



Course Syllabus - Fall 2011

LI 802XA

Theoretical Foundations of Service Diagnosis &  
Customization

9/30-10/1, 11/18-19, & Internet

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**Office Hours:**  
**Faculty Profile:** <http://slim.emporia.edu/index.php/dr-mirah-dow/>  
**Online Course Login:** <https://elearning.emporia.edu>  
**Credit Hours:** 3.0  
**Note:** Course Syllabus May Change

**Important Dates for Fall 2011**

<i>8/17: First day of class</i>	<i>8/30: Last day to drop</i>	<i>9/5: Labor Day Holiday (ESU closed)</i>	<i>10/11: Midterm grades due</i>
<i>10/13: Midterm grades available</i>	<i>10/26: Last day to withdraw</i>	<i>11/11: Veteran's Day Holiday (ESU closed)</i>	<i>11/23-11/27: Thanksgiving Break</i>
<i>12/9: Last day of semester</i>	<i>12/17: Commencement</i>	<i>12/20: Final grades due</i>	

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Please bring a copy of this syllabus to class with you.

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**Course Description**

Introduction to customized information services and the diagnosis, prescription, and treatment of information needs. Understanding relevant cognitive, psychological, educational and social theories and characteristics of human information behavior serves as a framework for the subsequent creation and development of individualized, user-centered services.

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## Course Learning Outcomes

Upon completion of this course, the students will be able to:

<b>Outcome</b>	<b>Related Class Assignment(s)</b>	<a href="#">MLS Program Outcomes</a>	<a href="#">ALA Core Competency(ies)</a>
1. Identify the major theories of human behavior relevant to the information transfer process	1, 2, 3, 4, 5	1,2	1D, 6B, 7C, 7D
2. Integrate and connect theories and models from Library and Information Studies and the field of psychology	1, 2, 3, 4, 5	1,2,3	5C, 5F, 5G, 6B
3. Understand their own unique styles of information processing and apply that understanding to the cognitive styles of others and the provision of customized information service	2, 5	2,3	5A, 5C, 5E, 5F
4. Apply knowledge of information seeking behavior and an understanding of communication as an interactive process in the development of a philosophy of professional practice	1, 2, 3, 4, 5	1,2	5F, 5G
5. Evaluate and categorize theories of cognitive and social psychology and sociology as applied to the design, implementation, and evaluation of information services	1, 2, 3, 4, 5	2,3	1I, 5A, 5G
6. Instruct classmates about theories and models utilized in Library and Information Studies research	4, 5	6,8	1J
7. Collaborate with classmates on compiling, organizing, and presenting information related to course content	4, 5	5,8	1I, 1J

**Note: Save your course syllabi and learning products (artifacts) for use in development of your MLS Capstone Portfolio (LI880).**

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## Course Format

This course will be held face-to-face on the above-stated weekends at Emporia State University's William Allen White Library. This course will also utilize Blackboard (Bb) throughout the semester.

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## Course Materials

### Required Textbooks

Case, D. O. (2007). *Looking for information: A survey of research on information seeking, needs, and behavior*. 2nd ed. Wagon Lane, Bingley, UK: Emerald Group Publishing Limited.

Kuhlthau, C. C. (2004). *Seeking meaning: A process approach to library and information services*. 2nd ed. Westport, CN: Libraries Unlimited.

Please note : Written assignments should conform to the rules of the *Publication Manual of the American Psychological Association* (6 th ed.).

### Electronic Reserves

(William Allen White Library, Course Reserves)

Journal articles required for this course, which will be utilized in Assignment #1 Readings and Intellectual Discourse (modules 1-8), are listed in this syllabus in section "Course Calendar." These articles are all online in WAWL, Library Resources, Course Reserves, Dow, Mirah.

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## Expected Participation

Students are expected to stay actively engaged in this class and on time with readings and assignments. Students are expected to participate in all scheduled class sessions. Students are expected to contribute individually, as well as in small groups. Except in the case of an emergency that is immediately communicated to the professor, no incompletes will be given. Students are likely to have a variety of backgrounds and experiences. Students are likely to have a variety of different kinds and quantity of prior knowledge and experiences. All students are expected to welcome and value all classmates participation. Students are expected to be flexible, tolerant and effective participants in this hybrid course delivery system.

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## Professor's Responsibilities

**My responsibility** is to provide students with ongoing instruction, resources, strategies, guidance as needed to facilitate intellectual, professional, and interpersonal growth. My goal is for you to experience a positive and productive learning experience during this course, and ultimately beyond this class while earning the Master of Library Science (MLS).

It is my practice to read e-mail almost every day except on some occasions when I am traveling or when I take a day or two off during the work week. I expect to respond to your e-mail within 48 hours. In the rare event that I am not able to write as much as is needed, I will tell you when I will be back to you. I also will send a message to the class most Mondays called "Monday from Mirah." The purpose of this weekly message is to guarantee you a steady and continuous flow of instruction/information from me throughout the semester. The "Monday from Mirah" messages rarely require a response. I do ask that you read all of them and respond if it is necessary and/or useful for you to do so.

It is my practice to give student scores on assignments and feedback throughout the semester. Each student will receive scores and/or comments from me using the rubrics that are in Bb.

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### **Student's Responsibilities**

**Your responsibility** is to complete all course requirements on time. It is your responsibility to diligently cover course readings and related materials and to be competent in your face-to-face participation and/or with various forms of technology assisted instruction. It is your responsibility to ask for assistance when you feel it is needed. It is your responsibility to organize and manage resources from this class in a knowledge management system befitting a professional in the library and information management field. It is your responsibility to file and save artifacts from this class (and others) for use in your MLS Capstone Portfolio (LI880). It is your responsibility to check your email at least once time every 48 hours. It is your responsibility to communicate via e-mail in an appropriate manner consistent with the structure and outline of this course.

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### **Assignments**

Assignment #1 - Readings and Intellectual Discourse - Final post December 7, 2011

Assignment #2 - Collaborative Learning Project - Presentation November 19, 2011

Assignment #3 - Interview with Information Seeker - October 14, 2011

Assignment #4 - Small group participation (student evaluation) - November 19, 2011

Assignment #5 - Participation - Throughout semester ending December 19, 2011

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### **Course Calendar**

Date	Activities & Topics
Aug 17	ESU Fall Semester Begins; Read syllabus and assignments instructions and rubrics in Bb course content
Aug 17-31	<p data-bbox="297 321 1419 359"><b>Module One - Assignment #1 (Post by Aug 31)</b></p> <p data-bbox="297 401 1419 468">Topic: Concepts relevant to information behavior: Framing the Information behavior literature</p> <p data-bbox="297 510 1419 577">Guiding Questions: What is information? What are information needs? What is information literacy?</p> <p data-bbox="297 619 1419 728">Case, D. O. (2007). <i>Looking for information: A survey of research on information seeking, needs, and behavior</i>. 2nd ed. Wagon Lane, Bingley, UK: Emerald Group Publishing Limited. <b>Chapters 1-5</b></p> <p data-bbox="297 770 1419 837">Gabridge, T., Gaskell, M., &amp; Stout, A. (2008). <a href="#">Information Seeking through Students' Eyes: The MIT Photo Diary Study</a>. <i>College &amp; Research Libraries</i>, 69(6), 510-22.</p> <p data-bbox="297 879 1419 989">Association of College and Research Libraries, <i>Information Literacy Competency Standards for Higher Education</i>. Retrieved from <a href="http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm">http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm</a></p> <p data-bbox="297 1031 1419 1165">American Association of School Librarians, <i>Standards for the 21st-Century Learner</i>. Retrieved from <a href="http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf">http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/AASL_Learning_Standards_2007.pdf</a></p>
Sept 1 - 14	<p data-bbox="297 1251 1419 1289"><b>Module Two - Assignment #1 (Post by Sept 14)</b></p> <p data-bbox="297 1331 1419 1356">Topic: Integrated overviews of learning from cognitive and educational psychology</p> <p data-bbox="297 1398 1419 1465">Guiding Questions: What relevance do theoretical options have for understanding learning styles and needs, information behavior, and library services?</p> <p data-bbox="297 1507 1419 1575">What impact has the learner-centered movement had on trends and issues in creating college learning experiences and library services?</p> <p data-bbox="297 1617 1419 1684">Steele, M. M. (2005). Teaching students with learning disabilities: Constructivism or behavioralism? <i>Current Issues in Education</i>, 8.</p> <p data-bbox="297 1726 1419 1866">Stage, F. K., Muller, P. A., Kinzie, J., &amp; Simmons, A. (1998). Creating learner centered classrooms: What does learning theory have to say? Washington, D. C.: ERIC Clearinghouse on Higher Education and the Association for the Study of Higher Education. Retrieved from</p>

	<p><a href="http://chiron.valdosta.edu/whuitt/files/collegelearn.html">http://chiron.valdosta.edu/whuitt/files/collegelearn.html</a></p>
Sept 15-29	<p><b>Module Three - Assignment #1 (Post by Sept 29)</b></p> <p>Topic: Information search process</p> <p>Guiding Questions: What does it mean to understand the information search process from the users perspective?</p> <p>What do you know about your own learning style?</p> <p>Kuhlthau, C. C. (2004). <i>Seeking meaning: A process approach to library and information services</i>. 2nd ed. Westport, CN: Libraries Unlimited. <b>Chapters 1-3</b></p> <p>Saad, M. S. M., &amp; Zainab, A. N. (2009). <a href="#">An investigation of information seeking behaviour of Computer Science and Information Technology undergraduates: a qualitative approach</a>. <i>Malaysian Journal of Library and Information Science</i>, 14(3), 15-34.</p> <p>LdPride.Net - Understanding your learning style. Retrieved from <a href="http://www.ldpride.net/learningstyles.MI.htm">http://www.ldpride.net/learningstyles.MI.htm</a></p> <p>*Online Learning Styles Inventory. Retrieved from <a href="http://www.learning-styles-online.com/inventory/#Online">http://www.learning-styles-online.com/inventory/#Online</a></p> <p>*Please do all the parts of the learning styles inventory. Makes some notes about what you learn about yourself and bring them to class to use during in-class, small group activity.</p>
Sept 30-Oct 1	<p>First Class Weekend</p> <p>Bring your notes about your learning style</p>
Oct 2-12	<p><b>Module Four - Assignment #1 (Post by Oct 12)</b></p> <p>Topic: Information Seeking Models</p> <p>Guiding Questions: How does an information seeking model depict and explain a sequence of behavior?</p> <p>How does an information seeking model indicate something about information needs and sources?</p> <p>Case, D. O. (2007). <i>Looking for information: A survey of research on information</i></p>

	<p><i>seeking, needs, and behavior</i>. 2nd ed. Wagon Lane, Bingley, UK: Emerald Group Publishing Limited. <b>Chapters 6 -7</b></p> <p>Kuhlthau, C. C. (2004). <i>Seeking meaning: A process approach to library and information services</i>. 2nd ed. Westport, CN: Libraries Unlimited. <b>Chapters 3-5</b></p> <p>Oakleaf, M., &amp; Vanscoy, A. (2010). <a href="#">Instructional Strategies for Digital Reference: Methods to Facilitate Student Learning</a>. <i>Reference &amp; User Services Quarterly</i>, 49(4), 380-90.</p>
Oct 11	Mid-term grades due
Oct 14	Assignment #2-Interview with Information Seeker Due; post in discuss thread for all to read
Oct 13-26	<p><b>Module Five - Assignment #1 (Post by Oct 16)</b></p> <p>Topic: The Role of the Mediator</p> <p>Guiding Question: What does research tell us about roles of mediators in the process of information seeking?</p> <p>Kuhlthau, C. C. (2004). <i>Seeking meaning: A process approach to library and information services</i>. 2nd ed. Westport, CN: Libraries Unlimited. <b>Chapters 6 - 11</b></p> <p>Malenfant, C., &amp; Nora, E. D.. (2004). Collaboration for point-of-need library instruction. <i>Reference Services Review</i>, 32(3), 264-273.</p> <p>Whitlatch, J. B. (2003). Reference futures: outsourcing, the Web, or knowledge counseling. <i>Reference Services Review</i>, 31 (1), 26-30.</p>
Oct 27-Nov 9	<p><b>Module Six - Assignment #1 (Post by Nov 9)</b></p> <p>Topic: Library Services</p> <p>Guiding Questions: What do librarians mean by the term "service"?</p> <p>What do librarians mean by the term "outreach"?</p> <p>You may read <b>only one</b> of the following articles. This is an opportunity for you to select an area of librarianship that interests you most?</p> <p><b>Public Library Outreach</b></p> <p>Czarnecki, K. (2009). <a href="#">Dream it do it: At the library! Technology outreach at a juvenile</a></p>

	<p><a href="#">detention center</a>. <i>Young Adult Library Services</i>, 7(2), 2-4, 31.</p> <p>Hyatt, J., &amp; Craig, A., (2009). <a href="#">Adapt for outreach: Taking technology on the road</a>. <i>Computers in Libraries</i>, 29(9), 35-9</p> <p><b>Virtual Reference Services in Academic and Public Libraries</b>  Olszewski, L., &amp; Rumbaugh, P. (2010). <a href="#">An international comparison of virtual reference services</a>. <i>Reference and User Services Quarterly</i>, 49(4), 360-8.</p> <p><b>Use of Public Libraries by Immigrants</b>  Burke, S.K. (2008). Use of public libraries by immigrants. <i>Reference &amp; User Services Quarterly</i>, 48(2), 164-174.</p> <p><b>Library Outreach to Children and Youth</b>  Agosto, D. E., (2008). The Lubuto Library project as a model of school library media services for disadvantaged youth. <i>Knowledge Quest</i>, 37(1), 38-42.</p> <p>Smith, S. (2008). The library has legs: An early childhood literacy outreach program in Victoria. <i>Australasian Public Libraries and Information Services</i>, 21(4), 154-6.</p>
Nov 10- Nov 25	<p><b>Module Seven - Assignment #1 (Post by Nov 25)</b></p> <p>Topic: Size and nature of the information seeking literature  Guiding Questions: What can be learned from information seeking literature that studies information behavior by occupation? What are two ways of studying people?</p> <p>Case, D. O. (2007). <i>Looking for information: A survey of research on information seeking, needs, and behavior</i>. 2nd ed. Wagon Lane, Bingley, UK: Emerald Group Publishing Limited. <b>Chapters 11 - 12</b></p>
November 18- 19	<p>Second Class Weekend</p> <p>Presentation to your learning group will take place</p>
November 26- Dec 7	<p><b>Module 8 - Assignment #1 (Post by Dec 7)</b></p> <p>Topic: Lessons of Information Behavior Research  Guiding Questions: What are some of the complaints and criticism of Information Behavior (IB) research?  What conclusions can be reached and lessons learned in light of what has been written about IB research?</p> <p>Case, D. O. (2007). <i>Looking for information: A survey of research on information seeking, needs, and behavior</i>. 2nd ed. Wagon Lane, Bingley, UK: Emerald Group Publishing Limited. <b>Chapter 13</b></p>



	Dow, M. I. (2008, July). [Review of the book <i>Guided Inquiry: Learning in the 21st Century</i> , by C. C. Kuhlthau, Leslie K. Maniotes, & Ann K. Caspari]. <i>portal: Libraries and the Academy, The Johns Hopkins University Press</i> 8(3), 339-340. doi: 10.1353/pla.0.0010
Dec 9	Last day of Class

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## Grading Policy

All work, including Blackboard postings, must be submitted as required on or before the due date and reflect professional care in presentation, appearance, and technical quality. On a conceptual level, content presented should reflect a high degree of original thinking, logic, and careful analysis. When cited, the work of others must be properly credited. In addition, each assignment will include directions specific to that activity.

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## Grading Scale

Assignment #1 - 30 points

Assignment #2 - 30 points

Assignment #3 - 20 points

Assignment #4 - 5 points

Assignment #5 - 15 points

Total Points - 100

## SLIM Grading Scale

96 -100 A 77 - 79 C+

90 - 95 A- 74 - 76 C

87 - 89 B+ 70 - 73 D

84 - 86 B 60 - 69 F

80 - 83 B-

## SLIM Attendance Policy

Students must attend all face-to-face classes.

In cases of emergency, see SLIM's [Policy and Procedures for Absence from a Class Weekend due to Illness or Personal Emergency](#) (PDF).

## **SLIM Grade Policy**

All graduate courses included in the SLIM MLS and doctoral programs' required curricula or their approved substitutions must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM's required classes, then the student will be placed on academic probation and notified by the office of the director of program administration that he or she must retake that course or those courses.

When a student has been placed on academic probation, an administrative hold will be placed on the student's record to block future enrollment. The administrative hold can only be released by the student's academic advisor or by the SLIM dean or director of program administration. Before enrollment can be done, the student is required to meet with the student's academic advisor with the goal of developing an academic improvement plan.

If a student has a semester GPA of less than 3.0 for two semesters or is on academic probation for two semesters, then the student's academic progress will be reviewed in light of the academic improvement plan by the student's program director, the SLIM dean, and the SLIM director of program administration, and a decision will be made regarding whether the student should be academically dismissed from the SLIM's graduate program. This policy goes into effect fall 2009 semester. This SLIM Grade Policy applies to all SLIM students, including those students who entered SLIM under the 42-credit-hour MLS program, the 36-credit-hour MLS program, or the SLIM doctoral program. It will also apply to all those who have passed into MLS or doctoral degree candidacy.

## **SLIM Incomplete Grade Policy**

**SLIM's Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: <http://www.emporia.edu/grad/docs/policyhandbook2.pdf>).**

SLIM's Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean's office before the final grade change is made.

If a SLIM student's request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then **an administrative hold will be placed on the student's record to block future enrollment until** all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU

Registrar's Office.

## **Faculty-Initiated Student Withdrawal Procedure**

Students should be aware that your instructor follows the university's policy of faculty-initiated student withdrawal. It reads as follows: "If a student's absences from class or disruptive behavior become detrimental to the student's progress or that of other students in the class, the faculty member shall attempt to contact the student in writing about withdrawing from the class and shall seek the aid of the office of Vice President of Student Affairs to help insure contacting the Student. The Office of the Vice President of Student Affairs shall provide the student information about the existing appeals procedures. Upon receiving a written report from the faculty member, the Vice President of Student Affairs may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate the student withdrawals for excessive absence. [*Policy and Procedures Manual 43.11*]

## **Academic Dishonesty**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.

## **Disabilities Policy**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

### **Contact information for the Office of Disability Services:**

Office of Disability Services  
211 S Morse Hall  
Emporia State University  
1200 Commercial Street / Box 23  
Emporia, KS 66801  
*Phone* : 620/341-6637  
*TTY*: 620/341-6646  
*Email*: [disabser@emporia.edu](mailto:disabser@emporia.edu)

*School of Library & Information  
Management*

*[Emporia State University](#)  
1200 Commercial Campus Box  
4025  
Emporia, KS 66801*

*voice: (620) 341-5203 - [other numbers](#)*

*fax: (620) 341-5233*

*Content comments for the instructor:*

*[mdow@emporia.edu](mailto:mdow@emporia.edu)*

*Technical questions:*

*[slimhelp@emporia.edu](mailto:slimhelp@emporia.edu)*