

Tamkang University Academic Year 103, 1st Semester Course Syllabus

Course Title	SEMINAR ON INFORMATION BEHAVIOR	Instructor	LING-LING LAI
Course Class	TABXM2A MASTER'S PROGRAM, DEPARTMENT OF INFORMATION AND LIBRARY SCIENCE, 2A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 3 Credits
Departmental Aim of Education			
Our mission is to educate and train management and research professionals with modern, international and future vision for library and information industry.			
Departmental core competences			
<ul style="list-style-type: none"> A. To grasp concepts relating to library and information science and relevant trends. B. To acquire research and leading abilities for library and information science. C. To acquire professional abilities to develop, organize, preserve and integrate all sorts of information resources. D. To acquire management and leadership skills required by all sorts of libraries and information organizations. E. To understand concepts relating to information technology and be able to put them in use. F. To acquire R&D abilities for electronic documents and archive management. G. To acquire integration and R&D abilities of library services and traditional publishing. H. To acquire integration and R&D abilities of library services and digital publishing. 			
Course Introduction	This course explores aspects related to information-seeking behavior. Information-seeking theories, methods, and user behaviors will be covered in order to gain an understanding of how different groups of users/potential users seek, gather, and retrieve information in a variety of information environments. Information-seeking behavior draws on literature from library and information science, psychology, and communications.		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying, C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation, P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing, A4-Organizing, A5-Charaterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	<ul style="list-style-type: none"> • Provide an understanding of theories underlying information-seeking behavior. • Provide an overview to information-seeking in various environments. • Provide an introduction to information-seeking by different groups of users (e.g., scientists, humanists, college students, managers, children). • Provide an understanding of communication patterns by different user groups. 	C4	ABE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	<ul style="list-style-type: none"> • Provide an understanding of theories underlying information-seeking behavior. • Provide an overview to information-seeking in various environments. • Provide an introduction to information-seeking by different groups of users (e.g., scientists, humanists, college students, managers, children). • Provide an understanding of communication patterns by different user groups. 	Lecture, Discussion	Report, Participation
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This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◇ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◇ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◇ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	103/09/15 ~ 103/09/21	Course Overview, Introduction, Syllabus	
2	103/09/22 ~ 103/09/28	What is Information Behavior? Chapters 1, 2	
3	103/09/29 ~ 103/10/05	What is information? Chapter 3	
4	103/10/06 ~ 103/10/12	What is information seeking? Chapters 4, 5	

5	103/10/13 ~ 103/10/19	What is information seeking? Chapters 4, 5	
6	103/10/20 ~ 103/10/26	Four models of information behavior Chapter 6	
7	103/10/27 ~ 103/11/02	Is there a theory of Information Behavior? Chapter 7	
8	103/11/03 ~ 103/11/09	Spring Break (Campus Closed)	
9	103/11/10 ~ 103/11/16	What is research? Chapter 8 What are research methods we can use? Chapter 9	
10	103/11/17 ~ 103/11/23	Midterm Week	Midterm Presentation
11	103/11/24 ~ 103/11/30	What does the research show? Chapter 10	
12	103/12/01 ~ 103/12/07	What does the research tell us about occupational groups? Chapter 11	
13	103/12/08 ~ 103/12/14	What do the demographics tell us? Chapter 12	
14	103/12/15 ~ 103/12/21	Presentation (1)	
15	103/12/22 ~ 103/12/28	Presentation (2)	
16	103/12/29 ~ 104/01/04	Presentation (3)	
17	104/01/05 ~ 104/01/11	Wrap up	
18	104/01/12 ~ 104/01/18	Final Week	

Requirement	
Teaching Facility	Computer, Projector
Textbook(s)	Case, D. O. (2002). Looking for information: A survey of research on information seeking, needs, and behavior. New York: Academic Press/Elsevier Science.
Reference(s)	
Number of Assignment(s)	(Filled in by assignment instructor only)
Grading Policy	◆ Attendance : % ◆ Mark of Usual : 30.0 % ◆ Midterm Exam : 40.0 % ◆ Final Exam : 30.0 % ◆ Other < > : %

Note	<p>This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php.</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>
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