

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

**1. Course Information:**

Class times: online, synchronous meeting Fridays, 15 January – 16 April, 2021 at 10:00-11:30 am, eastern time

**2. Instructor Information:**

Dr. Paulette Rothbauer

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

Virtual Office Hours: by appointment, or drop-in Fridays 1:00-2:00 pm, eastern

**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**

Virtual participation in our 90-minute synchronous meeting. Active participation and engagement with the class materials. Completion of all assignments.

**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 – 20%**

Including but not limited to facilitation of and participation in class discussions; clear evidence of reading and engagement with course materials; contributions to collaborative class reading/viewing/listening list

### **2. Thesis Review, Informal Presentation & Discussion – 25%**

Due April 13

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

Beginning in Week 2, due Thursdays 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 on Friday morning.

## **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)

See also the section on [Academic Offences in the MLIS Student Handbook](#).

## **7. Support Services**

Health and Wellness, including mental health support: <https://www.uwo.ca/health/psych/index.html>. Students who are in emotional/mental distress should refer to Western's "Health and Wellness" at [https://www.uwo.ca/health/mental\\_wellbeing/index.html](https://www.uwo.ca/health/mental_wellbeing/index.html) for a complete list of options about how to obtain help.