All Fields
LIS 074 - Information Seeking Behavior

Cover

Overview
Subject LIS

Course Number 074

Title Information Seeking Behavior

Description

Introduction to Information-seeking theories, methods and user behaviors: Psychological, emotional, and physiological aspects of information seeking; Social issues such as information overload, information access, censorship, intellectual property, privacy, and social networks.
Justification

 Incorporates changes in the ACRL standards for the information literacy framework.

Modular Course
A modular course is defined as a course devided into parts, or modules, that can stand alone. The topics are related and when combined with all other parts, become the entire course. Modular courses are generally variable unit and open entry, with each module providing a part of the maximum unit value (ex: 3 modules, 1-3 units; each module is 1 unit).
This a modular course No

Additional Information
Open Entry No

Credit By Exam No

Assignments at College Level Yes

Readings at College Level Yes

Only applicable for CTE. Check NA if you are not sure.

CB23 Funding Agency Category Y - Not Applicable (funding not used to develop course)

Co-Contributor

Co-Contributor

Cross-Listed Courses

Related

Units/Hours

Course Type

D - Credit - Degree Applicable

Variable No

Units (Min) 3.000

Min Total

Hours
Lecture Hours (Min) 3.000

52.5
Lab/Studio/Activity Hours (Min)

0

Grading Policy and Duration
Grading Policy Both Letter Grade or Pass/No Pass

Minimum Duration less than 6 weeks

Add justification if selection is not full semester.

This course will only be offered in an online format which will allow for flexibility in terms of scheduling in compressed formats.

Enrollment
Enrollment Maximum 40

Repeatability
Very few courses are repeatable. Examples of repeatable course types include:
-Intercollegiate Athletics courses (can be repeated up to three times)
-Variable unit, open entry courses (up to two times and up to the maximum unit value of the course)
-General/Occupational Work Experience courses (up to three times)

For full repeatability information, consult your curriculum committee website or the Course Repitition section of your college catalog.
Is this course repeatable? No

Selected Topic
Previously Offered as a Selected Topic No

Degree/Transfer

Program Applicable Yes

Meets GE/Transfer requirements (specify):

We will be applying to the State for this class to meet Area E.

Required for Degree/Certificate (specify):

- Transfer Studies: Csu Ge Breadth - Certificate of Achievement

CB03 Top Code
Consult the Taxonomy of Programs (TOP) manual (http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files /TOPmanual6_2009_09corrected_12.5.13.pdf) on your curriculum committee website for the appropriate TOP code.

CB03 Top Code 169900 - Other Library Science

CB04 Course Credit Status
- **Degree Credit: May be used for degree or certificate units, including unrestricted electives to reach 60 units for a degree**
- **Non-Degree Credit: May <u>not</u> be used for degree or certificate units**
- **Non-Credit: Zero units are awarded**
- **Community Services (Fee-based): Zero unit courses for which students pay fees to cover the cost of instruction**

Be sure the course number corresponds with its course credit status. Consult your curriculum committee website or college catalog for numbering guidelines.

CB04 Course Credit Status D - Credit - Degree Applicable

CB08 Basic Skill Status
Basic Skills are those foundation skills in reading, writing, mathematics, and English as a Second Language. In addition, it includes learning skills and study skills which are both necessary for students to succeed at the college level.

A course that is Basic Skills must adhere to the following:

- **CB03: Must be in a TOP Code designated as appropriate for Basic Skills (see "General Studies Basic Skills/ESL Top Codes (http://extranet.cccco.edu/Divisions/AcademicAffairs/BasicSkillsEnglishasaSecondLanguage.aspx))"**
- **CB04: May not be designated as "Degree Credit"**
- **CB21: Must specify the level below transfer (see "CB21 Course Prior to College Level Rubrics (http://extranet.cccco.edu/Divisions /AcademicAffairs/CurriculumandInstructionUnit/Curriculum/CB21CoursePriortoTransferRubrics.aspx))"**

See "CB08 - Basic Skill Status (http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb08.pdf)" for details on appropriate coding

CB08 Basic Skill Status (PBS Status) N - Not Basic Skills

CB09 Sam Codes

CTE course: Must choose options A-D
All others: Must choose option E
See "CB09 - Course SAM Priority Code (http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb09.pdf)" for details on appropriate coding

CB09 SAM Code E - Non-Occupational

CB21 Levels Below
Required only for Basic Skills courses. All others should choose "Not Applicable".
See "CB21 Course Prior to College Level Rubrics (https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf)" for details on appropriate coding

CB21 Levels Below Transfer Y - Not applicable

CB24 Program Course Status
Credit Courses
Use Code 1 **Program Applicable if the Credit Course is part of a certificate or degree that requires state approval. This includes credit courses that are required or restricted electives for an approved certificate or associate degree, including general education requirements (PCCD, CSU GE-Breadth, or IGETC). Restricted electives are specifically listed as optional courses from which students may choose to complete a specific number of units required for an approved certificate or degree. Courses that are part of a Certificate of Proficiency only are not Program Applicable.**

Use Code 2 **Stand Alone/Not program Applicable if the credit Course is not required or a restricted elective for any credit program approved by the System Office, or is not approved for general education (PCCD, CSU GE-Breadth, or IGETC) or is part of a Certificate of Proficiency only**

Noncredit Courses
Use Code 1 **if the noncredit course is part of a sequence of courses or program that results in a certificate of completion or a certificate of competency.**

Use Code 2 **if the noncredit course is not part of a sequence of courses or program that results in a certificate of completion or a certificate of competency.**

CB24-Program Course Status 1 - Program Applicable

CB25 General Education Requirements
This data element allows colleges to identify courses that fulfill degree or general education requirements in the categories of Composition/Critical Thinking and Mathematics/Quantitative Reasoning/Analytical Thinking, as well as those that meet local competency requirements. https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf (https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf)

CB25 - Course General Education Status

General Education

C-ID Information
C-ID Number

Status for C-ID

C-ID Status

Expiration Date

General Education

- **CSU/UC Transfer Course** CSU/UC Transfer Course

  - A. Transfers to CSU;UC

- **CSU GE Area E: Lifelong Understanding and Self-Development** CSU GE Area E: Lifelong Understanding and

  Self-Development

  - E - Lifelong Understanding and Self-Development

Lecture/Lab Content

Lecture Outline

A. Information and society - 30%

1. Formats and organization of information over time
2. The social impact of information
3. Legal and ethical aspects of information use

B. Information seeking behavior - 25%

1. Psychology of searching
2. Information needs, motivation and use
3. Models of information seeking

C. Information literacy - 35%

1. A line of critical inquiry
2. Strategic construction of searches
3. Sources that are suitable for a scholarly or professional conversation

D. Information overload - 10%

1. Research as a process of continual discovery
2. Strategies to reduce stress in the information age

Lab Outline

N/A

Student Performance Objectives

If an Objective cannot be deleted, make sure a Content-Review found in the Content Validation Page is not using that objective.

Objectives

1. **Recognize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive and social dimensions of the researcher.**

   Create Grouping (Optional) No

2. **Consider research as an investigative process with potentially unexpected outcomes.**

   Create Grouping (Optional) No

3. **Appraise how the timeline of information affects coverage and purpose.**

   Create Grouping (Optional) No

4. **Utilize three or more search techniques to construct and modify searches.**

   Create Grouping (Optional) No

5. **Question how authority is constructed in various forms, based upon the content.**

   Create Grouping (Optional) No

6. **Analyze the impact of information as it relates to systemic inequalities.**

   Create Grouping (Optional) No

Student Learning Outcomes

Would you like to map these SLOs directly to the ILOs? Yes

Outcome

1. **Compare and contrast search strategies to determine the most effective approach for an information need.**

   Assessment Method Text

   Worksheet

2. **Discuss current issues surrounding information in society such as access, power, censorship, media consolidation, privacy and social networks.**

   Assessment Method Text

   Forum posts.

3. **Analyze the physiological, emotional, and psychological aspects of information seeking behavior.**

   Assessment Method Text

   Essay

Methods of Instruction

Instruction Type
List all that apply

- Activity
- Lecture
- Observation and Demonstration
- Discussion
- Critique
- Projects
- Multimedia Content
- Threaded Discussions

Other Methods

1. Observations and demonstration of various types of media and articles. 2. Instructor led lectures to introduce the strategies and principles behind information seeking behavior. 3. Group and individual activities to illustrate search techniques. 4. Student led discussions on topics such as access to information, privacy, social networks, censorship, and information overload. 5. Student critiques of other student's search strategies and results. 6. Writing projects that includes research analyses and discussion of the authority and credibility of specific sources.

Distance Education

Will this course be available for Distance Education? Yes

The Board of Governors (BOG) and the Peralta Community College District have defined a distance education course. A distance education course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance. Furthermore, distance education courses may then be considered a virtual equivalent to a class-room-based course (California Community Colleges Distance Education Regulations and Guidelines).

At least one Distance Education Delivery Method must be checked. If not and this proposal is launched, it will not advance through the workflow and will not be approved until the answers are provided.

Distance Education Delivery Method

- 100% Internet-based
- 51% or more online
- less than 51% online

Recommended Maximum Student Enrollment
Recommended maximum student enrollment for this Distance Education Course 40

Need/Justification
What is the purpose of offering the course by distance education?

Flexibility for working students and those with transportation limitations.

Do the following sections of the Course Outline of Record differ by offering this course via distance education?
Student Performance Objectives No

Assignments No

Assessment No

If you check any of the categories above, please explain.

Technical Issues

What equipment and staff are necessary to support the course for students and instructors? What are the contingency plans if access to the delivery system is interrupted?

District support of the course management system is critical. The District has staff and support in place to troubleshoot and provide assistance when the system is down.   Should the system be down for short periods, I can temporarily send students materials and receive their completed work via Peralta email.

Accommodations for Students with Disabilities

Must select an option from Accommodations for Students with Disabilities. If not and this proposal is launched, it will not advance through the workflow and will not be approved until the answers are provided.

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities.

Will this course, as designed, accommodate students with disabilities?

Yes

Additional Resources

Must select an option from Additional Resources. If not and this proposal is launched, it will not advance through the workflow and will not be approved until the answers are provided.

Are additional resources or clerical support needed or anticipated?

No

Instructor-Student Contact

Distance Education Contact

1. **Announcements/Bulletin Boards**

   Frequency

   Daily

2. **Chat Rooms**

   Frequency

   By appointment

3. **Discussion Boards**

   Frequency

   Daily

4. **Email Communication**

   Frequency

   Twice a day with response with 24 hours.

5. **Resource Links**

   Frequency

   Daily via logging in to the course management system.

6. **Telephone**

   Frequency

   By appointment.

Assignments

Out-of-class Assignments (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)

Override Outside Class Hours: No

Outside-of-Class Hours (Min) 6.000

Outside-of-Class Hours (Max) 0.000

Override Outside-of-Class Hours (Min) 0.000

Override Outside-of-Class Hours (Max) 0.000

Out of class Assignment

1. Worksheets asking students to compare search results based on the use of various search techniques. 2. Discussion forum posts on current issues surrounding information and society. 3. Readings. 4. Quizzes on the readings. 5. Writing projects that includes research analyses and discussion on the authority and credibility of specific sources.

Student Assessment

STUDENT ASSESSMENT (Grades are based on): (Check as many boxes as are applicable. Note: For degree credit, AT LEAST ONE of the first four boxes must be checked. If "ESSAY" is not checked, please explain why here.)

Evaluation Method

- ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
- NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
- SKILL DEMONSTRATION
- MULTIPLE CHOICE
- OTHER (Describe)

Other

Student led discussions on topics such as access to information, privacy, social networks, censorship, and information overload.   2. Student critiques of other student's search strategies and results. 3. Writing projects that includes research analyses and discussion of the authority and credibility of specific sources.

Requisites

This course has requisites. Yes

Any requisites which are used in the Content Validation page must be removed before removing the requisite on this page.

Requisites

1.   **Recommended Preparation**

   Subject ENGL

   Requisite Course ENGL 201A - Preparation for Composition and Reading **Active

   Non Course Requirement

   Condition or

   Sequential No

   Non-sequential No

2.   **Recommended Preparation**

   Subject ENGL

   Requisite Course

   Non Course Requirement

   ENGL 264A - Preparation for Composition, Reading, and Research
   Condition or

   Sequential No

   Non-sequential No

3.   **Recommended Preparation**

   Subject

   Requisite Course

   Non Course Requirement

   Placement through multiple measure assessment test

Condition and

Sequential No

Non-sequential No

4. **Recommended Preparation**

Subject CIS

Requisite Course CIS 001 - Introduction to Computer Information Systems **Historical

Non Course Requirement

Condition or

Sequential No

Non-sequential No

5. **Recommended Preparation**

Subject

Requisite Course

Non Course Requirement

CIS 200 - Computer Concepts and Applications
Condition or

Sequential No

Non-sequential No

6. **Recommended Preparation**

Subject

Requisite Course CIS 205 - Computer Literacy **Historical

Non Course Requirement

Condition or

Sequential No

Non-sequential No

7. **Recommended Preparation**

Subject BUS

Requisite Course

Non Course Requirement

BUS 219 - Computer Literacy
Condition

Sequential No

Non-sequential No

Content Validation

Requisites Status
This course has requisites (see the Requisites page to change this value). Yes

If a Course Requisite is selected, you must provide a value for Content Validation.

Content Review

Texts, Readings, and Materials

Citation Formatting
Select Citation Style. MLA

Textbook

Author	Title	Edition	ISBN	City	Publisher	Year of Publication	Ration for Textbe Older than 5 Years
Markey, Karen	Online Searching: A Guide to Finding Quality Information Efficiently and Effectively	1st	978-1442238855	Lanham, Maryland	Rowman & Littlefield Publishers	2015	
Case, Donald O.	Looking for Information: A Survey of Research on Information Seeking, Needs, and Behavior	4th	978-1785609688	Bingley, UK	Emerald Group Publishing Limited	2016	

Manual

Author	Title	Pub Date	Publisher

Periodical

Title	Author	Publication Name	Publication Date	Publisher

Software

Title	Edition	Publisher	Description

Other

Description

Library

Print Materials Yes

Non-Print Materials Yes

Online Materials Yes

Services Yes

Comments

Library materials have been reviewed and deemed sufficient for the needs of this course.

Attached Files

Attached File

LIS74 - Proof of Consulation with Other Libraries.pdf (/Form/Course/_DownloadFile/13004/1088?fileId=3384)

Codes/Dates

Date

- CC Approval
  02/20/2018
- Board of Trustees
  03/27/2018
- State Approval
  03/31/2018

UC Approval Term Fall

UC Approval Year 2018

CSU Approval Term

CSU Approval Year

IGETC Approval Term

IGETC Approval Year

CSU GE Approval Term

CSU GE Approval Year

Current Effective Date 08/01/2018

Originator McKenna, Jane

Origination Date

CB00 State ID CCC000591843

Original State Approval 03/31/2018

CB05 Course Transfer Status A - Transferable to both UC and CSU.

CB10 Course COOP Work Exp-ED N - Is not part of a cooperative work experience education program.

CB11 California Classification Codes Y - Credit Course

CB13-Special Class Status N - Course is not a special class.

CB22 Non Credit Course Category Y - Not Applicable, Credit course

CB 26: COURSE-SUPPORT-COURSE-STATUS:
CB26 allows colleges to distinguish support courses associated with AB705 implementation from noncredit, pre-collegiate courses that are associated with efforts such as the California Adult Education Program (CAEP). It can also be used to evaluate AB705, to examine how support courses relate to student outcomes such as enrollment patterns, completing general education requirements, earning an award, or transferring to a four-year institution. https://web.peralta.edu/curriculum/files/2019/08/New-data-Elements.pdf (https://web.peralta.edu /curriculum/files/2019/08/New-data-Elements.pdf)

CB26 - Course Support Course Status

Comment

History

ASSIST Preview

Prefix LIS

Course Number 074

Content

A. Information and society - 30%

 1. Formats and organization of information over time
 2. The social impact of information
 3. Legal and ethical aspects of information use

B. Information seeking behavior - 25%

 1. Psychology of searching
 2. Information needs, motivation and use
 3. Models of information seeking

C. Information literacy - 35%

     1. A line of critical inquiry

     2. Strategic construction of searches

     3. Sources that are suitable for a scholarly or professional conversation

D. Information overload - 10%

     1. Research as a process of continual discovery

     2. Strategies to reduce stress in the information age

Lab Content

N/A

Assignments

1. Worksheets asking students to compare search results based on the use of various search techniques. 2. Discussion forum posts on current issues surrounding information and society. 3. Readings. 4. Quizzes on the readings. 5. Writing projects that includes research analyses and discussion on the authority and credibility of specific sources.

Course Description

Introduction to Information-seeking theories, methods and user behaviors: Psychological, emotional, and physiological aspects of information seeking; Social issues such as information overload, information access, censorship, intellectual property, privacy, and social networks.

Lecture Hours

0.000

Lab Hours

Outline Approval Date

2018-02-20

Outline Effective Date

2018-02-15

Prerequisites

Corequisites

Advisories

Recommended Preparation
ENGL 201A or
ENGL 264A - Preparation for Composition, Reading, and Research or
Placement through multiple measure assessment test and
CIS 001 or
CIS 200 - Computer Concepts and Applications or
CIS 205 or
BUS 219 - Computer Literacy

Objectives

- Recognize that information searching is a contextualized, complex experience that affects, and is affected by, the cognitive and social dimensions of the researcher.
- Consider research as an investigative process with potentially unexpected outcomes.
- Appraise how the timeline of information affects coverage and purpose.
- Utilize three or more search techniques to construct and modify searches.
- Question how authority is constructed in various forms, based upon the content.
- Analyze the impact of information as it relates to systemic inequalities.

Instruction Methods

- Distance Education
- Activity
- Lecture
- Discussion
- Projects
- Multimedia Content
- Threaded Discussions
- Critique
- Observation and Demonstration
- 1. Observations and demonstration of various types of media and articles. 2. Instructor led lectures to introduce the strategies and principles behind information seeking behavior. 3. Group and individual activities to illustrate search techniques. 4. Student led discussions on topics such as access to information, privacy, social networks, censorship, and information overload. 5. Student critiques of other student's search strategies and results. 6. Writing projects that includes research analyses and discussion of the authority and credibility of specific sources.

Evaluation Methods

- ESSAY (Includes "blue book" exams and any written assignment of sufficient length and complexity to require students to select and organize ideas, to explain and support the ideas, and to demonstrate critical thinking skills.)
- SKILL DEMONSTRATION

- MULTIPLE CHOICE
- NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
- Student led discussions on topics such as access to information, privacy, social networks, censorship, and information overload. 2. Student critiques of other student's search strategies and results. 3. Writing projects that includes research analyses and discussion of the authority and credibility of specific sources.

Other Texts