

The University of Western Ontario, Faculty of Information and Media Studies  
Library and Information Science Doctoral Program  
**Fall 2021: GRADLIS 9878: Human Information Practices**  
**SENATE OUTLINE**

**1. Course Information:**

Class times: in person meetings, Wednesdays 1:30-4:20 pm, September 8 – December 8, 2021.

Enrollment in this course is restricted to graduate students in doctoral programs at the Faculty of Information & Media Studies. Interested students from other programs on campus are invited to contact the instructor for permission to enrol.

**2. Instructor Information:**

Dr. Paulette Rothbauer

Email: [prothba2@uwo.ca](mailto:prothba2@uwo.ca)

Virtual Office Hours: by appointment, or drop-in date and time TBA

**3. Course Description:**

This course explores historical and contemporary research on human information practices encompassing information seeking, needs and behaviour with an emphasis on people as finders, creators, users and interpreters of information and on broader contexts for people's experiences with information. Concepts, models and theories are covered along with selected relevant critiques.

Learning Outcomes:

This course aims to support the following doctoral program level learning outcomes. The program level learning outcomes (pending approval by the LIS Doctoral Programming Committee) and the corresponding Graduate University Degree Level Expectations (see [IQAP documentation](#) from the Ontario Universities Council on Quality Assurance). Upon successful completion of the course students will:

- Demonstrate a comprehensive understanding of the depth and breadth of knowledge of the Library and Information Science literature in the area of Human Information Practices research and a strong familiarity with this field's major paradigms, theories, models, research areas, and specializations (PLLO #1, GUDLE: Depth and Breadth of Knowledge)
- Integrate knowledge from this course of study and apply these to the development of work that might be used for research proposals (PLLO #2, GUDLEs: Depth and Breadth of Knowledge, Research and Scholarship)
- Effectively and appropriately communicate academic learning to academic peers (PLLO #5, GUDLEs: Level of Communication Skills, Professional Capacity and Autonomy, Level of Application of Knowledge)
- Effectively conduct and receive peer review of seminar presentations to support the development of scholarly writing and communication skills (PLLO #6, GUDLEs: Level of Application of Knowledge, Level of Communication Skills)
- Recognize that information practices and/or behaviour can be studied in multiple contexts, from varied perspectives and through diverse approaches. (PLLO #8, GUDLE: Awareness of the limits of knowledge)

**Course Requirements**

Active participation and engagement with the class materials. Attendance at and participation in all class meetings is required. Missing more than two classes could result in failure of the course. Completion of all assignments in a timely manner. All work must be submitted by the last class.

**4. Course Materials**

**Course Text:**

Case, Donald O. and Lisa M. Given. 2016. *Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior*, 4<sup>th</sup> edition. Bingley, UK: Emerald Group.

Copies of selected chapters on OWL. I recommend that you read through these chapters on your own time as background and context for our weekly readings and discussions.

All other materials will be accessible via the course OWL site.

## 5. Methods of Evaluation (Course Requirements):

Students are expected to attend and participate in all classes.

### 1. Participation & Discussion Facilitation – 15%

Including but not limited to facilitation of and participation in class discussions; clear evidence of reading and engagement with course materials

### 2. Thesis Review, Informal Presentation & Discussion – 30%

Presentations are due Weeks 9-12

Written Review due Week 13.

### 3. Weekly Reading Response/Reflection Papers – 11 x 5% = 55%

Beginning in Week 2, due **Mondays at noon**, via OWL. You will be invited to share these with others in the class, although it is not required. You will, however, be expected to draw from them for our discussions.

## 6. Statement on Academic Offences

Academic Offences - Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at the following website:

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_grad.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf)

## 7. Support Services

**Health and Wellness Support Services:** Students who are in emotional or mental distress should refer to Health and Wellness at Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Also see the Mental Health and Wellness Resource Guide for additional information: <https://www.uwo.ca/health/MHWRG2018.pdf>

**Accessible Education Western (AEW):** all outlines must include this statement:

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with **Accessible Education Western (AEW)**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both **AEW** and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

**Indigenous Student Centre:** For culturally-relevant, wholistic and strength-based programs and services geared toward Indigenous students at Western:

<https://indigenous.uwo.ca/students/about/staff-and-community/index.html>

For information on **Indigenous Initiatives at Western:**

<https://indigenous.uwo.ca/initiatives/index.html>

**FIMS Graduate Library:** For help with research in FIMS graduate programs, visit the FGL staff at:

<https://lib.fims.uwo.ca/>