



**School of Communication and Information
Human Information Behavior
SC&I 17:610:510:01 (3 credits)
Spring 2016**

Course Delivery: Face-to-face, Room 203 (CIC building)
Course Website: <https://sakai.rutgers.edu/portal/site/f7ddfc7a-544c-4fc7-82f6-c39fcf259a2a>

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CATALOG DESCRIPTION

The course Human Information Behavior focuses on the study of behavior vis-a-vis information as it bears on problems in library and information services, and forms a theoretical and professional base for such services. It will examine: people's information behaviors in diverse contexts; processes of information seeking, searching, using, and valuing. It will also focus on assessment of studies of human information behavior in terms of their relevance to library and information services.

PRE- AND CO-REQUISITES

None.

LEARNING OBJECTIVES

In this course, students learn, read original research, discuss and write about the practice, study and theory of human information behavior. Human information behavior is the study of the interactions between people, the various forms of data, information, knowledge and wisdom that fall under the rubric of "information" and the situations (contexts) in which they interact. This course provides students an introduction to the human aspects of the world of library and information services, feedback on how to interact with the literature in our field, a greater awareness of the human information behavior around us and an opportunity to work with peers to analyze and present additional relevant research.

By the end of the course, students should be able to:

1. Demonstrate understanding of the theoretical foundations of human information behavior;
2. Analyze, synthesize and evaluate research findings about human information behavior in a variety of different contexts;
3. Be able to think critically and reflectively about human information behavior, engage in scholarly discussion, and reflect on the learning process;

4. Demonstrate the ability to work collaboratively to build knowledge of information behavior in a variety of different contexts
5. Be able to apply concepts and research findings from human information behavior to a variety of library and information service settings, as well as to other aspects of life.

WHAT TO EXPECT

- I will provide feedback on your weekly dialogue journals in Sakai within a week. Feedback on longer assignments will be less expedient.
- I will generally respond to all inquires within two days; usually, I respond more quickly. If you do not hear back from me after 48 hours, please don't hesitate to re-send your email or to contact me by phone or other means. I do not consider this rude.
- I am always happy to read drafts of your work and to provide feedback. Turnaround is at least one week, so please plan ahead if you'd like to take advantage of this.

MAJOR READINGS

We will be reading empirical, evidence-based articles about information and library science published in peer-reviewed journals throughout the class. These articles are mainly published in the following journals:

- *Annual Review of Information Science & Technology*
- *Information Processing and Management*
- *Journal of the Association for Information Science and Technology*
- *Journal of Documentation*
- *Library and Information Science Research*
- *Reference and User Services Quarterly*

You may consider signing up for table of contents email alerts for these journals, which will help you stay abreast of the current literature in the field of human information behavior. Instructions on how to do so are available on the websites for each journal.

METHODS OF ASSESSMENT AND GRADING

Assignment	Corresponding Learning Objective(s)	Date due	Weight
Dialogue journals	2, 3	Fridays	20%
Class discussion/participation	3, 4, 5	Ongoing	20%
Analysis of an information seeking process	1, 3, 5	March 6	25%
Term paper	1, 2, 3, 5	May 1	35%
			100%

GRADING SCALE

Grade	Description of grade
A	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development.
B+	Strong performance demonstrating a high level of attainment for a student at a given stage of development.
B	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development.
C+	A less than acceptable performance demonstrating clear weaknesses in performance for a student at a given stage of development.
C	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
F	An unacceptable performance. The student's performance in the required exercises has revealed almost no understanding of the course content.
IN	Work incomplete. This is only assigned in extreme unforeseen circumstances and emergencies.

KEY ASSIGNMENTS

DIARY AND ANALYSIS OF AN INFORMATION-SEEKING PROCESS (25%)

Due March 6th by 5 PM.

In this assignment, you will collect observations of your own information seeking experiences over a short period of time, write these observations up in a descriptive account, and interpret your actions in light of the course readings and discussions to date. There are three purposes to this assignment:

1. To observe and reflect upon a concrete example of information seeking by applying theories from our field;
2. To choose your user group for your term paper;
3. To begin collecting empirical research for your term paper.

To choose your user group, brainstorm a list of populations of interest to you for your term paper. Remember that in this assignment you must select an identifiable group of people and provide a cogent, evidence-based analysis and synthesis of that group's information behaviors. In order to do so, you must choose a group for which a body of published research is available. That is the focus of this diary and analysis assignment.

DIARY

After brainstorming a list of potential populations of interest, begin searching for available literature on their information behaviors. As you search for relevant and useful articles, keep a record of your information interactions related to this process over the course of one to two weeks. This record, or diary, should chronicle the unfolding of the event, including an account of what you

did and why you chose to do so. You should preserve as much detail about your information practices as possible, in order to lend context and chronology to your analysis. Questions you may ask yourself include:

- How did your information needs change over time?
- What motivated you along the way?
- Did any incidental discoveries in your information seeking lead to unexpected findings?
- When and why did you stop looking for information?
- Did your emotions affect your seeking process?
- Section 9 of this article may be useful for further prompts: Kelly, D. (2009). Methods for Evaluating Interactive Information Retrieval Systems with Users. *Foundations and Trends in Information Retrieval*, 3(1-2), 1-224. DOI: 10.1561/1500000012.

The diary does not need to be neat and orderly. It's more important that you record what's happening and what you're thinking/feeling as it's happening than that you present it neatly. It only needs to be neat enough so that you can interpret and remember what happened for your later analysis of the event.

ANALYSIS

For your analysis, relate your experience to at least two models of information behavior, which we discussed in the first six weeks of class. You may want to present this using a diagram or diagrams to aid your reader.

Write a brief report (3-4 single-spaced pages) to interpret your experience. Instead of merely describing what happened at each step in the process, concentrate on *analyzing* what happened and why you made the decisions you made as you sought out information. It is more important to hear your *reactions* to what you did than to hear what you did - how important was the information to you? What sources were consulted? What barriers or surprises did you experience? If you consulted systems or online sources, describe the interaction and why it worked, or did not. If you consulted other people, describe the interaction and how you were able to convey your need to this person. Why do you think your experience was a successful (or unsuccessful) one? What did you learn that you did not know beforehand? What would you do differently if a similar problem arises in the future?

Be sure to relate your observations to readings and discussions from class. Cite them as appropriate.

DIALOGUE JOURNALS (20%)

Due every Friday, January 29th through April 22nd, by 5 PM.

Each week, I will ask you to synthesize and reflect on what you have learned in your dialogue journal. Please go beyond summary for these weekly reflections: this is a place for you to synthesize ideas related to information behavior based on our readings, class discussions, your own experiences, and reflection.

You will receive feedback from me on a weekly basis. Think of this as a dialogue or discussion between us, as if you have visited me during office hours to talk about our class. This is informal;

you will not be graded on the formality or quantity of your content; you'll be graded on your engagement with and understanding of the course materials and applying them to everyday life. Your final assessment of your journal entries will be graded based on reflecting upon the learning process, synthesizing course material, or connecting course material with personal knowledge or experience. You do not have to focus only on writing in your journals: drawings, concept maps, bulleted lists, and other ways of conveying information are entirely appropriate to include as long as you engage critically, substantively, and synthetically with course content.

Dialogue journal entries are due at 5 PM every FRIDAY (skipping the week of spring break) via Sakai, January 29th through April 22nd. There are 12 total dialogue entries. No late journal entries will be accepted.

PARTICIPATION (20%)

Ongoing, with no specific due date.

Our weekly meetings are an amazing opportunity to talk with smart people about interesting topics. I cannot tell you how much I have learned from in-class discussions! We all have a variety of personal and professional experiences that relate to the topic of this course, and I expect that the discussions will provide ample opportunity to share these experiences and to learn from one another.

Please do all of the readings before each class for which they are listed, and come prepared to engage in substantive discussion with the rest of the class. Although dialogue journal entries are due on the Friday following each class (beginning Week 2, January 29th), you may consider preparing part of your entry before class in order to aid you in the class discussion. Examples that relate the readings to library and/or information practice more generally during discussion are strongly encouraged!

Think of our in-class discussions as chats with colleagues about your readings and assignments. What did you find particularly interesting? What did you learn? Were there things that were unsurprising to you? Did you like the reading? Why, or why not? How do the concepts and findings from the articles relate to everyday life? To the profession? Do the findings make sense? What information did you find useful? Were the articles problematic in any way? How so? Was there anything particularly difficult to understand? How do the readings from one week relate to the readings from previous sessions? And so on. It's important to draw on the readings, lectures, and assignments when you engage in class discussions.

TERM PAPER (35%)

Due May 1st by 5 PM.

You will select an identifiable group of people – a population of interest – and provide a cogent, evidence-based synthesis and analysis of their information behaviors. In doing so, you will apply the concepts from this course and draw conclusions for professional practice by recommending an information service or services for your chosen group.

Your first step for this assignment will be to identify a user population of interest, which you did for your diary and analysis assignment due on March 6th. Students have written on the information behaviors of the following groups: elders/seniors, doctors, high school students, pro se legal patrons, journalists, politicians, incarcerated people, caregivers (of stroke victims, cancer patients, etc.), parents of college-bound children, and amateur genealogists. Search for evidence-based literature on the information behaviors of your chosen population, using the search strategies discussed by Bates and other authors on information seeking that we will cover in this class. Assemble, assess, and analyze this evidence in your term paper.

Different user populations have different needs when it comes to information systems and services. Information professionals must often propose new ways to meet the needs of diverse user groups, using evidence. Together, as a class, we will discuss the role of evidence in making practice-based decisions, based on our readings in the second week (especially Koufogiannakis's 2013 keynote address at the *EBLIP7* gathering). After synthesizing the literature on the information behaviors of your population, address a potential service or services that might help address some of their needs. What implications do the needs of your user group have for practice? What issues need to be addressed when providing information services to meet their needs? What are some of their barriers to information? Is there a service you can provide that might help mitigate that barrier? Etc.

There is no set length for your paper, but successful term papers are typically between 17 and 22 pages, double-spaced. Longer papers don't usually yield better grades; being concise and clear in your writing is important. Shorter papers usually yield poorer grades, as they are often lacking detail. If you cite fewer than 10 references to scholarly literature in your paper, that is problematic.

TYPICAL TIMELINE

Take time throughout the semester to work on this paper. Last-minute term papers are stressful. They also typically don't yield the best results.

- Week 4 You should have a sense of what group you are interested in. Begin exploring that group via literature searches through library databases.
- Week 7 You should have firmed up your group selection with several relevant references to published literature on that particular group.
- Week 9 All references read, outline/concept map/organization of paper and your main argument determined.
- Week 12 Draft of paper finished.
- Week 14 Be prepared to discuss term paper in class.

TYPICAL ORGANIZATION

- I. Abstract (1/2 page): Provide a short description of your manuscript: tell your reader what they can expect to read. Using a reverse outline technique can be helpful here; we will discuss this more in class.

- II. Introduction (2 – 3 pages): Frame your interest in your selected topic and population. Why should your reader care about your paper? Give your reader a reason to keep reading.
- III. Literature review (9 – 12 pages): This is a critical review, and you will want to present your results in a logical, organized fashion. Arrange your review topically, not by author – you don't want to present paragraph after paragraph summarizing each article separately. Instead, synthesize your literature. You might find a concept matrix to be helpful as you work through organizing your review; we will discuss how to make a concept matrix in class.
- IV. Proposal for service(s) (3 – 5 pages): After covering the information behaviors of your chosen population, apply your understanding of information use to that understanding. Suggest a service or services that might be helpful in meeting the information needs and seeking behaviors/practices/activities of your population. It is usually helpful to contextualize your service within an information organization of some kind: a public library, a corporation, a hospital, etc.
- V. Conclusion (2 – 3 pages): Pull everything together here and provide a broad overview of the argument you made in your paper. You may want to point out areas for future research in the information behaviors of your population here, or make suggestions for how to assess the success of the services you proposed.
- VI. References: Use APA format to create your reference list. A reference manager like Zotero or RefWorks can be helpful here.

COURSE CALENDAR

For each week, complete the listed readings **before** our class meetings so that we can discuss them in class. All readings on this list are required.

WEEK 1, JANUARY 20: INTRODUCTION TO HUMAN INFORMATION BEHAVIOR

Read:

- Bates, M.J. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050.
 - In this article, Bates discusses the "below-the-water-line" portion of information science. While she focuses more of her attention on the content/information of concern, she does include human-information interactions among her "Three Big Questions" in information science. Read through this article quickly, to get an overview of the field as background for the semester.
- Marchionini, G. (2008). Human-information interaction research and development. *Library & Information Science Research*, 30(3), 165-174.
 - Marchionini focuses more directly on the scope of this course than Bates does in her article. Focus special attention on sections 2 and 6.
- Wildemuth, B.M., & Case, D.O. (2010). Early information behavior research. *Bulletin of the American Society for Information Science & Technology*, 36(3), 35-38.
 - This article was written as part of the 10th anniversary celebration of the Special Interest Group on Information Needs, Seeking, and Use of the American Society for
 - http://www.asis.org/Bulletin/feb-10/febmar10_wildemuth_case.pdf

Information Science & Technology (SIG-USE of ASIS&T). It provides a brief historical overview of the general directions taken in information behavior research.

WEEK 2, JANUARY 27: EVIDENCE

Read:

- Edwards, P. N. (2000). How to read a book. *Ann Arbor, 1001*, 48109–1107.
 - This describes how to read academic books, but the methods outlined in this manuscript are equally helpful for reading scientific articles – which we will do throughout our course. This skill will be useful throughout your time at SC&I and your future career as an information professional as well.
- Koufogiannakis, D. (2013). EBLIP7 Keynote: What we talk about when we talk about evidence. *Evidence Based Library and Information Practice*, 8(4), 6-17.
<http://ejournals.library.ualberta.ca/index.php/EBLIP/article/view/20486>.
 - This article explains different types of evidence, and is a helpful guide for understanding how to use evidence to make better decisions as information professionals.
- Meltzoff, J. (1998). Critical reading (Chapter 1) and Critical thinking about research (Chapter 2). In J. Meltzoff, *Critical thinking about Research* (3-48). Washington, D.C.: American Psychological Association. Meltzoff, J. (1998).

WEEK 3, FEBRUARY 3: MODELS OF INFORMATION BEHAVIOR

Read:

- Bates, M. J. (1989). The design of browsing and berry-picking techniques for online search interface. *Online Review*, 13, 407-424.
 - Pay special attention to the techniques listed on page 412; you're expected to use them in your searching for your final paper.
- Dervin, B., & Nilan, M. (1986). Information needs and uses. *Annual Review of Information Science and Technology* (Vol. 21, pp. 3-33). Medford, NJ: Information Today.
- Julien, H., & Duggan, L. (2000). A longitudinal analysis of the information needs and uses literature. *Library and Information Science Research*, 22, 291-309.
- Wilson, T.D. (1999) Models in information behaviour research *Journal of Documentation*, 55(3) 249-270 [Available at <http://informationr.net/tdw/publ/papers/1999JDoc.html>]

Recommended reading:

- Pettigrew, K. E., Fidel, R., & Bruce, H. (2002). Conceptual models in information behavior research. In M. Williams (Ed.), *Annual Review of Information Science and Technology* (Vol. 55, pp. 249-270). Medford, NJ: Information Today.

WEEK 4, FEBRUARY 10: EVERYDAY LIFE, BROWSING, AND SENSE-MAKING

Read:

- Dervin, B. (1992). From the mind's eye of the user: The sense-making qualitative/quantitative methodology. In Glazier, J. D. & Powell, R. R., *Qualitative research in information management* (pp. 61-84). Englewood, CO: Libraries Unlimited.

- Fisher, K.E., & Naumer, C.M. (2006). Information grounds: Theoretical basis and empirical findings on information flow in social settings. In Spink, A., & Cole, C. (eds.), *New Directions in Human Information Behavior*. Springer, 93-111.
 - Fisher and her students have been developing the concept of an information ground. This chapter reviews several of her studies that address the definition of this concept.
- Savolainen, R. (1995). Everyday life information seeking: Approaching information seeking in the context of "way of life". *Library & Information Science Research*, 17(3), 259-294.
 - This is the seminal article on everyday life information seeking, which is now an important area of information behavior research. One question for us is which types of everyday life information needs are we likely to be able to address via our current information institutions or systems.

Recommended reading:

- Dervin, B. & Clark, C. (1987). ASQ: Alternative tools for information need and accountability assessments by libraries. Published by Peninsula Library Systems for the California State Library

WEEK 5, FEBRUARY 17: AFFECTIVE APPROACHES TO INFORMATION BEHAVIOR

Read:

- Kuhlthau, C. C. (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American Society for Information Science*, 42, 361-371.
 - This article will be very useful for your diary and analysis of an information seeking process, since Kuhlthau's model is based on how students search for information related to course assignments. Pay close attention to her discussion of topic selection, which is the focus of your diary assignment.
- Lopatovska, I., & Arapakis, I. (2011). Theories, methods and current research on emotions in library and information science, information retrieval and human-computer interaction. *Information Processing & Management*, 47(4), 575-592.
 - This literature review provides a strong foundation for moving forward with research about emotions and their relationships with information behaviors. Focus your reading on sections 2 and 4.1. The first and last sections are overviews, so will help you put the detail into context. Skim section 3, just to get a sense of what methods have been used in studies of emotions.
- Savolainen, R. (2015). The interplay of affective and cognitive factors in information seeking and use: Comparing Kuhlthau's and Nahl's models. *Journal of Documentation*, 71(1), 175-197. <http://doi.org/10.1108/JD-10-2013-0134>

WEEK 6, FEBRUARY 24: SITUATIONS AND CONTEXT

- Cool, C. (2001). The concept of situation in information science. *Annual Review of Information Science & Technology*, 35, 5-42.
 - *ARIST* chapters are comprehensive literature reviews in a particular area. The "Situation, context, and interaction with information" section (pp. 5 – 10) is what we are reading: it introduces terminology. You can skim the rest of the chapter.

- Dervin, B. (1997). Given a context by any other name: Methodological tools for taming the unruly beast. In P. Vakkari, R. Savolainen, and B. Dervin (Eds.), *Information seeking in context* (pp. 13-38). London: Taylor-Graham
- Sonnenwald, D.H. (1999). Perspectives of human information behaviour: Contexts, situations, social networks and information horizons. In *Exploring the Contexts of Information Behaviour: Proceedings of the Second International Conference on Research in Information Needs, Seeking and Use in Different Contexts (August 13-15, 1998, Sheffield, UK)*. Taylor Graham, 176-190.

WEEK 7, MARCH 2: INFORMATION NEEDS

Read:

- Belkin, N. J., Oddy, & Brooks, H. (1980). ASK for information retrieval, Part I and ASK for information retrieval, Part II, *Journal of Documentation*, 38(2).
- Taylor, R.S. (1968). Question negotiation and information seeking in libraries. *College & Research Libraries*, 29(3), 178-194. (Read about the four levels of "questions," on pages 182-183 and skim the rest.)
 - This is a classic reading, so you'll want to eventually study it all. For now, we want to focus our attention on Taylor's explanation of visceral, conscious, formalized, and compromised needs. Skim the rest.
- Savolainen, R. (2006). Information use as gap-bridging: The viewpoint of sense-making methodology. *Journal of the American Society for Information Science & Technology*, 57(8), 1116-1125.
 - Brenda Dervin has proposed a Sense-Making Theory to explain how people experience information needs and act on them. In this article, Savolainen focuses on gaps (i.e., information needs).

Recommended:

- Choose ONE reading from the list in Sakai about the information needs of a specific population of interest.

MARCH 6: DIARY AND ANALYSIS OF AN INFORMATION-SEEKING PROCESS ASSIGNMENT DUE IN SAKAI BY 6PM.

WEEK 8, MARCH 9: RELEVANCE

Read:

- Cosijn, E., & Ingwersen, P. (2000). Dimensions of Relevance. *Information Processing and Management*, 36(4), 533-550. [http://doi.org/10.1016/S0306-4573\(99\)00072-2](http://doi.org/10.1016/S0306-4573(99)00072-2).
- Saracevic, T. (2007). Relevance: A review of the literature and a framework for thinking on the notion in information science. Part II: Nature and manifestations of relevance. *Journal of the American Society for Information Science & Technology*, 58(13), 1915-1933.
- Saracevic, T. (2007). Relevance: A review of the literature and a framework for thinking on the notion in information science. Part III: Behavior and effects of relevance. *Journal of the American Society for Information Science & Technology*, 58(13), 2126-2144.

WEEK 9, MARCH 23: SOURCE SELECTION

Read:

- Lopatovska, I., Fenton, M. R., & Campot, S. (2012). Examining preferences for search engines and their effects on information behavior. *Proceedings of the American Society for Information Science and Technology*, 49(1), 1-11. doi:10.1002/meet.14504901110.
 - In this study, participants tried to meet their information needs without using online search engines. Structured diaries and interviews were used to collect data about their experiences. The results are quite interesting.
- Reih, S.Y. (2002). Judgment of information quality and cognitive authority in the web. *Journal of the American Society for Information Science and Technology*, 53(2): 145-161.
 - This is a well-designed study. Focus special attention on the methods and sample used and the conclusions drawn.
- Savolainen, R. (2008). Source preferences in the context of seeking problem-specific information. *Information Processing & Management*, 44(1): 274-293.
 - Savolainen uses the concepts of information source horizon and information pathway to study the sources people use in resolving everyday information needs. You'll want to read the entire paper, to get a good feel for both the concepts and his findings.
- Wilson, P. (1983). Second hand knowledge; Cognitive authority. In P. Wilson, *Second-hand knowledge: An inquiry into cognitive authority* (pp. 3-35). Westport, CT: Greenwood Press

WEEK 10, MARCH 30: INTERACTIVE INFORMATION RETRIEVAL

- Borlund, P., & Dreier, S. (2014). An investigation of the search behaviour associated with Ingwersen's three types of information needs. *Information Processing & Management*, 50(4), 493-507. <http://doi.org/10.1016/j.ipm.2014.03.001>
- Marchionini, G. (2006). Exploratory search: From finding to understanding. *Communications of the ACM*, 49(4), 41-46.
 - Exploratory search is differentiated from lookup searches (including fact retrieval, known item searches, etc.) and incorporates searches conducted for the purposes of learning and investigating. A few examples of systems that support exploratory search are presented.
- Vakkari, P., & Huuskonen, S. (2012). Search effort degrades search output but improves task outcome. *Journal of the American Society for Information Science & Technology*, 63(4), 657-670.
 - Unlike most studies of searching, this study goes beyond the link between search behaviors and search results and also examines the link between search results and task outcomes.

WEEK 11, APRIL 6: INTERMEDIARIES

Read:

- Agosto, D.E., Rozaklis, L., MacDonald, C., & Abels, E.G. (2011). A model of the reference and information service process: An educators' perspective. *Reference & User Services Quarterly*, 50(3), 235-244.
 - Based on focus groups and town hall meetings, six trends in reference services were identified. Of particular interest to us for today's discussion are the results related to

reference services as a collaborative process (p239), but do make sure you understand the other trends, too.

- Gross, M. (1995). The imposed query. *RQ*, 35(2), 236-243.
 - This is a seminal work on the imposed query, or “the acquisition of information in service to or on behalf of someone else” (p. 236).
- Shah, C. (2010). Collaborative Information Seeking: A Literature Review. *Advances in Librarianship*, 32, 3-33. doi:10.1108/S0065-2830(2010)0000032004
- Wakeling, S., Clough, P., Sen, B., & Connaway, L.S. (2012). "Readers who borrowed this also borrowed...": Recommender systems in UK libraries. *Library Hi Tech*, 30(1), 134-150.

WEEK 12, APRIL 13: WAYS OF USING INFORMATION

Read:

- Bawden, D., & Robinson, L. (2009). The dark side of information: Overload, anxiety and other paradoxes and pathologies. *Journal of Information Science*, 35(2), 180-191.
- Chatman, E.A. (1996). The impoverished life-world of outsiders. *Journal of the American Society for Information Science*, 47(3), 193-206.
- Goulding, A. (2001). Information poverty or overload? *Journal of Librarianship and Information Science*, 33(3), 109-111.

Each of the studies below examined or proposed a different type/aspect of information use. I've tried to briefly state the type of information use with each citation. To support our class discussion today, select ONE of these articles and read it before coming to class. If the study examined additional information behaviors (e.g., information seeking), skim those sections; focus on the sections discussing USE of the information. You will need to locate your chosen article through the Rutgers Library website. You are also welcome to read an article about information use that is not on this list – perhaps one that you are using in your term paper would be a wise choice.

- *Reading e-books*: ChanLin, L.-J. (2013). Reading strategy and the need of e-book features. *Electronic Library*, 31(3), 329-344.
- *Using information from PubMed to help solve neuroscience problems*: Mirel, B., Tonks, J.S., Song, J., Meng, F., Xuan, W., & Ameziane, R. (2013). Studying PubMed usages in the field for complex problem solving: Implications for tool design. *Journal of the American Society for Information Science & Technology*, 64(5), 874-892.
- *Discussing found information with a physician or using it to improve one's health*: Warner, D., & Procaccino, J.D. (2004). Toward wellness: Women seeking health information. *Journal of the American Society for Information Science & Technology*, 55(8), 709-730.
- *Eight different ways that information is used within organizational contexts*: Choo, C.W., Bergeron, P., Detlor, B., & Heaton, L. (2008). Information culture and information use: An exploratory study of three organizations. *Journal of the American Society for Information Science & Technology*, 59(5), 792-804.
- *Packaging and sharing information with stakeholders*: Mutshewa, A. (2010). The use of information by environmental planners: A qualitative study using Grounded Theory methodology. *Information Processing & Management*, 46(2), 212-232.

- *Use of images for the information they provide or as illustrations:* McCay-Pett, L., & Toms, E. (2009). Image use within the work task model: Images as information and illustration. *Journal of the American Society for Information Science & Technology*, 60(12), 2416-2429.
- *Use of images by four different groups of users:* Beaudoin, J.E. (2014). A framework of image use among archaeologists, architects, art historians and artists. *Journal of Documentation*, 70(1), 119-147.
- *Selection and use of particular pieces of information in house listings:* Savolainen, R. (2009). Interpreting informational cues: An explorative study on information use among prospective homebuyers. *Journal of the American Society for Information Science & Technology*, 60(11), 2244-2254.
- *Information seeking by students at MIT:* Gabridge, C., Gaskell, M., & Stout, A. (2008). Information seeking through students' eyes: The MIT Photo Diary Study. *College & Research Libraries*, 69(6), 510-523.

WEEK 13, APRIL 20: INFORMATION ETHICS, COPYRIGHT, AND PRIVACY

Read:

- Floridi, L. (2008). Foundations of information ethics. In *The handbook of information and computer ethics* (pp. 4-23). Hoboken, NJ: John Wiley & Sons, Inc.
- Hartzog, W., & Stutzman, F. D. (2013). The case for online obscurity. *California Law Review*, 101(1).
- Introna, L. D. (1997). Privacy and the computer: why we need privacy in the information society. *Metaphilosophy*, 28(3), 259-275.
- Seadle, M. (2007). Copyright cultures. *Library Hi Tech*, 25(3), 430-435

WEEK 14, APRIL 27: TERM PAPER TALKS; COURSE WRAP-UP

MAY 1: TERM PAPER DUE BY 5PM IN SAKAI.

LATE SUBMISSION POLICY

Unless otherwise noted, all written assignments, group projects, etc., are due at **5:00 PM** on the due date listed in the syllabus. If you experience an unavoidable personal situation that prevents you from completing work on time, please inform me prior to the date the work is due. Late work will result in points taken off, a lowering of the assignment grade, and/or an "F," depending on the assignment.

ATTENDANCE AND PARTICIPATION POLICY

Students are expected to attend all classes; if you expect to miss class, please email me at k.costello@rutgers.edu. In general, one excused absence will be allowed during the semester. Note that if you must miss classes for longer than one week, you should contact a dean of students to help verify your circumstances.

It is University policy (University Regulation on Attendance, Book 2, 2.47B) to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such absence. Examinations and special required out-of-class

activities shall ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation shall not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule.

Please do not use cellphones in our class as a courtesy to me and your other students. Laptop computers are encouraged so that you can take notes, review readings, and search for information related to the course during our meetings. Please do not use your laptop for off-topic activities (e.g. Facebook).

LIBRARY RESOURCES

Rutgers University Libraries offer numerous resources to assist students. Librarians can help guide you through research and reference tools. A series of [LibGuides](#) are available to get you started. The librarian who specifically supports SC&I is Lily Todorinova, (lily.todorinova@rutgers.edu), 848-932-1696.

ACADEMIC INTEGRITY

I take academic integrity seriously, and the consequences of scholastic dishonesty are severe. Rutgers' academic integrity policy is at <http://academicintegrity.rutgers.edu/>. Multimedia presentations about academic integrity may be found at <http://www.scc.rutgers.edu/douglass/sal/plagiarism/intro.html> and http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html

Academic integrity means, among other things:

- Develop and write all of your own assignments.
- Show in detail where the materials you use in your papers come from. Create citations whether you are paraphrasing authors or quoting them directly. Be sure always to show source and page number within the assignment and include a reference list at the end of all of your assignments.
- Do not look over at the exams of others or use electronic equipment such as cell phones during exams.
- Do not fabricate information or citations in your work.
- Do not facilitate academic dishonesty for another student by allowing your own work to be submitted by others.

Adherence to the principles of academic integrity matters for many reasons, including:

- Giving everyone their proper credit for ideas, words, results, and accomplishments.
- Making it possible for the proper evaluation of student work and ensuring that no students have inappropriate advantages over others.
- Upholding and maintaining the reputation of the University for integrity in teaching, research, and scholarship.

If you are doubtful about any issue related to plagiarism or scholastic dishonesty, please discuss it with me.

SERVING STUDENTS WITH DISABILITIES

Students with documented disabilities who wish accommodations in this class must do so through the Rutgers Disabilities Services Office. See <http://disabilityservices.rutgers.edu/> for details. SC&I Assistant Dean Kevin Ewell < kevin.ewell@rutgers.edu > will coordinate your services locally. Student who develop disabling medical problems or other issues during the semester that affect your ability to complete coursework should request advising from SC&I Assistant Dean Kevin Ewell <kevin.ewell@rutgers.edu>.

BIOGRAPHICAL INFORMATION ABOUT THE INSTRUCTOR

Dr. Kaitlin L. Costello is an Assistant Professor at Rutgers SC&I, where she teaches courses on information behavior, health information services, and social informatics. She also conducts research on the use of online social networks for health information seeking, sharing, and disclosure. She greatly enjoys teaching library and information science at both the undergraduate and graduate level, and particularly enjoys hearing from students – both current and former – when they apply something they have learned in her classes to their work in the field.

WEATHER AND OTHER EMERGENCIES

The university rarely cancels classes for inclement weather. To check if classes are cancelled, visit <http://campusstatus.rutgers.edu/>. You can also try to call 732-932-7799. During severe weather conditions, announcements are made over the following radio stations: WCTC (1450AM), WMGQ (98.3FM), WRSU (88.7FM), WMCA (570AM), WOR (710AM), WCBS (880AM), WABC (770AM), WBGO (83.3FM), WHWH (1350AM), WPST (97.5FM), WJLK (1310FM), WMTR (1250AM).

OTHER INFORMATION

Students are expected to take the initiative to become aware of university policies and services that will help them succeed in their academic work. You are responsible for following the guidelines specified in the university's academic integrity policy, procuring information literacy skills needed to succeed in academics, seeking advisement when needed, and taking advantage of support services.

Rutgers has Learning Centers on each campus where any student can obtain tutoring and other help. I highly recommend that you check out the Learning Center; for more information, check <http://lrc.rutgers.edu/>. Rutgers also has a Writing Program where students can obtain help with writing skills and assignments: <http://plangere.rutgers.edu/>.

SC&I IT Services offers help with a variety of technology problems. They are located in the SC&I Building in Room 120 (first floor); 848-932-5555; help@comminfo.rutgers.edu.