

# KFL XXXX: Information Literacy and Behavior Across Disciplines

*Fall/Spring Semester 20XX, Online Asynchronous*

## Course Description

We are all information consumers and creators. Whether working on a class assignment, finding somewhere new for dinner, or learning a new crafting technique, we are information-based creatures. In this class, students will have the opportunity to assess their own information behaviors and the information behaviors of those around them. Building on this assessment, we will delve into assessing information and its uses in your chosen discipline. My hope is that this course will give you a greater understanding of your own habits and set you up for better, healthier information behavior going forward. Ultimately, we will critically explore and engage with the information consumption and creation we encounter every day. This class will be heavily focused on student-generated content. Readings will set up the core concepts, but our time together will be primarily dedicated to you creating and exploring your own practices.

## Larry Eames

- Pronouns: he/him/his | Title: Mx.
- Office: EPC 218
- Email: [leames@uccs.edu](mailto:leames@uccs.edu) | Phone: 719.255.3929
- Appointments: Standard Office Hours are Monday and Tuesday from 3:00-5:00. You can also make individual appointments using my [appointment scheduler](#).

## Course Requirements

### Prerequisites

Students must have completed ENGL 1310/1410 or equivalent before enrolling in this class.

## Technology

Students must have access to a computer for this course. You may run any operating system. It is technically possible to complete this course using a smartphone but it is not recommended. You will be required to access canvas to participate in discussion boards and submit assignments in your chosen format throughout the semester, so whatever enables you to get that done works for me.

I will be delivering course content via video, pdf readings, and written examples. You must be able to access those formats.

## Other Materials

All readings will be provided in screenreader accessible pdf format. There is no textbook for this course.

## Key Policies

### Grading and Assignments

A rubric will accompany all assignments for you to use to ensure you're meeting all the criteria and goals for each part of the course. I will grade with those and provide comments on each assignment. If you feel I have made an error in my assessment of your work, please reach out to schedule a meeting to discuss your work synchronously. Do not use office hours for grade reassessments. If you are dissatisfied with your grade, you may revise and resubmit each assignment that isn't a discussion board post once. After a reassessment meeting and a revision, your grade is final.

Deadlines in this class are strongly recommended and reflect my desired scaffolding of the course. However, I will not dock points for late work. I am firm in the belief that we are all adults and as adults sometimes stuff comes up. As long as all your work is in by the last Friday of the semester, you can still be successful in this course. If at any point something comes up in my life that gets in the way of me grading your work in a timely manner, I will post an announcement via canvas.

### Communication & Office Hours

I strongly prefer to communicate via email or canvas message. If you have questions, those are the best methods for reaching me. I typically check my email between the hours of 8 am and 8 pm on weekdays and do not typically check my email on the weekends. For this reason, all of your deadlines will be on weekdays at midnight. I enjoy my weekends and you should too! I typically respond to emails within 24 hrs on weekdays. For emails sent over the weekend, I start responding at 8 am in the order that emails were received.

Some students may prefer to address their instructors by their last name with an honorific. If you prefer to do that, "Mx. Eames" is the go. That said, you are absolutely welcome and encouraged to address me just by my first name.

I will also hold office hours Mondays and Tuesdays from 3-5 pm. These are designed for you to ask questions about assignments or to generally discuss the topics we cover together to deepen our collective understanding. If those times don't work for you, you can also use my appointment scheduler to find a time that does. Office hours and individual meetings will be synchronous and on Zoom.

Email: [leames@uccs.edu](mailto:leames@uccs.edu) | Appointment Scheduler: [Link Here](#)

### Accessibility and Accommodations

Readings will be provided in PDF form and will be screenreader accessible. All videos will be captioned. If you have any other accessibility needs, please let me know. If you are a student with a disability and believe you will need accommodations for this class, please register with

Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please contact Disability Services for more information at Main Hall room 105, 719-255-3354 or [dservice@uccs.edu](mailto:dservice@uccs.edu). I understand that the accommodation request process can be onerous and not in and of itself fully accessible. If you have needs that aren't captured through formal accommodations, please tell me what would help you be successful.

For military and veteran students, per the Office of Military Student Affairs: "Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes." I will be happy to work with you to determine an alternate schedule for your work. If it appears that military obligations will prevent adequate participation in the course, I may advise withdrawal and reregistration at a better time.

## **Academic Honesty**

UCCS has an ongoing commitment to maintain and encourage academic integrity. Therefore, the university has created a set of [standards of academic honesty and procedures](#) governing violations of these principles. This class is about information creation and dissemination, and, as such, it is of paramount importance to ensure you abide by honest academic practices. When in doubt, cite it out.

One of my core policies is to trust students. As such, I do not use academic surveillance technologies like LockDown Browser or TurnItIn. My first course of action if any questions of academic honesty arise will be to schedule a meeting with you before taking punitive action. Please do not abuse this trust.

## **Student Rights & Responsibilities and Code of Conduct**

Professional behavior is necessary for you to be a successful member of a learning community. Please monitor your participation in class discussions and group work and find ways to contribute intelligently to the discussion without silencing others. All written assignments must be computer generated unless otherwise indicated by the professor. Professional behavior will be expected in your future teaching/counseling career and is often the hallmark of career success.

The purpose of the [Student Code of Conduct](#) is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence where people are treated, and treat one another, with respect and courtesy.

The Colorado General Assembly implemented the [Student Bill of Rights \(C.R.S. 23-1-125\)](#) to assure that students enrolled in public institutions of higher education have rights.

## Privacy & Confidentiality

Under no circumstances will students disclose individual student or teachers' names during live discussions. Please remember to respect the confidentiality of all participants, schools, and/or organizations.

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

## Withdrawal

You may choose to withdraw from your class. Please note the last date for withdrawal without instructor/dean's approval is [enter date here]. Prior to choosing to withdraw, please reach out to me. If there's anything I can do to help you complete the course, I want to be able to do that.

## Course Learning Objectives (CLO)

At the end of this course you will be able to:

1. Describe your information behavior.
2. Explain your information behavior and the information behavior of others in terms of core theories in the field.
3. Demonstrate mindful information consumption on the open web through the assessment and improvement of existing sources.
4. Describe your information creation process.
5. Assess and select venues for information dissemination in scholarly and non-scholarly settings specific to your interests.
6. Interpret the information behavior of people in your field of study or profession.

## Course Structure

This course will be delivered online and asynchronously. You will not be required to meet on campus but may choose to schedule an in-person meeting with me.

There are four modules in this course. Each will be unlocked at the conclusion of the previous module. You can expect me to post a short video at least twice per module but sometimes every

week. All modules begin on Saturday and end on Friday. Due dates are always during the week at 11:59 pm. Please see the [Grading and Assignments Policy](#) for additional details on my grading policy.

## Assignment Types

Individual assignment names will be listed in the appropriate modules in chronological order. This is intended to be a brief outline of the different kinds of assignments you can expect. In many cases I will phrase assignments in terms of written deliverables, but, in all cases, you can turn in an alternate format if that best supports what you want to communicate.

### Discussion Board Posts - 50 points

You can expect more or less weekly discussion board posts throughout the semester. These can be completed in text, video, or some other appropriate creative format. They cover a wide variety of topics throughout the semester and are graded on completion.

### Short Assignments - 200 points

There are two short assignments early in the semester: your information fast and your information glut. These will be accompanied by rubrics outlining the key aspects of these experiences I want you to focus on. These are journaling exercises.

### Long Assignments - 500 points

Your long assignments will be your autoethnography, qualitative research proposal, and your final project. These are designed to reflect the norms of your chosen discipline or profession and so can take many forms. In all cases, they will represent a practical application of the theories we discuss.

## Grading Scheme

The following table will help you mark your progress against expected point totals and convert those point totals to letter grades.

Assignment Type and Quantity	Total Points
Discussion Boards - 11	550 points
Short Assignments - 2	400 points
Long Assignments - 3	1500 points
Course Overall	2450 points

Letter Grade Range	Point Range
A+ to A-	2450 - 2205
B+ to B-	2205-1960
C+ to C-	1960-1715
D+ to D-	1715-1470
F	Under 1470

## Course Outline

Below is an outline of each module's objectives, activities, and materials. I reserve the right to alter, change, or substitute any readings before a module is published. You can be assured that the Module Overview page will reflect my final decisions on the assigned readings.

## Module 1: Introductions, Information & You (Weeks 1-3)

### Module Learning Objectives

At the end of this module, you will specifically be able to:

- Define information behavior
- Discuss your information behavior.

### Module Activities & Materials

#### Week 1

- Video: What is Information Behavior?
  - I will create a short video introducing myself and running down the concept of information behavior. I will also introduce the plan for the semester.
- Readings: (Dill & Janke, 2011; Ocepek, 2018)
- Discussion Board: Introduce yourself.
  - In a short video, audio post, text post, or some other creative format that you feel best introduces you to your colleagues let us know your name, your pronouns, what year of study you're in, where you are in the world, and some piece of information that you feel exemplifies who you are as a person. This can be a fandom, a hobby, a story about something you did, or anything else! If you choose video or audio, keep it under 5 minutes. I will also record such a video.
- Discussion board: respond to the readings
  - In a post of at least 100 words or at max 5 minutes, respond to one or more of the readings from this week. What did you think of them? What was surprising? What rang true?
- Video: Introducing the Information Fast

#### Week 2

- Assignment: Information Fast

- Spend at least 12 waking hours unplugged from digital information sources. Record your experience in a journal entry of at least 500 words.
- Journal prompt questions: How was this experience? When you needed information, how did you find it? Was there anything you were unable to do during this fast?
- Assignment: Information Glut
  - After your information fast, pay close attention to how you find information *with* digital sources available to you. Record your experience in a journal entry of at least 500 words.
- Readings: (Savolainen, 2009; Woelfer & Hendry, 2011)
- Discussion Board: respond to the readings after your Assignments from the week.

### Week 3

- Discussion Board: What is Information Behavior?
  - Students will describe information behavior as a concept and their information behavior as they understand it so far in a discussion board post of at least 250 words or 7 minutes or less.
  - Students will also respond to two other posts.

## **Module 2: Theories of Information Behavior (Weeks 4-8)**

### Module Learning Objectives

At the end of this module, you will be able to:

- Interpret core information behavior theories.
- Conduct an autoethnography.
- Articulate different qualitative research methodologies.
- Conduct a small qualitative research project using a methodology of your choice.

### Module Activities and Materials

#### Week 4

- Video: Core theories in the field
  - I will create a short video running down core theories: Information Worlds, Everyday Life Information Seeking, and Information Grounds.
- Readings: (Chatman, 1991; Fisher & Naumer, 2006; Kuhlthau, 1991; Savolainen, 1995)
- Discussion Board: Does one of these theories resonate more with you? Do any of them seem like total bunk? Respond in a post of at least 100 words or at maximum 5 minutes.

#### Week 5

- Video: Becoming Qualitative Researchers
  - This video introduces the upcoming autoethnography and qualitative protocol development
- Readings: (Glesne, 2016, Chapters 2–3; Williams, 2021, Chapter 9)
- Discussion Board: What methods have we seen so far?
  - Returning to any of the readings from weeks 4 and prior, what methods did you see? Were there any you found particularly interesting? If you were to use one of our previous readings as a model for your protocol what would you choose? Respond in at least 100 words or at maximum 5 minutes.

## Week 6

- Assignment: Autoethnography
  - Students will begin working on their autoethnography of information behavior in a non-scholarly setting. This can be a fandom, a hobby, a club, or anything else important to them. Students can also be in contact with me if they feel their autoethnography project would be better suited to a non-written medium.
- Discussion Board: Selecting your methodology
  - In at least 100 words or at maximum 5 minutes, describe the qualitative method you've selected to use to examine the information behavior of at least two people you know. Also describe why you chose it and why you think it works best.
  - Respond to at least two other colleagues.

## Week 7

- Assignment: Autoethnography (continue work)
- Assignment: Developing your qualitative protocol
- Reading: (Glesne, 2016, Chapter 4) *is suggested, but please select the most relevant chapter from Glesne to your project*

## Week 8

- Autoethnography and qualitative protocols due.
- Assignment: peer review of a colleague's qualitative protocol.

# **Module 3: No Such Thing as a Free Encyclopedia (Week 9)**

## Module Learning Objectives

At the end of this module, you will be able to:

- Explain the value of Wikipedia in the information landscape.
- Describe the labor involved in editing Wikipedia.
- Examine Wikipedia content mindfully to identify areas for improvement.
- Propose recommendations of sources to improve the depth and accuracy of Wikipedia content.

## Module Activities and Materials

### Week 9

- Video: What is Wikipedia? What is Wikipedia editing?
  - This video will address the nature and process of Wikipedia editing as well as ways Wikipedia privileges different kinds of knowledge. It will also introduce my goals for the Wikipedia annotation assignment: now that they've worked on creating information through their autoethnography and qualitative interview protocol, we are moving into evaluating information.
- Reading: (Baron, 2020; Caulfield, 2017, Chapter 6)
- Assignment: Wikipedia Annotation
  - Select a Wikipedia page on something important or interesting to you. Evaluate its sources and identify three places where additional citations would strengthen the page. You may either complete this annotation in the Hypothes.is group I set up for the class



or by creating an annotated bibliography with quotes from the Wikipedia page to identify where your suggested citation will go. I will provide an example of this format. You do not have to edit the page but you are welcome to if you want!

- Discussion Board: Reflecting on Wikipedia
  - In a discussion board post of at least 500 words or at maximum 10 minutes, students will reflect on what they've been told about Wikipedia in the past, what they saw in the page they chose to "edit," and why they selected the sources they did to improve the article. They will also reflect on the ways certain kinds of authority are privileged in Wikipedia and the labor of creating this kind of information.

## **Module 4: Information & You Part II (Weeks 10-15)**

### **Module Learning Objectives:**

At the end of this module you will be able to:

- Identify the most significant venues for sharing information in your profession or field.
- Assess your work to determine the appropriate venue for sharing it.
- Explain common information behavior in your profession in terms of core information behavior theories.

### **Module Activities and Materials**

#### Week 10

- Video: Introduction to Information Sharing
  - This video will focus on scholarly publishing and the peer review cycle.
- Assignment: Journal Assessment
  - Students will identify a handful of major scholarly journals relevant to their interests (personal, professional, or academic) and then select a scholarly journal in which they might want to publish a final paper on the intersection of information behavior and their interests. They will describe this process, the submission process/information available to authors for their selected journal, and how they decided the journal was relevant in a 250-500 word written response or an audio/video response of no more than 7 minutes.

#### Week 11

- Video: Information Sharing Beyond Scholarship
  - This video will introduce ways to share information beyond scholarly journals like digital humanities projects, trade literature, and visual media.
- Discussion Board: Final Project Proposal
  - In a discussion board post, students will propose their final project. Templates for a written final will be provided as well as guidance on how to create a rubric for a non-essay project. Students creating a written final will also have the opportunity to customize their rubrics.

#### Week 12-15

- Students will use the last four weeks of class to work on their final projects. I will hold optional video meetings for students who wish to discuss additional readings relevant to information

literacy and information behavior. Readings will be selected based on the discussion boards from previous weeks and what I think will be interesting to students.

- Discussion board: at the midpoint of this period, students will post a check-in of roughly 100 words or a less than 5 minute video describing how their project has evolved and where they are in their project. This will serve as an opportunity to adjust their rubrics if needed.

## **Module 5: An Information Literate Person (Week 16)**

### **Module Learning Objectives:**

At the end of this module, you will be able to:

- Recognize the dispositions of an information literate person.
- Give examples of information literate behavior from your life.

### **Module Activities and Materials**

#### Week 16

- Video: A Peek Behind the Curtain
  - In week 16 I will return to my first video and describe how I structured the course in terms of the ACRL Framework for Information Literacy and in terms of my pedagogy.
- Discussion Board: Information Literacy and You
  - In a written response of at least 250 words or a video response of no longer than 10 minutes, students will describe their information creation process in terms of the dispositions of an information literate person giving examples from the class and from their lives more broadly. They will be required to touch on at least five of the six frames.

## **Support Services**

### **Technology and Canvas**

- For 24/7 Canvas Student Support, 844-802-9230
- For issues with logging in or your UCCS e-mail account or campus wireless, contact the UCCS Help Desk 719-255-4357 or [Contact the Help Desk online](#).
- [Canvas Support Live Chat](#) - you do not have to be logged in to Canvas to access the hotline or chat.

### **Academic Support**

Please see the UCCS Academic Support | Policies | Privacy & Accessibility Statements module for access to a range of University Academic support.

### **Excel Centers**

The UCCS Excel Centers include the Language and Social Sciences Center, the Mathematics Center, the Communication Center, the Science Center, and the Writing Center. These five academic centers are designed to provide critical academic and individual support to all students in the University in all major academic areas, both within and beyond the classroom. [All Excel Centers offer online services by appointment.](#)

## The Kraemer Family Library

Library skills are essential to your success as a college student. Librarians are available to help students select and locate appropriate books, articles, and other resources needed to complete course assignments. Research help is available in person at the Reference Desk, by phone at 719.255.3295, and through email or chat via [the Library's website](#). I am the dedicated liaison librarian to this course, but you can also identify a relevant subject librarian on the [Meet Your Librarian](#) Page.

## Tentative List of Readings

Baron, C. (2020). From "Don't Use It" to "Let's Edit!": Using Wikipedia to Teach the ARLIS/NA Art, Architecture, and Design Information Competencies. *Art Documentation: Bulletin of the Art Libraries Society of North America*, 39(2), 219–238.

Caulfield, M. A. (2017). *Web literacy for student fact-checkers*. digitalcommons.liberty.edu.

Chatman, E. A. (1991). Life in a small world: Applicability of gratification theory to information-seeking behavior. *Journal of the American Society for Information Science*, 42(6), 438–449.

Dill, E., & Janke, K. (2011). New shit has come to light: Information seeking behavior in The Big Lebowski. *Journal of Popular Culture*, 46(4), 772–788.

Fisher, K. E., & Naumer, C. M. (2006). Information Grounds: Theoretical Basis and Empirical Findings on Information Flow in Social Settings. In A. Spink & C. Cole (Eds.), *New Directions in Human Information Behavior* (pp. 93–111). Springer Netherlands.

Glesne, C. (2016). *Becoming Qualitative Researchers: An Introduction*, (5th Edition). Pearson.

Kuhlthau, C. C. (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American Society for Information Science*, 42(5), 361–371.

Ocepek, M. G. (2018). Bringing out the everyday in everyday information behavior. *Journal of Documentation*, 39, 88.

Savolainen, R. (1995). Everyday life information seeking: Approaching information seeking in the context of "way of life." *Library & Information Science Research*, 17(3), 259–294.

Savolainen, R. (2009). Small world and information grounds as contexts of information seeking and sharing. *Library & Information Science Research*, 31(1), 38–45.

Williams, R. (2021). *A Fan Studies Primer: Method, Research, Ethics*. University of Iowa Press.

Woelfer, J. P., & Hendry, D. G. (2011). Homeless young people and living with personal digital artifacts. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems*, 1697–1706.