



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF COMMUNICATION & INFORMATION  
*School of Library & Information Studies*

**LIS5203- ASSESSING INFORMATION NEEDS**

SECTION(S):

TERM 20XX, COURSE MEETING DAY/TIME, COURSE MEETING LOCATION

**MODE OF INSTRUCTION:**

**Instructor:**

**Email:**

**Office:**

**Phone:**

**Course Location/Website:**

**Office Hours (in office, online or via phone):**

**Teaching Assistant:**

**Email:**

**COURSE DESCRIPTION:**

This course provides students with an overview that emphasizes the user's perspective in the analysis of information needs and preferences, including the fundamentals necessary for the study and understanding of human information-seeking behaviors of a variety of users and user groups.

**COURSE OBJECTIVES**

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

1. Appreciate the basic philosophical and conceptual approaches to the study of information, information needs, information seeking, and information behavior;
2. Recognize a range of approaches to information needs and behavior assessment;
3. Appreciate how information behavior studies are done, using a range of technologies;
4. Review the current literature addressing information behaviors for various user populations.

**COURSE MATERIALS:**

Case, D. O. (2012). *Looking for Information: A Survey of Research on Information Seeking, Needs and Behavior*. 3rd. ed. Bingley, UK: Emerald. ISBN: 1780526547 | 9781780526546.

**COURSE ASSIGNMENTS AND EVALUATION:**

**Short Bios (2%)**

Students will post a brief biography on the course website.

**Weekly blog posts (48% total)**

The weekly blog posts in this class have 2 primary purposes: (1) to encourage you to interact with each other and share your unique insights, examples, applications, and perspectives with each other; and (2) to give you the opportunity to work on the two major papers in this class in manageable parts.

**Paper 1: Analyzing your own Information Behavior (25%)**

The purpose of this assignment is for you to work to identify and analyze an information behavior; for you to apply the various information-related concepts from the course readings to that information behavior; for you to apply a model and a theory-or-paradigm systematically to that behavior; and for you to discuss how your view of that information behavior was different depending on which model/paradigm/theory you used to analyze it.

**Paper 2: Researching a Population's Information Behavior (25%).**

The purpose of this paper is for you to review the existing published research literature related to the information behaviors of a population of your choice; to analyze the published research literature for concepts, themes, and major research questions; and to use the research literature to inform the design of a research study.

**GRADE CALCULATION:**

- Short bios = 2%
- Weekly blog posts (12 posts @ 4% each) = 48%
- Paper 1: Analyzing your own Information Behavior = 25%
- Paper 2: Researching a Population's Information Behavior = 25%

**GRADING SCALE:**

Final tallies of points earned will be translated/mapped into letter grades as follows:

93-100 A  
89-92 A-  
86-88 B+  
81-85 B  
77-80 B-  
74-76 C+  
68-73 C  
65-67 C-  
62-64 D+  
57-61 D  
55-57 D-  
0-54 F

## **COURSE SCHEDULE:**

- Week 1: Introduction and Examples
- Week 2: Examples
- Week 3: Concepts, Part 1
- Week 4: Concepts, Part 2
- Week 5: Concepts, Part 3
- Week 6: Models, Paradigms, and Theories, Part 1
- Week 7: Models, Paradigms, and Theories, Part 2
- Week 8: Methods, Part 1
- Week 9: Methods, Part 2
- Week 10: Methods, Part 3
- Week 11: Research Results and Reflections, Part 1
- Week 12: Research Results and Reflections, Part 2
- Week 13: Research Results and Reflections, Part 3
- Week 14: Research Results and Reflections, Part 4

## **COPYRIGHT STATEMENT:**

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at [www.copyright.gov/legislation/archive/](http://www.copyright.gov/legislation/archive/)).

## **SEXUAL HARRASSMENT POLICY:**

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. [http://registrar.fsu.edu/bulletin/grad/info/university\\_notices.htm](http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm)

## **SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:**

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location:  
<http://ischool.cci.fsu.edu/academics/online/requirements/>

## **STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:**

Incomplete ("I") grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).

## **University Attendance Policy:**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid

excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy:**

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

**Americans With Disabilities Act:**

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center  
874 Traditions Way  
108 Student Services Building  
Florida State University  
Tallahassee, FL 32306-4167  
(850) 644-9566 (voice)  
(850) 644-8504 (TDD)  
sdrc@admin.fsu.edu  
<http://www.disabilitycenter.fsu.edu/>

**Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact [tutor@fsu.edu](mailto:tutor@fsu.edu). High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Syllabus Change Policy**

"Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice."

