10%	
	<i>Report/Product</i>	Dec 5	25%	

\*\*Completed in pairs or groups of three

**Course Schedule [week-by-week]:**

Date	Lecture Topic	Assignments/Guests
Sept 5	Introduction to the course and the syllabus	
Sept 12	Information needs & seeking	
Sept 19	Searching and browsing	
Sept 26	Information use	<i>Design Project Proposal</i>
Oct 3	Information retrieval systems	<i>We will devote some class time on this day to the search task documentation assignment</i>
Oct 10	The reference interview	<i>Complex searching with Erin Fields Search task documentation assignment</i>
Oct 17	Introduction to information literacy	
Oct 24	Searching, diversity and representation	<i>Search diary and reflection assignment</i>
Oct 31		<i>In-class search assignment</i>
Nov 7	Approaches to information services Designing services, programs and systems	
Nov 14	No class meeting	<i>Independent project work</i>
Nov 21	Approaches to evaluating HII	
Nov 28		<i>Design Project Presentation</i>

The course schedule may be modified slightly e.g., guest speakers

## Course Policies

### Attendance:

- Attendance is required in all class meetings. If you know you are going to be absent you must inform me beforehand if at all possible.
- Up to 2 excused absences are allowed with prior notification to me. Additional absences will require a note from a health professional or Access and Diversity. Failure to provide this documentation could result in a lower course mark.
- Any penalties imposed for excessive absences are at the discretion of the instructor.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [SLAIS web site](#).

**Access & Diversity:** Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit: [<https://students.ubc.ca/about-student-services/access-diversity>]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

**Religious Accommodation:** The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: <http://equity.ubc.ca/days-of-significance-calendar/>

### Academic Integrity

#### Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: <http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959>.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: <http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/>

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

**Other Course Policies as Relevant** – Students are required to use APA citation style for all course assignments.