

INSC 510: INFORMATION ENVIRONMENT

SPRING 2017 (ZOOM)

School of Information Sciences (SIS)

College of Communication and Information (CCI)

University of Tennessee

Wednesdays via Zoom, 6:30pm-9:10pm Eastern

ZOOM Meeting ID # (if applicable): 405-315-8783

UTK Syllabus, Provost's Office: <http://tenntlc.utk.edu/the-syllabus/>

COURSE OVERVIEW

Instructor: Dr. Carolyn Hank

Office Location: 420B Communications Bldg

Office Hours: By appt. (via Zoom or Phone)

Email: chank@utk.edu

Phone: 865-974-4049

Text: 865-242-7170

SIS Location/Contact info

420B Communications Bldg.

1345 Circle Park Drive

Knoxville, TN 37996-0341

SIS Office: 865.974.2148

Fax (SIS): 865.974.4667

Course Timeline

Class meets Wednesdays from 6:30pm until 9:10pm **via Zoom**. The first day of regularly scheduled class is January 22, 2017; our last day is April 26, 2017. The final assignment (take-home, open-book essay questions) is due on/by Friday, May 5, 2017. You are welcome to log on to Zoom **up to 20 minutes before class (6:10 pm)**, but be aware class will not start until 6:30pm. Further, the instructor may not be available until class starts. Also, we will not have class on April 5, 2017; use this time to work on any outstanding assignments. Be aware that all times in this syllabus are for the Eastern Time Zone.

Course Description

Generation, production, management, dissemination, and use of information. Roles of information in society, information-seeking and user behavior, information industry, economics of information products and services, technological and organizational change, information professions, and issues. (Required Course)

Students Outcomes¹

At the end of this course, students will be able to:

- 1) Understand and explain the various types and definitions of "information."
- 2) Explain the power and weaknesses of information.
- 3) Understand the history and evolution of the field of Information Science, and the evolution of the information professional.
- 4) Be familiar with various information fields and careers open to those with an MS in Information Sciences.
- 5) Understand and be familiar with the range of issues facing information professionals.

¹ Of the nine objectives stated in the *SIS's Masters Program Objectives*, INSC 510 speaks to seven of these.

- 6) Be familiar with the vocabulary of the profession.
- 7) Be familiar with the professional associations that support these careers and help professionals find the content, support, and “lift” they need from their discipline.
- 8) Move on to more advanced levels of study in the information sciences.

Course Design (Readings, Activities and Expectations)

The course adopts an active learning approach. Students are expected to complete all required readings, attend all class lectures and participate in all in-class activities, including teacher-led and student-led discussions, and small-group and individual activities. All required readings (or viewings, for moving image resources) are listed in the **Course Outline** section of this syllabus (this section begins on page 9). Optional readings are also provided in the outline. While not required, you may find it helpful to consult these. Additionally, the **Optional Readings Bibliography**, posted to the class Canvas website (see Class Canvas site > Modules > Other Course Materials), lists other recommended readings and sources to (1) supplement the course’s required readings, (2) foster exploration of a particular topic(s) of interest to you, and (3) orient you to the profession.

There **is a required textbook** for this course, available to purchase in the bookstore and various online retailers (it can also be “rented” via Amazon). Throughout the **Course Outline**, required readings from this text are abbreviated as Bawden & Robinson (2012), with the corresponding book chapter:

Bawden, D., & Robinson, L. (2012). *Introduction to information science*. New York: Neal-Schuman.

There is also one **optional text**, available to purchase at various online retailers, including as an audio and eBook. Throughout the **Course Outline**, optional readings from this text are abbreviated as Johnson (2010), along with the corresponding book chapter.

Johnson, M. (2010). *This book is overdue! How librarians and cybrarians can save us all*. New York, NY: Harper-Collins.

All readings and viewings listed in the **Course Outline** section of this syllabus are available through a number of channels, including: (1) the open Web and (2) the University of Tennessee Libraries, unless otherwise noted in the **Course Outline**. If you have any challenges accessing these readings, please let the professor know as soon as possible. It is assumed, however, **before contacting the professor**, that: (1) you have already contacted a library staff member if it is an issue with accessing a resource listed to the library catalog or contained within a library-licensed database, and (2) you have looked at the respective Session Folder (under Modules) on the class Canvas site to see if any links are provided there. **Be sure to orient yourself to using library resources at the University**. Consult the Library’s “Information for Graduate Students” webpage at <http://libguides.utk.edu/graduate>.

Also, please note that resources shared or shown in class, including lecture slides and handouts, are made available on the class Canvas site within the “Modules” section **before** the start of class (typically the same day). Materials are organized by class session; e.g., Session 1: Course Overview (January 11, 2017). Because of diverse preferences for making use of information, materials are available in multiple formats. For example, lecture slides are presented as a PowerPoint file, showing 1 slide per page, as well as a PDF file (3 slides per page). Content across these files is the same; it is just presented in multiple formats to satisfy students’ individual preferences.

Assignments and Evaluation

Your final course grade is based on seven assignments, including two small group assignments. Be aware: Not all assignment due dates coincide with a scheduled class session; further, one assignment has two parts due on separate dates, and another assignment, indicated by OR in due date in table that

follows, has a flexible due date (these assignments are indicated by an * below). See the “Detailed Course Assignments” on the Canvas site handout (under Modules > Other Course Materials) for an aggregate listing of all assignments, including detailed instructions. You will submit assignments through the “Assignments” section on Canvas, unless otherwise directed.

Assignment	Due Date (mm/dd/yyyy)	Maximum Pts Possible (%)
Individual Assignment 1: Introduction	01/17/2017*	10 pts (10%)
Group Assignment 1: Information Concept Map	02/01/2017	10 pts (10%)
Group Assignment 2: Five Laws of Information Science	02/22/2017	10 pts (10%)
Individual Assign. 2: Ethics & the Information Professional	03/08/2017	15 pts (15%)
Individual Assignment 3: Job Posting Analysis	03/22 OR 03/29	25 pts (25%)
Individual Assign. 4: Prescription for Information Sickness	04/12 & 04/19*	10 pts (10%)
Individual Assignment 5: Comps Lite	05/05/2017*	20 pts (20%)
TOTAL		100 pts (100%)

The grade scale to be used in calculating your final letter grade for the course is as follows (next page):

A	93-100 pts	Superior performance (4 quality points per semester hour)
A-	90-92.75 pts	Intermediate grade performance (3.7 quality points per semester hour)
B+	88-89.75 pts	Better than satisfactory performance (3.5 quality points per semester hour)
B	83-87.75 pts	Satisfactory performance (3 quality points per semester hour)
B-	80-82.75 pts	Intermediate grade performance (2.7 quality points per semester hour)
C+	78-79.75 pts	Less than satisfactory performance (2.5 quality points per semester hour)
C	70-77.75 pts	Performance well below the standard expected of graduate students (2 quality points per semester hour)
D	60-69.75 pts	Clearly unsatisfactory performance and cannot be used to satisfy degree requirements (1 quality points per semester hour)
F	0-59 pts	Extremely unsatisfactory performance and cannot be used to satisfy degree requirements (0 quality points per semester hour)

Incompletes

Be aware, based on University of Tennessee-Knoxville and SIS policy, a grade of **I (Incomplete)** is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to ensure sufficient time to complete the required work. **(All assignment instructions are provided at the start of the semester to help you in managing your workload; this includes questions from the take-home final exam).** For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted. For your information, more detail on an I (Incomplete) is provided below:

I (Inc.): A temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record. (No quality points)

Class Conduct and Policies

University, CCI and SIS Policy Statements

In addition to the policies and guidelines **detailed below**, you should also refer to the *Campus Syllabus*, prepared by the University Provost, for a summary of key policy statements and related links. The *Campus Syllabus* is provided on page 8.

Academic Integrity and Honesty

The School and University values academic integrity. Plagiarism in any of its several forms is intolerable, and attention to appropriate and required citation in written work is expected and required. (More information on citation style is described later in this section, under **Class Policy Statements: Assignments and Evaluation**). Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism **are not acceptable excuses**. *Specific examples of plagiarism are:*

1. Copying written or spoken words, phrases, or sentences from any source **without proper documentation** (e.g., quotation marks and a citation);
2. Summarizing **without proper documentation** ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor's approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students unsure of the nature of plagiarism should consult a librarian, the instructor or a guide for writing research reports.

Infractions of academic integrity are penalized according to the severity of the infraction but **may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University**.

Each student's work is to be the product of their own study and/or research, not a joint effort of any sort **unless the instructor gives explicit permission, such as for group assignments or collaborations**. The UTK Honor Statement, adopted in 1987, and subscribed to *de facto* by all entering students reads in part: "*An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.*" (For more academic policies and procedures, including the Honor Statement, see: http://catalog.utk.edu/content.php?catoid=1&navoid=156#hono_stat).

UT ODS Disability Statement

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 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

CCI 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.

Computing Requirements

You must have adequate computing skills, including but not limited to use of word processing and presentation software, Web browsers, email, Canvas, and Zoom. The Office of Information Technology (OIT) provides help and training classes in using various technologies for students at no charge (advance registration is typically required for courses). Also, as a **Training FYI**: Be aware that OIT offers extensive, free Online Training courses and on-campus Workshops, across a range of IT-related topics. For more information, see: <https://oit.utk.edu/Training/Pages/default.aspx>.

Class Policy Statements

Assignments and Evaluation

- Whenever you use the words or ideas of others, these should be properly quoted and cited. For in-text citations and reference lists for your written work, **this instructor's preference** is for students to adopt the style conventions of the ***Publication Manual of the American Psychological Association (APA), 6th Edition***, and use it consistently. Citation for preferred source: American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- If there is **another style convention you would like to use**, you must contact the instructor with your request via email before the assignment due date. Requests will be granted on a case-by-case basis. Be aware that making a request does not guarantee that your request will be honored.
- Be sure to turn in assignments **on time. I do not accept late assignments**. There are, however, very limited exceptions determined on a case-by-case basis. If you will be late with submitting an assignment or if you will miss a class session where you will be presenting as part of an assignment, it is your responsibility to contact me **ASAP**, in advance of the date the assignment is due (when possible). I reserve the right to dock students points for any marked assignments etc. for which they may be given permission to submit late, though again, such an opportunity is not guaranteed but determined based on the circumstance in which the assignment is late or presentation is missed.
- Please note that any questions concerning the grading scale or any specific grade you receive should be discussed first with this instructor. If you remain dissatisfied, then you may refer to the Grade Appeal Procedures. (For more academic policies and procedures, including Grade Appeal Procedures, see: the SIS Student Handbook and/or Graduate School Catalog).
- After receiving your assignments, I make every effort to return your graded assignments within two weeks, though this is not a guarantee. Be aware it may take three or more weeks for grading to be completed.
- Your grades for each assignment are be posted to Canvas.

Communicating via Email and Other Channels

- In line with University policy, any official email sent to students will be addressed to their UTK email address. It is the student's responsibility to ensure that time critical e-mail is accessed, read, and acted upon. Be advised I send class-related emails to your UTK email account throughout the semester. Please be sure to check your email frequently.
- If you have any questions, concerns, or other topics you would like to discuss, you are welcome to contact me via phone or email to arrange a time to meet, either in-person, via FaceTime or

the phone. I strive to accommodate all meeting requests in a timely fashion. Be aware I do not maintain a set schedule of office hours during the semester.

- Please be aware that I respond to all email and phone messages **within 72 hours** after receipt of the message. In the event other activities prevent me from responding within 72 hours, such as travel, I will send a message to the class listserv informing you of the duration of my temporary unavailability. If you have an urgent problem, the best way to get in touch with me is via text message or email; if email, be emphatic in the subject line of the emergency message that you need a response ASAP. You are welcome to also flag the message (e.g., red flag for “urgent”).
- While you are welcome to use the Discussion Board on Canvas, be aware questions for me to which you need a response should be communicated via email (or during/after class). I read the Discussion Board, but less frequently than I access my email in-box.

Class Participation

Class participation is a valued aspect of this course. Discussions on class-related materials and business, whether they take place in the class via Zoom or outside of class (e.g., via the discussion board on Canvas), should be conducted in a respectful manner, in line with the University Civility Statement (see the Campus Syllabus on page 8). Specifically:

- Be considerate of your classmates by arriving to class *on time*.
- Be considerate of your classmates by participating fully in class-related activities.
- Be prepared for each class by completing the assigned reading(s)/viewing(s), enabling you to ask questions and participate in class discussions and activities.
- Be an active and positive participant in class discussion

Class Attendance and Cancellation

- Class attendance is EXPECTED. **Contact me ASAP if you cannot attend class.** Not attending class on a date an assignment is due does not excuse you from submitting the assignment on time.
- If you miss a class you must also review any materials posted to the class session folder on the Office 365 Video channel and view the recorded class session. You should also contact classmates or me to receive additional guidance on the missed content.
- Examples of *acceptable reasons for absence from class* include: (1) illness; (2) serious family emergencies; (3) special curricular activities or job requirements; (4) participation in official university activities such as music performances, athletic competitions or debate; (5) military obligation, (6) religious holidays; and (7) obligations for court imposed legal obligations (i.e., jury duty, subpoena).
- Even if it is an acceptable reason, remember to contact me as soon as reasonably possible.
- While unexcused class absences or excessive excused absences are not a factor in determining your final grade, I reserve the right to reconsider attendance as a factor if a pattern of irregular attendance occurs.
- Should it be necessary to **cancel a class meeting**, every effort will be taken to do so in advance. Look for e-mail announcements sent by me or my Graduate Teaching Assistant via Canvas.
- The School has explicit class cancellation policies (<http://www.sis.utk.edu/courses/guidelines>). Be aware, particularly in regard to inclement weather:
 - If UT cancels classes, SIS cancels class, including classes delivered over Zoom. UT generally cancels classes due to bad weather; this impacts students, faculty and DE support.
 - If a class is delayed because of weather or software issues, students will not be expected to wait in the Zoom “classroom” more than 60 minutes. So, if the class has not started after 60 minutes from the class start time (6:30 pm), the class is automatically canceled

and the students should not be expected to join class after 60 minutes. After 60 minutes, instructors should send out an email to students informing them that the class is canceled.

- When a class is cancelled due to any of the above-mentioned reasons, I will record a makeup class that can be attended asynchronously by students. Cancellation of class should not mean a smaller number of classes will be taught in the semester.

Other Policies

The class policies listed above are not exhaustive. Specifically, in terms of conduct, both within and outside the classroom, students are encouraged to review any related academic policies and procedures as contained in the SIS Student Handbook and/or the Graduate School Catalog

Disclaimer

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change.

Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester.

Provost Susan Martin



UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

ACADEMIC INTEGRITY

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

DISABILITIES THAT CONSTRAIN LEARNING

“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 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities.”

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

KEY RESOURCES FOR STUDENTS:

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dyn_sched (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

COURSE OUTLINE

PLEASE READ THE FOLLOWING BEFORE REVIEWING THE REMAINDER OF THE COURSE OUTLINE:

GUIDANCE FOR USING COURSE OUTLINE:

The course outline is organized by session number and date (e.g., Session 1, January 11, 2017). Each session is further identified by topical theme (e.g., Information, Interaction and Communication). ***All times in Eastern (just as a heads-up to those in Central or other time zone).***

The following information is provided for each scheduled session:

Objectives: Listed here are the main topics and anticipated learning goals for the respective session.

Required: You are expected to complete the reading(s) and/or viewing(s) listed here **before the start** of the respective session, and to be prepared to apply these materials to class discussions as well as course assignments.

Optional: Optional readings are provided to allow you to explore a topic of interest in more detail (these may also be useful in completing course assignments). These readings **are not required**. Also, remember to see the **Optional Readings Bibliography** posted to Canvas if interested in other recommended readings to supplement class themes.

The following information is provided if applicable to a particular session:

Other Activities: Listed here are other class activities and materials, such as video viewings, handouts, case studies etc., to be used during that class session. (Shared for awareness only; you are not expected to do anything with these materials/activities in advance of the respective class).

Assignments: All due dates are indicated in the outline, whether or not they coincide with a scheduled class session. Also included are reminders for upcoming assignment due dates (as appropriate). Be sure to use the **Assignments section of Canvas** for submitting your assignments. (FYI: For your convenience, a handout of detailed assignment instructions **for all assignments** in the course is also available under the "Other Course Materials" Module on Canvas).

SESSION 1, JANUARY 11, 2017: COURSE OVERVIEW	
Objectives	<ul style="list-style-type: none"> • Review syllabus and identify course objectives and expectations. • Review other course materials, including assignments and class Canvas site. • Discuss how personal preferences influence how we acquire and make use of information. • Distinguish different information interaction roles in information environments: seeker, innocent bystander, targeted audience and prospector.
Required (After-Class)	<ul style="list-style-type: none"> • Class syllabus • Detailed Course Assignments handout (Skim) • Selected Resources in Information Studies handout (Skim)
Optional	<ul style="list-style-type: none"> • Johnson, M. (2010). <i>The frontier</i>, pp. 1-12.
Assignments	<ul style="list-style-type: none"> • <i>Introduction</i> is due on/by Tuesday, January 17th (two days ahead of Session 2).

SESSION 2, JANUARY 18, 2017: INFORMATION, INTERACTION & COMMUNICATION	
Objectives	<ul style="list-style-type: none"> • Explore different styles of learning. • Describe a basic model for communication. • Define and distinguish the terms information, data, knowledge, and wisdom. • Identify different types of recorded information, distinguishing between primary, secondary, and tertiary sources.
Required	<ul style="list-style-type: none"> • Bawden & Robinson (2012). <i>Preface</i>, pp. xiii-xiv. • Bawden & Robinson (2012). <i>Forwards</i>, pp. xv-xxv. • Bawden & Robinson (2012). <i>List of acronyms</i>, pp. xxvii-xxx (Skim). • Bawden & Robinson (2012). <i>Chapter 4: Basic concepts of Information science</i>, pp. 63-89. • Buckland, M.K. (1991). Information as thing. <i>Journal of the American Society for Information Science</i>, 42(5), 351-360.
Optional	<ul style="list-style-type: none"> • Bates, M.J. (2006). Fundamental forms of information. <i>Journal of the American Society for Information Science and Technology</i>, 57(8), 1033-1045. • Farradane, J. (1979). The nature of information. <i>Journal of Information Science</i>, 1(1), 13-17. • Zins, C. (2007). Conceptual approaches for defining data, information, and knowledge. <i>Journal of the American Society for Information Science and Technology</i>, 58(4), 479-493.
Assignments	<ul style="list-style-type: none"> • (Upcoming): Information Concept Map [Small group assignment to be begun during class]; not due until February 1st.

SESSION 3, JANUARY 25, 2017: HISTORY & EVOLUTION OF INFORMATION SCIENCE	
Objectives	<ul style="list-style-type: none"> • Identify key developments in the history of recorded information. • Discuss the evolution of traditional information organizations. • Explore the disciplinary and practical orientations of the information sciences.
Required	<ul style="list-style-type: none"> • Bawden & Robinson (2012). Chapter 1: <i>What is information science ...</i> , pp. 1-17. • Bawden & Robinson (2012). Chapter 2: <i>History of information ...</i> , pp. 19-35. • Buckland, M.K. (1997). What is a document? <i>Journal of the American Society for Information Science</i>, 48(9), 804-809. • Bush, V. (1945). As we may think. <i>Atlantic Monthly</i>, July 1945. Retrieved from http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/
Optional	<ul style="list-style-type: none"> • Borko, H. (1968). Information science: What is it? <i>Journal of Documentation</i>, 19(1), 3-5. • Hjørland, B. (2000). Library and information science: Practice, theory and philosophical basis. <i>Information Processing and Management</i>, 36(3), 501-531. doi: 10.1016/S0306-4573(99)00038-2. • Saracevic, T. (1999). Information science. <i>Journal of the American Society for Information Science</i>, 50(12), 1051-1063. • Shedroff, N. (n.d.). A history of communications, 35,000 BC – 1998 AD. Retrieved from https://web.archive.org/web/20150729124314/http://www.nathan.com/projects/current/comtimeline.html
Assignments	<ul style="list-style-type: none"> • None but be aware your Information concept map is due by the start of next class.

SESSION 4, FEBRUARY 1, 2017: THEORETICAL ORIENTATION TO INFORMATION SCIENCE	
*** CLASS PRESENTATIONS TODAY: INFORMATION CONCEPT MAP ***	
Objectives	<ul style="list-style-type: none"> • Continue to explore disciplinary and practical orientations of the information sciences. • Discuss the theoretical foundations for information science research.
Required	<ul style="list-style-type: none"> • Bawden & Robinson (2012). <i>Chapter 3: Philosophies and paradigms of ...</i> , pp. 37-61. • Bawden & Robinson (2012). <i>Chapter 5: Domain analysis</i>, pp. 91-104. • Bates, M. (1999). The invisible substrate of information science. <i>Journal of the American Society for Information Science</i>, 50(12), 1043-1050. • Pierce, S.J. (1992). Dead Germans and the theory of librarianship. <i>American Libraries</i>, 23(8), 641-643. (Available at JSTOR)
Optional	<ul style="list-style-type: none"> • Connaway, L.S., & Faniel, I.M. (2014). <i>Reordering Ranganathan: Shifting user behaviors, shifting priorities</i>. Dublin, OH: OCLC Research. Retrieved from http://www.oclc.org/research/publications/library/2014/oclcresearch-reordering-ranganathan-2014-overview.html • Leiter, R.A. (2003). <i>Reflections on Ranganathan's Five Laws of Library Science</i>. <i>Law Library Journal</i>, 95(3), 411-418. • Johnson, M. (2010). <i>Gotham city</i>, pp. 171-212; <i>The best day</i>, pp. 245-252.
Assignments	<ul style="list-style-type: none"> • Information concept map is due by the start of class. • (Upcoming): The Five Laws of 'information Science' [Small group assignment to be begun during class]; not due until February 22nd.

SESSION 5, FEBRUARY 8, 2017: INFORMATION RESEARCH AND THE INFORMATION WORKFORCE	
Objectives	<ul style="list-style-type: none"> • Identify common data collection and analysis techniques for information research. • Discuss strategies for evaluating published information research • Explore professional competencies, specializations, and roles in information organizations, including academic, public, school, and special libraries, archives, and other corporate and research settings. • Discuss trends in hiring and workforce projections for the field.
Required	<ul style="list-style-type: none"> • Bawden & Robinson (2012). <i>Chapter 14: Information science research ...</i>, pp. 303-326. • Abels, E., Jones, R., Latham, J., Magnoni, D., & Marshall, J.G. (2003 June). <i>Competencies for information professionals of the 21st century</i>. Alexandria, VA: Special Libraries Association. Retrieved from http://sla.org/wp-content/uploads/2013/01/0_LRNCompetencies2003_revised.pdf • Marshall, J.G., Marshall, V.W., Morgan, J.C., Barreau, D., Moran, B.B., Solomon, P, Rathbun-Grubb, S., & Thompson, C.A. (2009). Where are they now? Results of a career survey of library and information science graduates. <i>Library Trends</i>, 58(2), 141-154. doi: 10.1353/lib.0.0084. • Review/skim: Student course projects and IRB review. <i>Note: This is a handout prepared for students by the University of Tennessee's Institutional Review Board.</i> (See Session Folder on Canvas for link to reading). • Review/skim: www.sis.utk.edu/careers/resources/qualifications • Review/skim: www.sis.utk.edu/careers/resources/jobtypes
Optional	<ul style="list-style-type: none"> • Johnson, M. (2010). <i>The blog people</i>, pp. 49-66; <i>Follow that tattooed librarian</i>, pp. 123-131. • Review/skim: Special issue of <i>Library Trends</i>, <i>Workforce Issues in Library and Information Science, Part 2: Library Trends</i> (2010), 59(no. 1-2). Retrieved from http://muse.jhu.edu/journals/library_trends/toc/lib.59.1-2.html • Review/Skim: Hiring librarians: An inside look at library hiring (Blog): http://hiringlibrarians.com/archives/ (<i>Continued on next page</i>)

SESSION 5 FEBRUARY 8, 2017: INFORMATION RESEARCH ..., continued

Optional	<ul style="list-style-type: none"> Review/Skim: Newman, B. (2010 September 1). So you want to be a librarian? A guide for those considering an MLS, current students & job seekers [Web log post]. Retrieved from: http://librarianbyday.net/2010/09/01/so-you-want-to-be-a-librarian-a-guide-for-those-considering-an-mls-current-students-and-job-seekers/
Assignments	<ul style="list-style-type: none"> (Upcoming): The Five Laws of 'information Science' due February 22, 2017. Be aware these readings may be useful for completing the upcoming Job Postings Analysis assignment (due March 15 or March 22, 2017).

SESSION 6, FEBRUARY 15, 2017: PROFESSIONAL SOCIETIES & PROFESSIONAL VALUES AND ETHICS

Objectives	<ul style="list-style-type: none"> Identify and describe major professional associations and their respective specializations. Explore broad legal and regulatory frameworks impacting the information environment. Explore and discuss ethical conventions that inform the work of information professionals.
Required	<ul style="list-style-type: none"> Bawden & Robinson (2012). <i>Chapter 11: Information society</i>, pp. 236-241 (Only read from "information ethics and values," stopping before "information society infrastructures"). ALA Core Values of Librarianship: http://www.ala.org/advocacy/intfreedom/statementspols/corevalues ALA Code of Ethics: http://www.ala.org/advocacy/proethics/codeofethics/codeethics ALA Freedom to Read Statement: http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement ASIST Professional Guidelines: http://www.asis.org/professionalguidelines.html SAA Core Values Statement and Code of Ethics. http://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics View/skim: ALA. (2013). Libraries and the Internet toolkit. Retrieved from http://www.ifmanual.org/litoolkit (see link to downloadable PDF).
Optional	<ul style="list-style-type: none"> Johnson, M. (2010). <i>Wizards of odd</i>, pp. 133-169; <i>To the ramparts</i>, pp. 105-121; <i>On the ground</i>, pp. 31-48).
Other Activities	<ul style="list-style-type: none"> Review and discuss UT's IT0110: Acceptable Use of Information Technology Resources. See http://policy.tennessee.edu/it_policy/it0110/.
Assignments	<ul style="list-style-type: none"> (Upcoming): The Five Laws of 'information Science' due next week.

SESSION 7, FEBRUARY 22, 2017: CULMINATING EXPERIENCE, THEN INFORMATION ORGANIZATION

*** CLASS PRESENTATIONS TODAY: FIVE LAWS OF ... ***

Objectives	<ul style="list-style-type: none"> Identify requirements and expectations for the three options for the MSIS culminating experience (comps, ePortfolio and thesis). Explore various approaches to information organization and their underlying concepts. Identify common standards and tools for organizing information. (FYI: Confluence with INSC 520)
Required	<ul style="list-style-type: none"> Bawden & Robinson (2012). <i>Chapter 6: Information organization</i>, pp. 105-130. Shedroff, N. (1999). Information interaction design: A unified field theory of design. In R. Jacobson (Ed.), <i>Information Design</i> (pp. 267-292). Boston, MA: MIT Press. <i>Please access and read online at: http://nathan.com/information-interaction-design-a-unified-field-theory-of-design/</i> Review/skim Comps info: www.sis.utk.edu/programs/comps Review/skim ePortfolio info: http://www.sis.utk.edu/programs/eportfolio Review/skim Thesis info: http://www.sis.utk.edu/programs/components/thesis <p>(Continued on next page)</p>

SESSION 7, FEBRUARY 22, 2017: CULMINATING EXPERIENCE ..., continued	
Optional	<ul style="list-style-type: none"> Review/skim sample comps questions: http://www.sis.utk.edu/programs/comps (scroll to bottom of the page for listing by semester/year) Review SIS Thesis List (includes abstracts): http://www.sis.utk.edu/programs/sis-thesis
Assignments	<ul style="list-style-type: none"> The Five Laws of 'information Science' is due by the start of class. Be prepared to present your group's Five Laws to the class.

SESSION 8, MARCH 1, 2017: INFORMATION BEHAVIORS: NEEDS, MOTIVATIONS & SEEKING	
Objectives	<ul style="list-style-type: none"> Explore motivating factors and barriers encountered when seeking information. Explain how situational relevance impacts our information seeking behaviors. Identify key researchers in the area of information seeking, models these researchers have developed, and concepts underlying these models. (FYI: Confluence with INSC 530)
Required	<ul style="list-style-type: none"> Bawden & Robinson (2012). <i>Chapter 9: Information behavior</i>, pp. 187-210 Belkin, N.J. (2000). Helping people find what they don't know. <i>Communications of the ACM</i>, 43(8), 59-61. Savolainen, R. (2008). Source preferences in the context of seeking problem-specific information. <i>Information Processing & Management</i>, 44(1), 274-293. Taylor, R.S. (1968). Question negotiation and information seeking in libraries. <i>College and Research Libraries</i>, 29(3), 178-194.
Optional	<ul style="list-style-type: none"> Choo, C.W., Detlor, B., & Turnbull, D. (2000). Information seeking on the Web: An integrated model of browsing and searching. <i>First Monday</i>, 5(2). Retrieved from http://firstmonday.org/ojs/index.php/fm/article/view/729/638 Dervin, B. (1998). Sense-making theory and practice: An overview of user interests in knowledge seeking and use. <i>Journal of Knowledge Management</i>, 2(2), 36-46. Kuhlthau, C.C. (1991). Inside the search process: Information seeking from the user's perspective. <i>Journal of the American Society for Information Science</i>, 42(5), 361-371.
Other Activities	<ul style="list-style-type: none"> Handout: Information seeking models
Assignments	<ul style="list-style-type: none"> (Upcoming): "What Would You Do? Ethics and the Information Professional" is due next class.

SESSION 9, MARCH 8, 2017: INFORMATION BEHAVIORS: INFORMATION RETRIEVAL & USE	
Objectives	<ul style="list-style-type: none"> Describe techniques and strategies used when seeking information. Discuss the concept of incidental information acquisition (IIA). Identify some of the techniques used to measure the impact of scholarly works. Distinguish between methods and strategies for assessing information relevance and for assessing information value and quality.
Required	<ul style="list-style-type: none"> Bawden & Robinson (2012). <i>Chapter 7: Information technologies ...</i>, pp. 131-164 Bawden & Robinson (2012). <i>Chapter 8: Informetrics</i>, pp. 165-185
Optional	<ul style="list-style-type: none"> Duff, W. M., & Johnson, C. A. (2002). Accidentally found on purpose: Information-seeking behavior of historians in archives. <i>Library Quarterly</i>, 72(4), 472-496. Heinstrom, J. (2006). Psychological factors behind incidental information acquisition. <i>Library and Information Science Research</i>, 28(4), 579-594 Priem, J., Taraborelli, D., Groth, P., & Neylon, C. (2010 October 26). Altmetrics: A manifesto [Web blog post]. Retrieved from http://altmetrics.org/manifesto/ Schamber, L., Eisenberg, M.B., & Nilan, M.S. (1990). A re-examination of relevance: Toward a dynamic, situational definition. <i>Information Processing and Management</i>, 26(6), 755-776.
Other activities	<ul style="list-style-type: none"> Citation analysis activity (Continued on next page)

SESSION 9, MARCH 8, 2017: INFORMATION BEHAVIORS: INFO RETRIEVAL & USE, CONTINUED

Assignments	<ul style="list-style-type: none"> • “What Would You Do? Ethics and the Information Professional” is due by 11:59 pm. • (Upcoming): Individual Assignment 3: Job Posting Analysis (due March 22 or 29, 2017).
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*****NO CLASS MARCH, 15, 2017 SPRING BREAK*****

SESSION 10, MARCH 22, 2017: INFORMATION SOCIETY AND INFORMATION AS A COMMODITY

Objectives	<ul style="list-style-type: none"> • Identify key stakeholders in the information society. • Explore different ways in which information may be characterized as a “good.” • Describe the phenomena of the digital divide and explore strategies for bridging it. • Explore issues relating to diversity, including personal, cultural, geographic, political, and economic factors that impact access to and use of information.
Required	<ul style="list-style-type: none"> • Bawden & Robinson (2012). <i>Chapter 10: Communication information ...</i>, pp. 211-229 • Bawden & Robinson (2012). <i>Chapter 11: Information Society</i>, pp. 231-249 • Anderson, C. (2004 October). <i>The long tail</i>. Wired Magazine. www.wired.com/wired/archive/12.10/tail_pr.html • Schement, J.R. (2003). Measuring what Jefferson knew and DeTocqueville saw: Libraries as bridges across the digital divide. <i>IT & Society</i>, 1(4), 118-125. • Skim the Lib-Value Project at http://libvalue.org/home
Optional	<ul style="list-style-type: none"> • Chatman, E. (1996). The impoverished life-world of outsiders. <i>Journal of the American Society for Information Science</i>, 47(3), 193-206. • Frank, R.H. (2007). Introduction. In <i>The economic naturalist: In search of solutions to everyday enigmas</i> (pp. 2-15). New York: Basis Books. http://www.robert-h-frank.com/ENIntroduction.pdf • Hampton, K.N. (2010). Internet use and the concentration of disadvantage: Glocalization and the urban underclass. <i>American Behavioral Scientists</i>, 53(8), 1111-1132. • Johnson, M. (2010). <i>How to change the world</i>, pp. 87-103. • Warschauer, M. (2002). Reconceptualizing the digital divide. <i>First Monday</i>, 7(7). http://firstmonday.org/article/view/967/888
Assignments	<ul style="list-style-type: none"> • Individual Assignment 3: Job Posting Analysis due by 11:59 pm (though you may take up UNTIL MARCH 29 – next week – to submit, penalty free).

SESSION 11, MARCH 29, 2017: INFORMATION TECHNOLOGY, OVERLOAD & LITERACY

Objectives	<ul style="list-style-type: none"> • Describe the evolution and pervasiveness of channels for information production and consumption. • Define what is meant by information communication technologies (ICTs). • Discuss evolution of ICTs and define key trends: social networking and cloud computing. • Define and describe the phenomena of “information overload.” • Define information literacy and explore strategies for fostering it.
Required	<ul style="list-style-type: none"> • Bawden & Robinson (2012). <i>Chapter 13: Digital literacy</i>, pp. 287-302 • Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. <i>Journal of Academic Librarianship</i>, 32(2), 192-199. • Rosen, J. (2010, July 21). The Web means the end of forgetting. <i>New York Times Magazine</i>. Retrieved from http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html • [Watch]: Wesch, M. (2007, January 31). <i>Web 2.0 ... The machine is us/ing us</i>. Retrieved from http://www.youtube.com/watch?v=6gmP4nk0EOE
Optional	<ul style="list-style-type: none"> • Carr, N. (2008). Is Google making us stupid? <i>Atlantic Monthly</i>, 302(1), 56-63. http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/ <i>(Continued on next page)</i>

SESSION 11, MARCH 29, 2017: INFORMATION TECHNOLOGY, OVERLOAD ... , CONTINUED	
Optional	<ul style="list-style-type: none"> Granovetter, M.J., (1973). The strength of weak ties. <i>American Journal of Sociology</i>, 78(6), 1360-1380. Johnson, M. (2010). Information sickness, pp. 13-30; What's worth saving?, pp. 213-243. Lippincott, J.K. (2005). Net generation students and libraries. In D.G. Oblinger & J.L. Oblinger (Eds.) <i>Educating the Net Generation</i>. Washington, DC: Educause. Retrieved from http://www.educause.edu/educatingthenetgen Rosen, C. (Fall 2004/Winter 2005). The age of egocasting. <i>The New Atlantis: A Journal of Technology and Society</i>, Fall 2004/Winter 2005(7), 51- 72. Retrieved from http://www.thenewatlantis.com/publications/the-age-of-egocasting
Assignments	<ul style="list-style-type: none"> Last chance to submit Individual Assignment 3, "Job Posting Analysis," by 11:59 pm without penalty. (Upcoming) Individual Assignment 4: Prescription for Information Sickness is due next class.

*****NO CLASS APRIL 5, 2017 *****

SESSION 12, APRIL 12, 2017: INFO. POLICY: PRIVACY, CENSORSHIP & FREEDOM OF EXPRESSION	
Objectives	<ul style="list-style-type: none"> Briefly revisit the broad legal and regulatory frameworks impacting the information environment. Describe some challenges in facilitating access and information seeking within information policy parameters. Identify select regulations and emerging responses in regard to issues related to privacy, censorship, freedom of expression, and freedom of information.
Required	<ul style="list-style-type: none"> Bawden & Robinson (2012). <i>Chapter 12: Information management and policy</i>, pp. 251- 285 Asheim, L. (1953). Not censorship but selection. <i>Wilson Library Bulletin</i> (September), 63-67. Retrieved from http://www.ala.org/advocacy/intfreedom/censorshipfirstamendmentissues/notcensorship Asheim, L. (1983). Selection and censorship: A reappraisal. <i>Wilson Library Bulletin</i> (November), 180-184 . (See Session Folder on Canvas for link to reading).
Optional	<ul style="list-style-type: none"> Dresang, E. (2006). Intellectual freedom and libraries: Complexity and change in the twenty-first-century digital environment. <i>Library Quarterly</i>, 76(2), 169-192. Fine, S. (1996). How the mind of a censor works: The psychology of censorship. <i>School Library Journal</i>, 42(1), 23. Johnson, M. (2010). <i>Big brother and the holdout company</i>, pp. 67-85; Strickland, L.S., & Hunt., L.E. (2005). Technology, security, and individual privacy: New tools, new threats, and new public perceptions. <i>Journal of the American Society for Information Science and Technology</i>, 56(3), 221-235. Secrecy Report Card, 2008 (blog post): http://sunlightfoundation.com/blog/2008/09/09/secrecy-report-card-2008/
Other Activities	<ul style="list-style-type: none"> In-Class: Viewing and discussion of <i>Ordering Pizza in the Future</i> (June 2006): http://www.youtube.com/watch?v=RNJI9EEcsoE
Assignments	<ul style="list-style-type: none"> Prescription for Information Sickness is due by the start of class. Be prepared to discuss (but not present) your prescription in class. Be aware of additional due date for this assignment (see assignment instructions for more details; second part due next week).

SESSION 13, APRIL 19, 2017: INFORMATION POLICY COPYRIGHT AND OPEN ACCESS	
Objectives	<ul style="list-style-type: none"> Identify key components of the US Copyright Act, including the rights of copyright holders, and exceptions to those rights for individuals and select information agencies. Describe and discuss the emergence of the open access movement. Describe some challenges in facilitating access and information seeking within information policy parameters.
Required	<ul style="list-style-type: none"> Association of Research Libraries. (2004 May). <i>Framing the Issue: Open Access</i>. Office of Scholarly Communication: ARL. Retrieved from http://www.sparc.arl.org/sites/default/files/framing_issue_may04.pdf Suber, P. (2004). A primer on open access to science and scholarship. <i>Against the Grain</i>, 16(3), 56-59. Retrieved from http://www.earlham.edu/~peters/writing/atg.htm Skim/Review: Copyright Term and the Public Domain in the U.S. (2013 January 1). [Table]: http://copyright.cornell.edu/resources/publicdomain.cfm Skim/Review: Copyright Advisory Network: http://librarycopyright.net/
Optional	<ul style="list-style-type: none"> Bailey, C.W. (2006). Strong copyright + DRM + weak net neutrality = Digital dystopia? <i>Information Technology and Libraries</i>, (September 2006), 116-127, 139. Hirtle, P.B. (2003). Digital preservation and copyright. Palo Alto, CA: Stanford University Libraries. Retrieved from http://fairuse.stanford.edu/commentary_and_analysis/2003_11_hirtle.html Fernandez-Molina, J.C., & Peis, E. (2001). The moral rights of authors in the age of digital information. <i>Journal of the American Society for Information Science and Technology</i>, 52(2), 109-117.
Other Activity	<ul style="list-style-type: none"> (As time allows) Assigning Creative Commons Licenses [Small Group Activity]
Assignments	<ul style="list-style-type: none"> Second part of Prescription for Information Sickness due at start of class.

SESSION 14, APRIL 26, 2017: CHALLENGES & CONSIDERATIONS FOR THE 21st CENTURY INFORMATION SOCIETY	
Objectives	<ul style="list-style-type: none"> Revisit the course learning goals and summarize key take-aways from the course. Discuss implications and share projections of the future of research and practice in 21st century information environments ... and beyond.
Required	<ul style="list-style-type: none"> Bawden & Robinson (2012). <i>Chapter 15: The future of information science</i>, pp. 327-338.
Optional	<ul style="list-style-type: none"> Skim/Review: Institute of Museum and Library Services (2009). <i>Museums, libraries, and 21st century Skills</i>: https://www.ims.gov/issues/national-initiatives/museums-libraries-and-21st-century-skills Johnson, M. (2010). Epilogue. In <i>This Book is overdue ...</i> (pp. 253-261). New York, NY: Harper-Collins
Assignment Due	<ul style="list-style-type: none"> None, but be aware "Comps Lite" is due on/by May 5th by 11:59 pm.

***** REMEMBER: TURN IN "COMPS LITE" ON/BY FRIDAY, MAY 5, 2017 *****