Instructor: Angela P. Murillo   **Location**: Manning Hall Room 214
Email: amurillo@email.unc.edu   School of Information and Library Science (SILS)
Office hours: By appointment only   **Course website:**
Meeting time: Mondays and Wednesdays, 8-9:15 am   https://sakai.unc.edu/portal/site/inls490-211

Course Description
Introduction to foundational and core concepts of human information behavior, including models of information seeking behavior, information needs and use, user-centered design, and human computer interaction.

Rationale for Course
Human information behavior is an umbrella concept encompassing all aspects of information searching, seeking and use. This canopy covers a wide array of topics such as information needs and barriers, information seeking process and models, and information use. Knowledge about how people interact with information and how the interaction is mediated by technology is fundamental to the broader field of information science in that it focuses on the human component of the information—human—technology framework.

Course Objectives
- Generate interest in current research topics in human information behavior, including models of information behavior, information needs, relevance, passive information acquisition, information bias, information contexts, and information behavior and technology.
- Explore ways in which information is created, disseminated, and used in a variety of contexts and how the use of information is affected by those contexts.
- Obtain a theoretical foundation for practical applications.
- Describe the role and impact of technology in communication.
- Refine critical thinking and problem-solving skills related to information seeking and communication.

Course Content
This course comprises three modules:
- Foundations of human information behavior
- Human information behavior in various life contexts
- Technology and systems supporting human information behavior

Course Materials
There is no required textbook for this course. The course's Sakai site will contain PDFs and/or URLs for all of the assigned readings. You are expected to read the assigned materials prior to coming to class and be prepared to discuss the material.

Class Schedule

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
1	8/21	Introductions, Syllabus		
2	8/26	What is human information behavior?	Case, D.O. (2012). Chapter 1 "Information Behavior: An Introduction" (pp. 3-14)	
3	8/28	Introduction to theories and models of information behavior	Case, D. Chapter 6 "Models of Information Behavior" (pp. 133-161) Chapter 1 Fisher, "Theories of Information Behavior" (pp. 1-7)	**Activity:** In class students will discuss their selected model and how they will approach the presentation.
4	9/4	Models for Information Behavior	Hearst, Marti. (2009). Models of the Information Seeking Process. In Hearst, M. *Search User Interfaces*. Cambridge University Press. http://searchuserinterfaces.com/book/sui_ch3_models_of_information_seeking.html • Read sections 3.1 through 3.7	**Assignment:** **Information Model Presentations** • Students will upload presentations to UNC Voice Thread (http://voicethread.unc.edu/) and post the link to Sakai by 8am, Session 4 • Each student will post three to four voice or text comments on each others presentation by 8am Session 5
5	9/9	Types of Information Needs	Case, D. Chapter 4 "Information Needs and Information Seeking" (pp. 77-92)	
6	9/11	Information seeking behaviors	Case, D. Chapter 2.1 "Six examples of information seeking scenarios" (pp. 20-38)	

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
7	9/16	Relevance, usefulness and credibility judgments	Case, D. Chapter 5.3 "Relevance, Pertinence, and Salience," pp. 104-109 Rieh, S.Y. (2002). Judgment of information quality and cognitive authority in the Web. Journal of the American Society for Information Science & Technology, 53(2), 145-161.	
8	9/18	Passive information acquisition	Assigned reading: Erdelez, S. Information Encountering. In Fisher, K. *Theories of Information Behavior*. (Chapter 29, pp. 179-184)	**Assignment: Personal Reflection Journal Entry** • Due at 8:00am prior to class session
9	9/23	Information bias, barriers and satisficing	Cognitive Biases: What They Are and Why They're Important Video podcast presented by Dr. Kevin deLaplante http://www.criticalthinkeracademy.com/012-cognitive-biases.html	
10	9/25	Module Exam		
11	9/30	Introduction to Human Information Behavior in Various Life Context: Searching Day		**Activity:** Bring your laptops As a student you need to know and understand how to search for materials. This day will consist of learning the various search tools available to students at the University of North Carolina.

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
12	10/2	Information behavior and decision-making in contexts	Baumeister, R.F. & Vohs, K.D. (2007). Decision making. *Encyclopedia of Social Psychology*. SAGE: Thousand Oaks, CA. (pp. 225-229) [UNC libraries online resource] "Decision-Making." *International Encyclopedia of the Social Sciences*. Ed. William A. Darity, Jr. 2nd ed. Vol. 2. Detroit: Macmillan Reference USA, 2008. 251-253 [UNC libraries online resource]	**Activity:** Students will be presented a list of five context-specific articles. They will select which article they want to review for their main Module 2 assignment. A review of the article will be due in Session 19.
13	10/7	Info behavior: Stage in life	Research by Social Role and Demographic Group, Case Chapter 12.3 "By Demographic Group: Age" (pp. 349-355)	
14	10/9	Info behavior: Personal and social contexts	Choose one category from Case "By Role" in Chapter 12: Citizen or Voter (pp. 328-333) Consumer (pp. 333-336) Hobbyist (pp. 336-338) Gatekeeper (pp. 338-340) Patient (pp. 340-346) Students (pp. 346-348)	**Activity:** Small group discussions divided by who read each "role." Each group will report on its discussions to the class.
15	10/14	Info behavior: leisure and consumer behavior	Savolainen, R. Everyday Life Information Seeking. In Fisher, K. *Theories of Information Behavior*. (Chapter 22, pp. 143-148)	**Assignment: Discussion Questions for Guest Speaker on Disaster Information Management**
16	10/16	Info behavior: crisis situations	Review the website of the invited speaker.	Guest speaker from the University of North Carolina Libraries to discuss information management in disaster settings
17	10/21	Personal Information Management	Jones, W. (2011). The Basics of PIM. In W. Jones (Ed.), *The Future of Personal Information Management* (pp. 21-33). [Link to Book]	

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
18	10/23	PIM: Applications and tools.	Jones, W. (2011). Our Information, Always at Hand. In W. Jones (Ed.), *The Future of Personal Information Management*. [Link to Book] (only read pp. 35-47)	
19	10/28	Module Reflection: Group discussion about context-specific articles	Group discussions on Information in Context Paper Analysis	**Assignment: Information in Context Paper Analysis Due**
20	10/30	Information behavior and technology Open Access versus behind the pay-wall	Harnad, S., Brody, T., Vallieres, F., Carr, L., Hitchcock, S., Gingras, Y., Oppenheim, C., Hajjem, C., & Hilf, E.R. (2008). The access/impact problem and the green and gold roads to open access: An update. Serials Review, 34(1), 36-40. [Link]	**Assignment: Personal Reflection Journal Entry 2** • Due at 8:00am prior to class session
21	11/4	Introduction to User-centered Design (UCD) **ASIST**	Chapter 3 "Finding Out about the Users and the Domain" (pp. 37-55) in: Stone, D., Jarrett, C., Woodroffe, M. & Minocha, S. (2005). User Interface Design and Evaluation	Three-part class sessions modeling usability design (topic will be determined in class discussions; examples include a site for sharing course advice or a site for sharing tips on student discounts) Part 1: Finding out about users
22	11/6	UCD: Tasks and work: mental models and task analysis **ASIST**	Chapter 4 "Finding Out about Tasks and Work" (pp. 57-87) in: Stone, D., Jarrett, C., Woodroffe, M. & Minocha, S. (2005). User Interface Design and Evaluation	Part 2: Finding out about tasks/goals
23	11/11	UCD: Knowledge of user interface design	Chapter 5 "Requirements Gathering: Knowledge of User Interface Design" (pp. 89-100) in: Stone, D., Jarrett, C., Woodroffe, M. & Minocha, S. (2005). User Interface Design and Evaluation	Part 3: Requirements gathering

Class	Date	Topic	Required reading/viewing materials	Activities / Assignments
24	11/13	Usability Testing	Chapter 20 "Why Evaluate the Usability of User Interface Designs?" (pp. 423-436) in: Stone, D., Jarrett, C., Woodroffe, M. & Minocha, S. (2005). User Interface Design and Evaluation	Guest speaker and visit to the Interactive Design Lab to observe eye-tracking software or the Interactive Systems Lab.
25	11/18	Collaborative Information Seeking	Morris, M. and Teevan, J. (2009). Collaborative Web Search: Who, What, Where, When, and Why. *Synthesis Lectures on Information Concepts, Retrieval, and Services*. San Rafael, CA: Morgan and Claypool. (Chapter 1) [Link to Book]	**Activity:** Students should **bring laptops to class today** for short, in class exercise on collaborative information seeking
26	11/20	Mobile-search Interfaces	Wroblewski, L. Organizing Mobile. From Chapter 4 in *Mobile First*. http://alistapart.com/article/organizing-mobile	
27	11/25	Ubiquitous and persuasive computing	Fogg, B.J. (2009). A Behavior Model for Persuasive Design. In *Proceedings of the 4th International Conference on Persuasive Technology (Persuasive '09)*. Article 40. [link]	
28	12/2	Wrap-Up and Review		
		Final Exam	Tuesday December 10th 4:00 pm	

Assignments

Information Model Presentation (due Session 4, 10% of grade)
- In Session 3 students will discuss which of the following information models they would like to present.
- A description of the models below can be found in Marti Hearst's "Models of the Information Seeking Process": http://searchuserinterfaces.com/book/sui_ch3_models_of_information_seeking.html. There is also a copy in Sakai Resources in Lecture 4.
    - o Standard model of the search process (Broder, 2002)
    - o Norman's cognitive execution-evaluation model (Norman, 1988)
    - o Berry-picking model (Bates, 1989)
    - o Information seeking model (Kuhlthau, 1991)
    - o Information foraging theory (Pirolli and Card, 1999)
- Each student will have 5-7 minutes to present their model.
- Students will use UNC Voice Thread to create their presentations at http://voicethread.unc.edu/.
- Students will upload presentations to UNC Voice Thread http://voicethread.unc.edu/ & post link in Sakai by 8am Session 4. Late submissions will not be accepted.
- Each student will post three to four voice or text comments on each other's presentation by 8am Session 5.

Personal Reflection Journal Entry (5% of grade, two reflections for a total of 10% of grade)
- Passive Information Acquisition (due Session 8)
    - o Students should reflect (for about 500 words) about what information they acquired that week that they did not intend to (examples of passive information acquisition).
    - o Please post your reflections by 8 am in Sakai and be prepared to share your experiences with the class.
    - o Due at 8 am prior to Session 8, late submissions will not be accepted.
- Open Access versus Behind the Wall searching (due Session 20)
    - o Students will reflect (for about 500 words) about information they acquired through searching the UNC system and about information that are unavailable outside of that system.
    - o Please post your reflections by 8 am in Sakai and be prepared to share your experiences with the class.
    - o Due at 8 am prior to Session 20, late submissions will not be accepted.

First Module Exam (Session 10, 20% of grade)
- This midterm will cover content from Sessions 1 through 9. The exam will be in-class, open-note and include variety of question types including short answers.

Discussion Questions for Guest Speaker on Disaster Information Management (due Session 15, 5% of grade)
- Students should prepare three discussion questions for the guest speaker coming on Session 16. These questions should be thought-provoking.
- Please post your three questions in Sakai in preparation for the guest speaker.
- You will be called on in class to ask your questions.
- Due at 8am prior to Session 15, late submissions will not be accepted.

Information in Context Paper Analysis (due Session 19, 25% of grade)
- In Session 11 students will select one of the following context-specific articles to review:
  - Gage, E. A., & Panagakis, C. (2012). The devil you know: parents seeking information online for pediatric cancer. *Sociology Of Health & Illness*, *34*(3), 444-458.
  - McCaughan, E. McKenna, H. (2007). Information-seeking behavior of men newly diagnosed with cancer: A qualitative study. *Journal of Clinical Nursing, 16*, 2105-2113.
  - Perttila, R. & Ek, S. (2010). Information behavior and coping functions of long-term unemployed people in Finland. *Libri, 60,* 107-116.
  - Bond, B.J., Hefner, V., & Drogos, K.L. (2009). Information-seeking practices during the sexual development of lesbian, gay, and bisexual individuals: The influence and effects of coming out in a mediated environment. *Sexuality & Culture, 13*, 32-50.
  - Dunne, J.E. (2002). Information seeking and use by battered women: A "person-in-progressive-situations" approach. *Library & Information Science Research, 24*, 343-355.
- The written portion of this assignment should be completed on an individual basis without consulting with your classmates. Students will review the paper, paying particular attention to the methodology and conclusions.
- Students will answer the following questions:
  - How do the conclusions compare with the information behavior models and theories we have been discussing in class?
  - Do you think their findings could be applied outside of the discussed context?
  - What impact do you think the context had on information behaviors?
- Students will propose a follow-up study.
  - The follow-up study could be designed to study the phenomenon in a different context or study a new phenomenon in the same context.
- The paper should be 4-5 pages and double-spaced (only a maximum of two pages should be spent on summarizing the article).
- On the day the paper is due (Session 19), class discussion will focus on the articles.
- Due at 8am prior to Session 19, late submissions will not be accepted.

Final Exam (Final Exam Period, 25% of grade)
- The final exam will focus on content from the third module (Sessions 20 through 28) but will build on concepts discussed throughout the semester. The question types will be varied including short answer. More information about the final exam will be distributed closer to the date.

Participation and Attendance (5% of grade)
- Students are expected to attend each session, come to class having read the assigned readings, and participate in class discussions. There will be in-class writing, group discussions, peer commenting, and other in-class activities that will count as part of your participation grade.
- You may miss one day for any reason, no questions asked and without penalty. If any unexpected problem arises for you during the course of the semester (serious illness, etc.), please let me know so we can discuss an appropriate plan. If you need to miss class because of a religious holiday, we can make alternative arrangements for this as well (please refer to the UNC Undergraduate Bulletin for details regarding this).
- You are expected to participate in all in-class activities.

UNC Honor Code

It is your responsibility to read the Honor Code, which is available online at: http://studentconduct.unc.edu/ sites/studentconduct.unc.edu/files/Fall2012print.pdf. The section on Academic Dishonesty is printed here for your reference.

> Academic Dishonesty. It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:
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> 1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
>
> 2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
>
> 3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
>
> 4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: (a) using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or (b) Representing another's work as one's own.
>
> 5. Violating procedures pertaining to the academic process, including but not limited to the following: (a) violating or subverting requirements governing administration of examinations or other academic assignments; (b) compromising the security of examinations or academic assignments; or (c) engaging in other actions that compromise the integrity of the grading or evaluation process.

Professional Conduct, Preparation, and Attendance

In addition to the UNC Honor Code, I expect that you will demonstrate integrity and professionalism in your participation in this course and in fulfillment of all of your course assignments. This includes completing the assigned readings on the dates they are due, dedicating adequate time for your participation (both in-class and out-of-class), and putting forth effort, care, and thought in preparing for exams. This is a 3-credit hour course; thus, you should expect to spend about 6-9 hours per week on this course (excluding class time).

Specifically I expect the following:
- Arrive on time and be prepared to participate fully in class
- Show respect for all members of this course and all comments and questions posed by them.
- Engage completely with class during the class session. Any student who cannot do this will be asked to leave and will lose participation points.

Instructions for Written Work

For all of your written work, the expectation is that the work is clearly labeled with your name on the top of the page and the description of the assignment. You should also name your file using a clear nomenclature. For example, if I submitted my information in context paper the filename would be "Murillo_InformationInContext.docx". I should be able to look at the file name and understand what the file is. Assignments without names will be returned ungraded.

Laptop Use and Cell Phones
It is acceptable to use your laptops to take class notes. However, there will be times when I ask you to put your laptops away to participate in class discussions or other in class activities. If I see that students are using their laptops for activities other than those pertaining to class, laptop use will be restricted.

Cell phones are not permitted. Please turn your ringer off (not vibrate) prior to class.

Email
Email is a great way to communicate with me outside of class. It is particularly well suited for short answer and clarification questions. However, if you need assistance understanding a concept or an assignment, or have another potentially complicated question, then I ask that you make an appointment to talk with me in person. If you ask a question via email that I believe is better suited for in person discussion, then I will ask you to come in and speak with me. If you have questions about how your assignment was evaluated, then you must visit me in person to have this discussion. *I will not discuss your grades and my evaluation of your work via email.*

It is also important to set appropriate expectations about how quickly I can respond to your email. I will try my best to respond to your email within a 24 hour period, but in some cases it may take 2 3 days. Please keep this in mind when you are scheduling your own activities, especially those related to assignments. If you wait until the day before an assignment is due to ask us a clarification question about the assignment, there is a good chance that you will not receive a response before the assignment

Grading Policies

Grade Range	Definition *
A = 94-100% A- = 90-93.9%	A: Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B+ = 87-89.9% B = 84-86.9% B- = 80-83.9%	B: Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C+ = 77-79.9% C = 74-76.9% C- = 70-73.9%	C: A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D+ = 67-69.9% D = 64-66.9% D- = 60-63.9%	D: A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F = 0-59.9%	F: For whatever reasons, an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

*These definitions are from: http://www.unc.edu/faculty/faccoun/reports/2000-01/R2001GradingStandardsAddendum.htm

This course design was a collaborative effort between Rachael Clemens, Angela P. Murillo, and Emily Vardell. Some content is also drawn from Dr. Diane Kelly's INLS 101 syllabus.