Spring 2018

INSC 530: Information Access and Retrieval

The School of Information Sciences (SIS), The University of Tennessee, Knoxville (UTK)

Class Meeting: Thursdays, 6:30-9:10pm

Crystal Sherline, Ph.D., Instructor

Office Hours: By Appointment Only

Email: csherli1@vols.utk.edu

Cell: 865.773.4234 (texting preferred)

Course Format:
This is an online course, which requires synchronous class participation. UTK uses Zoom to facilitate the lectures and Canvas to track the course. This course is characterized by a collaborative learning atmosphere.

Course Description:
INSC 530, is one of three core courses required for the MSIS program. The course description reads: Information access, retrieval and use. Information seeking, user interfaces, information services and tools. Database structure, search engines, query logic and evaluation of retrieval system performance. Required Course.

Student Learning Outcome:
Upon completion of the course, students will be able to:

- Utilized and discuss various types of information access and retrieval tools and systems
- Compare interface options and search logic of selected search engines and databases
- Critically evaluate retrieval performances of search engines and databases, digital reference services
- Identify basic concepts of information retrieval and its relationship with information organization
- Construct and apply information search strategies informed by an understanding of information organization
- Describe methods providing information services to diverse communities and individuals with appropriate resources
- Identify, analyze and critically evaluate major theories and models of information behavior in multiple contexts
Required and Recommended Texts:


Additional readings will be provided via the Canvas site.

Policies:

Communication and Technology

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred address.

Email is my preferred method of communication. I am a diligent email checker, but if there is a need to contact me immediately, you may either call or text me. Please note that I may not be able to respond immediately, but I will respond as soon as possible.

Slides and recordings will be available on Canvas.

Computing Requirements

To successfully complete this course, students must:

- Have adequate computing skills, including by not limited to use of MS Office suite (Google docs) or equivalent to process, format, save and retrieve documents, as well as slides and Prezis
- Learn how to submit your assignments using Canvas.
- Subscribe to the SIS listserv (UTKSI-S-L@LISTSERV.UTK.EDU) and monitor messages about classes and other school events, policies, jobs, etc.

Class Attendance Policy

It is assumed that each student will miss no more than one session and will speak in class—missing more classes or failing to participate will lower your grade.

If you cannot attend a class, please inform me in advance, submit any work due from missed class, and view the lecture and slides asynchronously on Canvas.

Please know, I am a human being and I realize life is full of unforeseen situations. I am a reasonable person, so feel free to reach out. I will do my best to understand and assist.

Class Cancellations

I will give as much notice as possible if a class is going to be cancelled.

Inclement Weather

*The University of Tennessee will remain open except in the most severe weather conditions. The Chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is reached, campus and local radio and TV stations will be notified and an UTAalert will be issued. This notice will also be posted on the*
SIS will cancel classes when UT is closed. Please check the SIS student listserv for messages about closing.

**Disabilities that Constrain Learning**

Any student who feels (s)he may need an accommodation base on the impact of a disability should contact the Office of Disability Services (ODS) at 865.974.6087, located in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

**Civility**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: [http://civility.utk.edu](http://civility.utk.edu)

**College of Communication and Information (CCI) Diversity Statement**

CCI recognizes that a college diverse in its people, curricula, scholarship, research and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students and the larger communication and information community.

**Academic Integrity**

Students should be familiar and maintain their Academic Integrity described in Hilltopics as: “Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”

Students should abide by the **Honor Statement** described in the same Hilltopics: “An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”
Plagiarism

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (Unless such information is recognized as common knowledge)
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge)
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph)

Infractions of academic integrity are penalized according to the severity of the infraction by may include a course grade of “F.” Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.

Assignments and Grading

Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length and originality. Please see Assignment Instructions for detailed information.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference Observation and Presentation</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Theory Paper</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Resource Evaluation and Presentation (Group)</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Quiz</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Due Dates and Late Assignments

Assignments should be submitted to the “assignments” area of Canvas and are due (officially) at 11:59pm EST on the due date listed on the syllabus.

- You must inform me via email if your assignment will be late.
- Late assignments must be emailed directly to me (not posted on Canvas)
- 2 points will be deducted for every 24 hour period that the assignment is not turned in
**Evaluation**

Grades will be determined according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Quality Points per Semester Hour</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93≤</td>
<td>(4 quality points per semester hour)</td>
<td>superior performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.75</td>
<td>(3.7 quality points per semester credit hour)</td>
<td>intermediate grade performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.75</td>
<td>(3.5 quality points per semester hour)</td>
<td>better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83-87.75</td>
<td>(3 quality points per semester hour)</td>
<td>satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.75</td>
<td>(2.7 quality points per semester credit hour)</td>
<td>intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.75</td>
<td>(2.5 quality points per semester hour)</td>
<td>less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70-77.75</td>
<td>(2 quality points per semester hour)</td>
<td>performance well below the standard expected of graduate students.</td>
</tr>
<tr>
<td>D</td>
<td>60-69.75</td>
<td>(1 quality point per semester hour)</td>
<td>clearly unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>59.75≥</td>
<td>(no quality points)</td>
<td>extremely unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>I</td>
<td>(no quality points)</td>
<td></td>
<td>a temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.</td>
</tr>
<tr>
<td>S/NC</td>
<td>(carries credit hours, but no quality points)</td>
<td></td>
<td>S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the Graduate Catalog. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.</td>
</tr>
<tr>
<td>P/NP</td>
<td>(carries credit hours, but no quality points)</td>
<td></td>
<td>P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.</td>
</tr>
<tr>
<td>W</td>
<td>(carries no credit hours or quality points)</td>
<td></td>
<td>indicates that the student officially withdrew from the course.</td>
</tr>
</tbody>
</table>
Course Evaluation

Throughout the course, you are always welcome to provide comments suggestions and recommendations. At the end of the term, you will be invited to evaluate the course. Please participate in this valuable process.
Assignment Instructions:

**Assignment 1: Reference Observation**

1. Visit a library or information center of your choice.
   a. If you have a preference for a particular area of information/librarianship, you should use this opportunity to observe in that type of atmosphere.
   b. Observe what the information specialists and how they are interacting with users
   c. Take notes on observations including:
      i. Where
      ii. Type
      iii. Size
      iv. Location
      v. Day and time
      vi. Location of information center (within the building)
      vii. Number of information professionals observed

2. As a question
   a. Use a topic that you are interested in and know about
   b. Do not ask someone you are familiar with (perhaps at your own school or public library)
   c. Let the staff member lead you through the reference interview
   d. Report on the reference interview technique the information specialists utilized with you

3. Write your notes in an organized way.
   a. Prepare a 5 slide minimum PowerPoint to discuss in class

**Assignment 2: Quiz**

This quiz will be available online during our regular lecture. It will be due by the end of the class period. It is an open quiz, which means you can utilize all resources to complete the quiz in the allotted time.

**Theory Paper—Information Behavior Theories**

Please choose an information behavior theory from the list below and explore the topic. Your paper should be >10 pages with appropriate APA citations and should include:

1. A brief introduction to the theory
2. A literature review of how the theory has been used (i.e., information architecture, models, etc)
3. An idea/analysis of how the theory can be further explored

From:

1. Affective Load
2. Anomalous State of Knowledge
3. Archival Intelligence
4. Bandura’s Social Cognition
5. Berrypicking
6. Big6 Skills for Information Literacy
7. Chang’s Browsing
8. Chatman’s Information Poverty
9. Chatman’s Life in the Round
10. Cognitive Authority
11. Cognitive Work Analysis
12. Collective Action Dilemma
13. Communicative Action
14. Communities of Practice
15. Cultural Models of Hall and Hofstede
16. Dervin’s Sense-Making
17. Diffusion Theory
18. The Domain Analytic Approach to Scholars’ Information Practices
19. Ecological Theory of Human Information Behavior
20. Elicitation as Micro-Level Information Seeking
21. Ellis’s Model of Information-Seeking Behavior
22. Everyday Life Information Seeking
23. Face Threat
24. Flow Theory
25. General Model of the Information Seeking Professionals
26. The Imposed Query
27. Information Acquiring-and-Sharing
28. Information Activities in Work Tasks
29. Information Encountering
30. Information Grounds
31. Information Horizons
32. Information Intents
33. Information Interchange
34. Institutional Ethnography
35. Integrative Framework for Information Seeking and Interactive Information Retrieval
36. Interpretative Repertoires
37. Krikela’s Model of Information Seeking
38. Kuhlthau’s Information Search Process
39. Library Anxiety
40. Monitoring and Blunting
41. Motivational Factors for Interface Design
42. Network Gatekeeping
43. Nonlinear Information Seeking
44. Optimal Foraging
45. Organization Sense Making and Information Use
46. The PAIN Hypothesis
47. Perspectives on the Task in which Information Behaviors Are Embedded
48. Phenomenography
Resource Evaluation and Presentation—Group Project

I know most people hate group projects however, as a working information professional, I also understand the necessity for professional collaboration, which often occurs from afar.

I will determine which group you are placed based on area(s) of interest. Your group will select, research, analyze and evaluate two web-based subject databases. Each group will present their findings to the rest of the class.

Your presentation should last 20 minutes and provide an overview of the two databases, describing them according to your text’s criteria for evaluating reference resources:

1. Scope
2. Content
3. Accuracy
4. Currency
5. Authority
6. Ease of Use
7. Arrangement
8. Appropriateness for users/Treatment
9. Format
You should plan to use a PowerPoint/Presi for your presentation. It is advised to use screenshots of the database to illustrate the appearance, capabilities and limitations.

I will leave it up to the group on who speaks or who doesn’t. Please be cognizant that you will also be evaluated by your group.
<table>
<thead>
<tr>
<th>Class Meeting/Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 1/11</td>
<td>Introduction to the Course</td>
<td>Syllabus and Schedule</td>
<td></td>
</tr>
</tbody>
</table>
| Week 2: 1/18      | Information Reference/Service  | Text Ch. 1-2 and [http://dx.doi.org/10.1080/10691316.2013.789661](http://dx.doi.org/10.1080/10691316.2013.789661)  
http://www.ala.org/rusa/guidelines/guidelines-by-topic |                          |
Building Models: doi: 10.1108/002200411311300039 |                          |
| Week 4: 2/1       | Relevance                      | 10.1002/asi.4630260604  
10.2200/S00723ED1V01Y201607ICR050  
10.1.1.69.116  
10.1633/JISTaP.2017.5.3.1 | Assignment 1              |
| Week 5: 2/8       | Evaluation                     | Text Chapters: 3, 8, 17                                                 |                          |
| Week 6: 2/15      | Quiz during class—no lecture   | Post a paper in the discussion on Information Behavior Theory...         | Quiz                     |
| Week 7: 2/22      | Primary Sources                | Text Chapter: 4                                                         |                          |
| Week 8: 3/1       | Ready resources                | Text Chapters: 5, 6, 7                                                   |                          |
| Week 9: 3/8       | Theory*                        | I will lecture on theory. I will utilize the papers you posed a few weeks back. Please be familiar with the theory (over-achingly). |                          |
| Week 10: 3/15     | Spring Break—No Class          | No Readings                                                              | Enjoy!                   |
| Week 11: 3/22     | Special Sources                | Text Chapters: 10, 11, 12                                                |                          |
| Week 12: 3/29     | Web                            | Text Chapters: 13, 21                                                   |                          |
| Week 13: 4/5      | Issues                         | Text Chapters: 19, 20                                                   | Theory Paper             |
| Week 14: 4/12     | Professional Issues            | Text Chapters: 9, 18, 22                                                |                          |
| Week 15: 4/19     | Group Presentations            |                                                                         | Group Presentations      |
| Week 16: 4/26     | Group Presentations and final Wrap |                                                                         |                          |