INSC 350: Information Consumer
FALL 2016   SECTION 001
Delivered Online (Asynchronous)

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COURSE DESCRIPTION

This course reflects the importance of information in people's everyday lives. Activities related to work, entertainment, social life, maintaining a household, or personal well-being are increasingly dependent upon access to accurate, complete, and appropriate information, obtained through the use of an ever-changing array of information technologies. An abundance of information sources, in a variety of formats, and varying widely in quality and usefulness, is available to meet information needs. However, individuals seeking simply to be well-informed often find themselves overwhelmed, confused and frustrated, by a "tsunami" of information overload. In addition, some information-seekers may settle for using the most easily-obtained information, or believe that none is available, without realizing that better sources and answers remain undiscovered. This course presents concepts and techniques that empower students to understand and cope with the complexities of the current and evolving information environment, to become effective consumers of information. The course addresses the concept of being an effective "information consumer" by exploring four key component areas: information literacy, information creation through traditional vs. electronic publishing, information privacy vs. access, and personal information management (PIM).

COURSE OBJECTIVES

Students who complete the requirements for INSC 350 will be able to:

- Understand the role of information as a valuable commodity for decision-making
- Use information effectively for problem-solving in a variety of personal & professional contexts
- Evaluate information for quality, completeness, and appropriateness.
- Learn & apply the information literacy standards for professions of interest
- Understand the issues and opportunities associated with the traditional print vs. the electronic publishing industries, and how individuals are now content creators as well as information consumers
- Understand and apply knowledge of key concepts such as information behavior, digital divide, environmental scanning, information overload, information avoidance
- Understand the complex issues behind two worthy but often oppositional goals: maintaining the privacy of individuals' information and increasing the availability of needed information for society
- Develop personal information management strategies for gathering, evaluating, organizing, and applying information to support his or her particular area of study, general interests, professional goals, or the needs of everyday life
- Analyze the strengths & disadvantages of using information from different kinds of information providers (e.g., bloggers vs. professional journalists)

INSC 350 will be delivered asynchronously online, which means that the class does not meet at a particular time and place. Instead, access to a recorded class session is made available online through Blackboard, and each student will access each week's class sessions at a time and location of his or her choosing, during the course of that week. This course will have two recorded class sessions of no more than 75 minutes each that will be made available to you each week, mimicking a Tues-Thurs class schedule as much as possible.

The Information Studies & Technology (IS&T) program offers these asynchronous online courses for undergraduate classes, in order to help students cope with balancing their busy schedules of classes, homework, jobs, athletics, family obligations, and extracurricular activities. In addition, asynchronously-delivered online courses prepare students for future experiences in the 21st century workplace, in which these methods are often used for continuing education, advanced certification, and professional development courses. By taking this class, you will be gaining both greater flexibility in managing your time, and valuable experience with this alternative learning environment.

The UT School of Information Sciences (SIS) has successfully used online education to deliver graduate classes for many years, and began offering undergraduate online courses in Fall 2009. It is important to recognize that taking an online class is different from a traditional class, or even a synchronous online class, where everyone attends online at the same time. There are a few simple guidelines to follow (listed below), which will ensure that you have a successful and satisfying experience.

I promise you that I will uphold my responsibility to provide you with the same high level of support, access, and communication that you would want to have in a traditional classroom setting. The course is structured to make it a rewarding learning experience that will also have meaning for you both for your subsequent education, and in your future professional life. In some aspects, your part of the bargain is the same as it would be for a traditional class. I expect you to demonstrate critical thinking skills as well as commitment and involvement with our online discussions and your assignments. Learning is not a passive process; it is about students' actively engaging the material through reading, thinking, discussing (online), questioning, practicing skills, and ultimately understanding. Bring your best efforts, a positive outlook, energy, and curiosity to each of the class sessions. Together we can make the class as interesting, relevant, and exciting as possible.

Online Course Success Guidelines for Students:

Accept that you must be more self-reliant in an online class: Although students are always responsible for knowing everything in the syllabus and complying with the requirements of a course, this is especially true for online courses. Students are expected to show self-initiative, to make good time management decisions, and to be especially proactive in contacting the instructor when they are having problems, or don't understand something.

Keep up with the weekly schedule outlined below: Enjoy attending class at 2am in your pajamas, or from a faraway location if you wish, but don't abuse the schedule flexibility by falling behind, just because the class doesn't meet together each week. THE SINGLE BIGGEST MISTAKE AN ONLINE STUDENT CAN MAKE IS TO PUT OFF VIEWING THE CLASSES AND ALLOW THE WORK TO PILE UP.

Put extra effort into all opportunities for interaction with your classmates and instructor: We will be using the blog tool, and other electronic means to interact as a class. Many students are very comfortable with interacting through electronic media like Facebook or chat applications, but whether

you are or not, believe me that we can have meaningful discussions, and question and answer sessions, even though we will not be together at the same time, as long as you do your part to participate.

CONTACTING ME

I'm here to help – so always feel free to ask questions or share ideas! For an online class, it is especially important that you contact me if you need help or clarification about the course material or assignments. Drop in during office hours, or make an appointment for a more convenient time for you. The very best way to contact me is through email at kmcclan3@utk.edu.

But **please do not wait until the last minute** to ask questions related to course assignments. Instead, ask a question while it is fresh on your mind, even right in the middle of taking class. I check email very frequently, so you will usually get answers quickly.

COURSE COMMUNICATIONS
To take this course, you must have access to a computer with high speed Internet access, and you must use a UTK email account. You may use your own personal computer, or the computers available in the various campus libraries or computer labs. The class sessions are NOT designed to be accessed using a mobile device.

The Online @ UT program, also known as Blackboard Learn, is used for many course management tasks. We will use interactive tools such as the Discussion Board and Thought Question Blogs. Blackboard is available at http://online.utk.edu.

Starting in Spring 2016, UT now uses an application called Zoom to deliver online courses at UT, instead of Blackboard Collaborate. Zoom is much more simple from a student point of view, and attending our classes is similar to clicking on a YouTube video to make it play. A link to each class session, entitled Session 1, Session 2, etc., will be made available through the course Blackboard site. The session is an audio recording, illustrated by PowerPoint slides or other visual aids, using screen sharing.

Whether you are an experienced online student, or have never had an online class before, be assured that you will be able to easily access the class sessions, and any tech glitches that may pop up can be successfully solved. I will give you specific access instructions when the first class session is released, but in general, to "attend" class sessions you can simply log into Blackboard Learn, click on the INSC 350 course site in your Courses list, then click on the Class Sessions button on the left side, and pick the link for the class recording you want to attend from the list. IMPORTANT: YOU MUST ACCESS THE SESSION BY USING THE LINK ON THE BLACKBOARD SITE TO GET CREDIT FOR ATTENDING THE SESSION. Accessing the recording directly from the Office 365 Video Channel will prevent your attendance from being tracked. Prior to attending a session, you can click on the Powerpoint Slides button and download or print out the slides to take notes on. Feel free to explore the course Blackboard Learn site, to see what is available using the buttons on the left.

DISABILITIES
Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 or visit them in 100 Dunford Hall, to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.

CCI DIVERSITY STATEMENT

The College of Communication and Information recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

REQUIRED READINGS

Textbooks & Required Readings:

There is no required textbook for this course. However, students are expected to read the items listed under Required Readings on the Blackboard site over the course of the semester. See the schedule grid at the end of this syllabus for the date by which each item should be read. I may add or change the readings during the semester but will always give students time to read them before attending class. Electronic copies of the readings will be available on the Blackboard site under the Readings button.

Required Readings (Available on Blackboard):

Abramson, J. (2010, Spring). Sustaining quality journalism. *Daedalus*. 39-44.

Carr, N. (2008, July/August). Is Google making us stupid?: What the Internet is doing to our brains. *Atlantic Monthly*. 56-63.

Davis, J. (2012, May). The Stalking of Daniel Lee. *Wired* 20(5). p.184

Garfinkel, S.L. (2008, November/December). Wikipedia and the meaning of truth. *MIT Technology Review*.

Kozup, J. & Hogarth, J.M. (2008). Financial literacy, public policy, & consumers' self-protection: More questions, fewer answers. *Journal of Consumer Affairs* 42(2). 127-136.

McClanahan, K. (2008). Balancing good intentions: Protecting the privacy of electronic health information. *Bulletin of Science, Technology, & Society* 28(1). 69-79.

McGonagle, J.J. & Vella, C.M. (2002, July). A case for competitive intelligence. *Information Management Journal* 36(4). 35-40.

Nguyen, D.H. & Hayes, G.R. (2010, January). Information privacy in institutional and end-user tracking and recording technologies. *Personal and Ubiquitous Computing*. 14(1). 53-72. Doi: 10.1007/s00779-009-0229-4 .

Pollock, J. (2011, Sept/Oct). Streetbook. *Technology Review* 114(5). 70-82.

Shapiro, J.J. & Hughes, S.K. (1996). Information literacy as a liberal art. *Educom Review* 31(2). 31-35.

Wallace, B. (2011, Oct). Scare tactics. *Wired* 19(10). 112-120.

Werts, C.E. (2010, Jan/Feb). Comparing search engines for quick and dirty answers. *Online* 34(1). 32-35.

<mark>Additional or substituted readings may be assigned later, as needed. You will also be directed to read a few specific informational websites, and watch videos.</mark>

STUDENT RESPONSIBILITIES

- **Do all assigned readings prior to "attending" each class session.** The content will assume that you know the information that is in the readings, and will build upon it.
- **Complete all three assigned exercises, a social media manual, and weekly Thought Questions,** and submit them on time, using the format and procedure specified by the instructor.
- **Check your UTK e-mail DAILY and Blackboard regularly**. I will use email to return assignments, solicit student input, and make clarifications. Blackboard will often be used for announcements and the discussion board, blog and other supplemental activities.
- **Attend one brief face to face meeting with the instructor during the semester**. These meetings can take place either during my scheduled office hours, or they can be scheduled at your convenience. The first one should take place early in the semester (by Sept. 30.
- **Complete a final project** on an approved topic related to the course content, using one of four options. You will also create a powerpoint presentation about your project, to share your results/findings with your colleagues. More information about this project will be available on Blackboard later in the semester.
- **Participate** actively in the class by giving your best effort to the online interactive activities, using the discussion board or blog tool. In addition, treat your classmates with courtesy and respect by reading and reflecting on their online comments, and responding to some of them appropriately.

Student Evaluation (See the class schedule for all due dates)
Evaluation is based on performance for each of the responsibilities listed above. The final grade is based on the following assignments; you must complete them to earn a grade in this class.

	% of total grade	Total Points Possible
Social Media manual	= 15%	150
Powerpoint presentation	= 10%	100
Project	= 25%	250
Exercise 1	= 10%	100
Exercise 2	= 10%	100
Exercise 3	= 10%	100
Thought Questions	= 10%	100
Participation/Attendance	= 10%	100
TOTAL	= 100%	1,000

Grading Scale:
A = 94-100% <mark>of possible points</mark>
A- = 88-93
B+ = 85-87
B = 82-84
B- = 78-81
C+ = 75-77
C= 72-74
C- = 68-71
D= 58-67
F= 58 or below

ASSIGNMENTS

Project & powerpoint presentation: All project topics and methods must be pre-approved by the instructor. The project will be your choice of one of four options: an information literacy instructional video, an information/social media use plan for a business, an action plan for managing your digital persona, or an identify theft or fraud prevention video. Detailed instructions will be posted later on Blackboard under the Assignments link. Be sure to keep track of the various due dates for different stages of the project.

Exercises 1-3: You will complete and submit complete three assigned exercises, which will give you hands-on experience with some of the topic areas in the course. Detailed instructions will be posted on Blackboard under the Assignments link. See the class schedule below for due dates.

Social Media Manual: You will create a brief set of guidelines for teaching someone how to use a designated social media application effectively and safely. Detailed instructions to follow.

Participation in Online Discussions: On most weeks, I will pose a Thought Question, which you will answer in a meaningful way, using the blog tool, on a topic of interest related to the course content. Note that these questions will not have a particular "right answer," but are instead designed to provoke thoughtful consideration and a civil debate about issues related to this course. This is also a major component of your participation grade.

SUBMISSION OF GRADED ASSIGNMENTS

Most assignments (except for Thought Questions) will be submitted electronically, per specific instructions. I'm into saving trees and not being buried in paper, so do not submit a hard copy of your assignments. Please be sure to properly name each electronic file you submit, so that I can quickly tell what assignment it is and who it is from. Why am I so picky about how the files are named? Remember that if everyone turns in a Word file named "Final Project" for example, and depends on their email message's reference line to identify who it is from, then I would be faced with downloading 30+ files with the same name, and with nothing to distinguish them once they are separated from the email that delivered them. Instead, please use the following file-naming convention:

Also be sure that each assignment you submit has the following items included within the text of the file (preferably in the header or footer):

- Your Name
- INSC 350
- Assignment label (e.g., Exercise 3).
- Page numbers

When appropriate, additional guidelines for completing each assignment will be provided.

Late assignments will **not** necessarily be accepted, unless I have been advised in advance and given a good reason for lateness. Those assignments that are accepted as late assignments will earn reduced credit of at least one grade step (i.e. an "A-" becomes a "B+") and perhaps more than one grade step depending on the tardiness. It is especially important to complete the weekly assignments on time, because they are designed to keep you up to speed and working on the specified class schedule.

CLASS PARTICIPATION: INTERACTIVE ACTIVITIES

Participation is 10% of your total grade, so it is important that you commit to actively engaging the course and its activities. Participation is based on your attendance, and involvement with the Thought Question online discussions, and any in-class activities, that use the Blackboard Discussion Board or blog. Your participation grade also reflects your overall pattern of "attendance" of the class sessions, submitting assignments on time, and evidence that you have done the assigned readings.

CHEATING AND PLAGIARISM

The University of Tennessee operates with a strict student code of honor regarding academic integrity. All work submitted by a student must be that student's work. When you write for this class or when you find information through a search, remember that any sources you use must be credited and that materials from the Internet must be cited too. Use any standard style manual for citing sources as long as you are consistent in formatting the citations, although the preferred style for our college is APA (American Psychological Association) style.   If you use someone's words or ideas without attribution - that's plagiarism. Remember, cheating and plagiarism are violations of scholarly and professional ethics and University policy; don't do it! It is never worth the risk; better to turn in C or D quality work that is your own, rather than to plagiarize. **If you cheat or plagiarize, you <u>will</u> fail the assignment** and will actually increase your workload because of remedial assignments that you will then have to do. A second incident of plagiarism will bring further penalties in accordance with University regulations, which may include failing the course or higher level academic sanctions. Further information is available in <u>Hilltopics</u>, the UTK student handbook. Note that the instructor reserves the right to use plagiarism detection software.

SCHEDULE OF TOPICS, READINGS AND ASSIGNMENTS
(SUBJECT TO CHANGE DURING THE SEMESTER)

This is a dynamic document, and may change to reflect external circumstances or to tailor the content to this particular class' needs. Changes to the schedule are indicated in red. Due dates may change to a later date, but will NEVER be changed to an earlier date.

**PLEASE NOTE FOR READINGS: These items should be READ BEFORE you attend the class meeting that they are associated with.

Week	Class dates	Topics	Reading	Assignment for Week &DueDate
1	8/17-8/21	Session 1: Introduction & Syllabus review	Syllabus	Posting to "Who We Are" Blog Due by Monday 8/29
2	8/22-8/28	Session 2: The Nature of Information Session 3: Information Behavior in Everyday Life	None Carr article	Student Survey #1 & Thought Question 1 Due by Tues Sept. 6
3	8/29-9/4	Session 4: Information Literacy Session 5: Information-seeking Skills (UT closed Thurs, so 2nd class released Friday)	Shapiro & Hughes Werts	Thought Question #2 Due by Mon 9/12
4	9/5-9/11	No first session Session 6: Evaluating Info	Happy Labor Day!	Thought Question #3 due by Mon 9/19

5	9/12-9/18	Session 7: Evaluating Info Session 8: Interpersonal Info: Interview	Garfinkel Davis	Exercise 1 & Thought Question #4 <mark>due by Mon 9/26</mark>
6	9/19-9/25	Session 9: Information Creators: Effects on Publishing Session 10: Info creation & journalism	Abramson Wallace	Thought Question #5 <mark>Due by Mon 10/3</mark> **F2F Meeting due by Fri. Sept. 30**
7	9/26-10/2	Session 11: The Dark Side of Information/ Scams & Fraud Session 12: Access vs. Privacy of Information	Nguyen & Hayes McClanahan	Exercise #2 <mark>due by Mon 10/10</mark> (Warning: Do not wait till the last minute for this assignment)
8	10/3-10/9	Section 13: Info Privacy Issues No second session-Happy Fall Break!	None	Thought Question #6 <mark>due by Mon 10/17</mark>
9	10/10 10/16	Session 14: Personal Information Management: An Overview Session 15: Social Media Literacy	TBA	Thought Question #7 <mark>due by Mon 10/24</mark>
10	10/17 -10/23	Session 16: Social Media Impact Session 17: Political Context	TBA	Thought Question #8 <mark>due by Mon 10/31</mark>

11	10/24 - 10/30	Session 18: Government Info	None	Exercise #3 <mark>due by Mon Nov 7</mark>
		Session 19: Government Info & Information Security	None	
12	10/31 - 11/6	Session 20: Health Info Behavior & PHIM	None	Thought Question #9 & Project Proposal <mark>Due Mon 11/14</mark>
		Session 21: Professional Context	Kozup & Hogarth	
13	11/7- 11/13	Session 22: Financial Context	McGonagle	Social Media guide <mark>Due by Mon 11/21</mark>
		Session 23: Environmental Scanning, Competitive Intelligence	None	
14	11/14 - 11/20	Session 24: Consumer Context	None	Thought Question #10 & Student Survey 2 <mark>due by Mon 11/28</mark>
		Session 25: Economics of Info		
15	11/21 - 11/27	Session 26: Information Ethics & Equity, Digital Divide	None	<mark>Powerpoints & Projects due by Monday, Dec. 5</mark> (During Exam Week)
		No second session- Happy Thanksgiving!	None	
16	11/28 - 12/4	Session 27: Power Point Tutorial	None	
		Session 28: Role Reversal: Insights from Info Consumers	Happy Holidays, & Have a Good Winter Break!	