



School of Communication and Information
Human Information Behavior
SC&I 17:610:510:01 (3 credits)
Fall 2017

Course Delivery: Face-to-face, Room 201 (SC&I building)
Course Website: Canvas

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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 generally respond to all emails within one day. 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 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*
- *Library 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
Evidence summary	2, 3, 5	September 26	20%
Diary and analysis of an information seeking process	1, 3, 5	October 31	25%
Term paper	1, 2, 3, 5	December 19	35%
Class discussion/participation	3, 4, 5	Ongoing	20%
			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

EVIDENCE SUMMARY (20%)

Due September 26th by Noon on Sakai.

This assignment is modeled on the evidence summaries regularly published in the journal, *Evidence-Based Library & Information Practice* (<http://ejournals.library.ualberta.ca/index.php/EBLIP/index>). As you can see from examining a few examples in the journal, each evidence summary focuses on a particular research study that has implications for the practice of the information professions. While most of the evidence summaries in the journal do focus on the practice of librarianship, this approach can (and will, in this assignment) be extended to any information practice setting that you want to explore for your future career.

SELECTING AN ARTICLE

Your first step is to select an article that provides evidence that you'd like to summarize. You might want to think about your term paper (it's never too early!) and select an article about the population you're interested in studying for that assignment.

- It **must** be an empirical study, broadly defined; to meet this criterion, the authors must have systematically collected data related to their research question and must have reported their findings. If you have questions about whether a particular article meets this criterion, please check with me prior to beginning the assignment.
- The article should be on a topic/question within the scope of this course, i.e., it should focus on human information interactions of some type.
- It may NOT be one of our required readings. You can, however, choose an article that has been cited (or that cites) an article we read for class. The Additional Readings list for 10/25 may also be a good place to look for an article.

- An evidence summary of your selected article should NOT have already been published in *EBLIP*. You can check this by going to the journal and using the Journal Content search box at the right of the page; search by the name of the author of the article you've selected.

WRITING THE EVIDENCE SUMMARY

The evidence summary itself is written in a very structured format - basically an extended abstract. It begins with brief descriptions of the study's objective(s), its design, its setting, its subjects/participants, and the methods used to carry it out. Then it reports the main results and the main conclusions that can be drawn from those results. Finally, the author of the summary comments on the implications of those conclusions for practice in the relevant information setting. Additional references pertinent to the commentary should be cited, as appropriate; these can include references in the original article but should also include relevant references not cited in the article being examined. The full evidence summary, excluding title, study citation, and additional references, should be 1000-1500 words. Make sure you include a full citation to the study you are summarizing.

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

Due October 31st by 12 noon on Sakai.

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.

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. 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 December 20th by 12 noon.

In-class presentation (informal) on December 19th.

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 15 and 20 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 3 You should have a sense of what group you are interested in. Begin exploring that group via literature searches through library databases. Use these ideas to choose an article

- for your evidence-based summary, if you like.
- Week 8 You should have firmed up your group selection with several relevant references to published literature on that particular group.
The majority of your references are read, and you've made a concept matrix or a
- Week 10 concept map of the themes in the articles.
- Week 11 Start drafting your paper, using the concept matrix to outline your argument. Fill in any gaps that arise by reading other literature, if necessary.
- Week 13 Draft of paper finished.
- Week 15 Final paper finished. Be prepared to discuss it 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 (7 – 10 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, SEPTEMBER 5: 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.
http://www.asis.org/Bulletin/Feb-10/FebrMar10_Wildemuth_Case.pdf
 - 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 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, SEPTEMBER 12: 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. You should consult it when writing your evidence summary.
- 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.

WEEK 3, SEPTEMBER 19: ETHICS

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.
- Gibson, A. N., and Hughes-Hassell, S. (2017). We will not be silent: Amplifying marginalized voices in LIS education and research. *Library Quarterly*, 87(4).
- Saving Lives in the Stacks. (2017, June 21). Retrieved August 26, 2017, from <https://americanlibrariesmagazine.org/2017/06/21/saving-lives-in-the-stacks/>

- Westbrook, L. (2015). "I'm Not a Social Worker": An Information Service Model for Working with Patrons in Crisis. *Library Quarterly: Information, Community, Policy*, 85(1), 6–25. <https://doi.org/10.1086/679023>.

WEEK 4, SEPTEMBER 26: INFORMATION NEEDS

Evidence summary due by 12 noon today in Canvas.

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 both your diary assignment and final paper.
- 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).
- 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.

WEEK 5, OCTOBER 3: INFORMATION SEEKING

Read:

- St. Jean, B. (2017). Factors motivating, demotivating, or impeding information seeking and use by people with type 2 diabetes: A call to work toward preventing, identifying, and addressing incognizance. *Journal of the Association for Information Science and Technology*, 68(2), 309–320. <https://doi.org/10.1002/asi.23652>
- 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.
- 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>]

WEEK 6, OCTOBER 10: MEDIATION

- Agosto, D. E., Rozaklis, L., MacDonald, C., & Abels, E. G. (2011). A Model of the Reference and Information Service Process. *Reference & User Services Quarterly*, 50(3), 235–244. <https://doi.org/10.5860/rusq.50n3.235>
- Noble, S.U. (2015). - "Just Google It": Algorithms of Oppression. Retrieved from https://www.youtube.com/watch?v=omko_7CqVTA
- Vakkari, P., & Huuskonen, S. (2012). Search effort degrades search output but improves task outcome. *Journal of the American Society for Information Science and Technology*, 63(4), 657–670. <https://doi.org/10.1002/asi.21683>

WEEK 7, OCTOBER 17: RELEVANCE

- Costello, K. L. (2017). Social relevance assessments for virtual worlds: Interpersonal source selection in the context of chronic illness. *Journal of Documentation*, 73(5).
- 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 III: Behavior and effects of relevance. *Journal of the American Society for Information Science & Technology*, 58(13), 2126-2144.

WEEK 8, OCTOBER 24: SOURCE SELECTION

Read:

- 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.
- Gibson, A. N. (2017). Place, community and information behavior: Spatially oriented information seeking zones and information source preferences. *Library and Information Science Research*, 39(2), 131-139.
- 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.
- 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 9, OCTOBER 31: MEET WITH LILY TODORINOVA

Diary paper due by 12 noon today in Canvas.

This week, you will want to read the following book chapter to help you with your service proposal assignment:

- Cook, N. (2017). "Services to Diverse Populations," in *Information Services to Diverse Populations: Developing Culturally Competent Library Professionals*. Libraries Unlimited, 47-77.

You will be meeting with Lily Todorinova, the librarian for our program, this week. She will discuss searching the scholarly literature and developing library services. Details to be announced.

WEEK 10, NOVEMBER 7: EMOTION

Read:

- 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.

- Luo, M. M., Nahl, D., & Chea, S. (2011). Uncertainty, Affect, and Information Search. In *2011 44th Hawaii International Conference on System Sciences* (pp. 1–10). <https://doi.org/10.1109/HICSS.2011.461>
- Savolainen, R. (2016). Approaching the affective barriers to information seeking: the viewpoint of appraisal theory. *Information Research*, 21(4), 1–20.

WEEK 11, NOVEMBER 14: INFORMATION LITERACY

Read:

- Elmborg, J. (2012). Critical information literacy: Definitions and challenges. *Transforming Information Literacy Programs: Intersecting Frontiers of Self, Library Culture, and Campus Community*, 64, 75–80.
- Framework for Information Literacy for Higher Education. (2015, February 9). <http://www.ala.org/acrl/standards/ilframework>.
- Gregory, L., & Higgins, S. (2017). Reorienting an Information Literacy Program toward Social Justice: Mapping the Core Values of Librarianship to the ACRL Framework. *Communications in Information Literacy; Tulsa*, 11(1), 42–54.
- Tewell, E. (2016 Oct 12). “Putting Critical Information Literacy into Context: How and Why Librarians Adopt Critical Practices in Their Teaching.” *In the Library with the Lead Pipe*. <http://www.inthelibrarywiththeleadpipe.org/2016/putting-critical-information-literacy-into-context-how-and-why-librarians-adopt-critical-practices-in-their-teaching/>.

WEEK 12, NOVEMBER 28: TRUST

Read:

- Cooke, N. A. (2017). Posttruth, Truthiness, and Alternative Facts: Information Behavior and Critical Information Consumption for a New Age. *The Library Quarterly*, 87(3), 211–221. <https://doi.org/10.1086/692298>.
- 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.
- 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 13, DECEMBER 5: INFORMATION SHARING

Read:

- Cooke, D. N. (2016). Information Sharing, Community Development, and Deindividuation in the eLearning Domain. *Online Learning*, 20(2). Retrieved from <https://olj.onlinelearningconsortium.org/index.php/olj/article/view/614>
- Costello, K. L., & Murillo, A. P. (2014). “I want your kidney!” Information seeking, sharing, and disclosure when soliciting a kidney donor online. *Patient Education and Counseling*, 94(3), 423–426.
- Hamari, J., Sjöklint, M., & Ukkonen, A. (2016). The sharing economy: Why people participate in collaborative consumption. *Journal of the Association for Information Science and Technology*, 67(9), 2047–2059.

- Hara, N., & Sanfilippo, M. R. (2017). Analysis of roles in engaging contentious online discussions in science. *Journal of the Association for Information Science and Technology*, 68(8), 1953–1966. <https://doi.org/10.1002/asi.23850>

WEEK 14, DECEMBER 12: INFORMATION ACCESS

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.
- Real, B., Bertot, J. C., & Jaeger, P. T. (2014). Rural Public Libraries and Digital Inclusion: Issues and Challenges. *Information Technology & Libraries*, 33(1), 6–24.

WEEK 15, DECEMBER 19: TERM PAPER TALKS; COURSE WRAP-UP

Term paper due by 12 noon tomorrow, December 20th, on Canvas.

Make sure that you come to class fully prepared to talk about your paper.

LATE SUBMISSION POLICY

Unless otherwise noted, all written assignments, group projects, etc., are due at **12 noon** 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.