

INSC 510: INFORMATION ENVIRONMENT

FALL 2017 (On-Campus)

School of Information Sciences (SIS)

College of Communication and Information (CCI)

University of Tennessee

Mondays, 11:15 am-2:15 pm

Room Location: Communications Bldg., Room 264

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 Mondays from 11:15am until 2:15pm in Room 264, Comm. Bldg. The first day of class is August 28, 2017; last day is December 4th. Your final assignment for the semester is due on/by Friday, December 8th.

Course Description

[From Course Catalog] 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)

Student 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 (e.g., influence commodification etc.).
- 3) Understand the history and evolution of the field of Information Science, and the evolution of the information professional.

¹ Of the nine objectives stated in the *SIS Program Outcomes*, INSC 510 addresses six. For more information on the SIS Program outcomes, see: <http://www.sis.utk.edu/program/outcomes>

- 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.
- 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. All required readings (or viewings, for moving image resources) are listed in the **Course Outline** section of this syllabus (begins on page 9). Optional readings are also provided in the outline, along with an **Optional Readings Bibliography** posted to the class Canvas website. These are 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. Again, these are optional resources; you are not required to read them.

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 an **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 are available through different 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 me know as soon as possible. It is assumed, however, 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; (2) you have looked at the respective Session Folder (under Modules) on the class Canvas site to see if any links are provided there; and (3) you checked the discussion board to see if an alternative link etc. to the “unavailable” source has been posted. **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 (August 28, 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), though content across these files is the same.

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 the table below, has a flexible due date (these exceptions are indicated by an * in the table's due date column). See the "Assignments" section on the Canvas site for detailed instructions and rubrics. You will also submit assignments through the "Assignments" section on Canvas, unless otherwise directed.

Assignment	Due Date (mm/dd/yyyy)	Maximum Pts Possible (%)
Individual Assignment 1: Introduction	09/7/2017*	10 pts (10%)
Group Assignment 1: Information Concept Map	09/25/2017	10 pts (10%)
Individual Assign. 2: Ethics & the Information Professional	10/09/2017	20 pts (20%)
Group Assignment 2: Five Laws Infographic	10/23/2017	10 pts (10%)
Individual Assignment 3: Job Posting Analysis	11/06 OR 11/13	20 pts (20%)
Individual Assign. 4: Prescription for Information Sickness	11/20 & 11/27*	10 pts (10%)
Individual Assignment 5: Comps Lite	12/08/2017*	20 pts (20%)
TOTAL		100 pts (100%)

The grade scale for calculating your final letter grade for the course is as follows:

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)**. 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 here:

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 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; and
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, a guide for writing research reports, your academic advisor or me.

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 university's honor statement, subscribed to *de facto* by all entering students, states: "*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.*"²

UT ODS Disability Statement

Any student who feels they 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

² For more academic policies and procedures, including the Honesty Statement, see: <http://catalog.utk.edu/content.php?catoid=23&navoid=2827>

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. For more information, see: <https://oit.utk.edu/training/>.

Class Policy Statements

Assignments and Evaluation

- The words or ideas of others should be properly quoted and cited. For in-text citations and reference lists for your written work, students should adopt the style conventions of the ***Publication Manual of the American Psychological Association (APA), 6th Edition***, and use it consistently:
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- If there is **another style convention you are most familiar with and 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.
- Submit assignments due on time. **I do not accept late assignments**, though there are limited exceptions I can make determined on a case-by-case basis. If you will be late 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 points for any marked assignments etc. for which you 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.
- Any questions concerning the grading scale or any specific assignment grade you receive should be discussed first with me. 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 and feedback for assignments are 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 and via Canvas throughout the semester. Please be sure to check your email frequently.

- I work from my campus office, but also my home office, coffee shops, etc. You are welcome to contact me on my campus office number ... but just be aware I may be away from that phone for short periods. You are welcome to contact me via text message instead.
- 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 my office, via Zoom or over 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, phone and text messages **within (at most) 72 hours**. In the event other activities prevent me from responding within 72 hours, such as travel, I will send a message to the class regarding 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 text (or during/after class). I read the Discussion Board, but less frequently than I access my email in-box and text messages.

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 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 discussions.

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, then you must review any materials posted to the respective session module on Canvas. You may also contact classmates or me to receive additional guidance on 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 via Canvas.
- The School has explicit class cancellation policies (<http://www.sis.utk.edu/courses/guidelines>).

Be aware, particularly in regard to inclement weather:

- o 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.
- o When a class is cancelled, I may record a makeup class that can be attended asynchronously by students via Zoom. 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 is 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 want to wish you the best for a successful and productive semester.

Interim Provost John Zomchick

UNIVERSITY CIVILITY STATEMENT

“Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, gracious-ness, cordiality, affability, amiability and courteous-ness. 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/>.

EMERGENCY ALERT SYSTEM:

The University of Tennessee is committed to providing a safe environment to learn and work. When you are alerted to an emergency, please take appropriate action. Learn more about what to do in an emergency and sign up for UTAlerts at <http://safety.utk.edu>. Check the emergency posters near exits and elevators for building specific information. In the event of an emergency, the course schedule and assignments may be subject to change. If changes to graded activities are required, reasonable adjustments will be made, and you will be responsible for meeting revised deadlines.

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.”

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.

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 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.” Information on accessibility at UTK is also at <http://accessibility.utk.edu>

WELLNESS:

The Student Counseling Center is the university’s primary facility for personal counseling, psycho-therapy, and psychological outreach and consultation services. <http://counselingcenter.utk.edu/> and The Center for Health Education and Wellness engages in prevention and intervention efforts to increase awareness, impact student decision making, and positively influence our university community. The Center manages 974-HELP (also at <http://wellness.utk.edu/>).

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, August 28, 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 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 self-exploration of 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, 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). (FYI: For your convenience, a handout of detailed assignment instructions **for all assignments** in the course is available under the "Other Course Materials" Module on Canvas).

SESSION 1, AUGUST 28, 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 various "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 Thursday, September 7th by 11:59pm (four days before Session 2). [FYI: No class on Tuesday, September 4th, Labor Day].

SESSION 2, SEPTEMBER 11, 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 September 25th.

SESSION 3, SEPTEMBER 18, 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, SEPTEMBER 25, 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 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

SESSION 4, SEPTEMBER 25, 2017: PROFESSIONAL SOCIETIES ..., CONTINUED

Required, Continued	<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.ala.org/advocacy/intfreedom/iftoolkits/litoolkit/librariesinternet
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"> ● Engage with student leaders of SIS Student chapters (SAA, SLA, ALA/TLA & ASIST). ● Brief Show-And-Tell: Information Concept Maps
Assignments	<ul style="list-style-type: none"> ● Information concept map is due by the start of class. ● Be aware these readings may be useful for completing the Ethics and the Information Professional assignment (due October 9th).

SESSION 5, OCTOBER 2, 2017: CULMINATING EXPERIENCE, THEN INFORMATION WORKFORCE

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 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"> ● 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_LRNCCompetencies2003_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: www.sis.utk.edu/careers/resources/qualifications ● Review/skim: www.sis.utk.edu/careers/resources/jobtypes ● 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
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 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 ● Review/skim: Special issue of Library Trends, <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/

SESSION 5, OCTOBER 2, 2017: CULMINATING EXPERIENCE ..., continued

Optional, Continued	<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/
Other Activities	<ul style="list-style-type: none"> Engage with Leslie Poynter, Career Consultant at UT's Center for Career Development.
Assignments	<ul style="list-style-type: none"> (Upcoming): Ethics and the Information Professional is due next week (October 9th). Be aware these readings may be useful for completing the upcoming Job Postings Analysis assignment (due November 6th or November 13th).

SESSION 6, OCTOBER 9, 2017: THEORETICAL ORIENTATION TO INFORMATION SCIENCE

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"> Ethics and the Information Professional is due by the start of class. (Upcoming): Five Laws Infographic [Small group assignment to be begun during class]; not due until October 23rd.

SESSION 7, OCTOBER 16, 2017: INFORMATION RESEARCH AND INFORMATION ORGANIZATION

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 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 14: Information science research ...</i>, pp. 303-326. 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: 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>. Retrieved from http://libguides.utk.edu/ld.php?content_id=25464999
Optional	<ul style="list-style-type: none"> Review SIS Thesis List (includes abstracts): http://www.sis.utk.edu/programs/sis-thesis
Assignments	<ul style="list-style-type: none"> (Upcoming): Five Laws Infographic due next week.

SESSION 8, OCTOBER 23, 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/729/638http://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 ● Five Laws Minute Madness
Assignments	<ul style="list-style-type: none"> ● Five Laws Infographic is due by the start of class. ● (Upcoming): Job Postings Analysis (due November 6th or November 13th).

SESSION 9, OCTOBER 30, 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. ● Heinström, 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.
Assignments	<ul style="list-style-type: none"> ● (Upcoming): Job Postings Analysis (due November 6th or November 13th).

SESSION 10, NOVEMBER 6, 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.
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SESSION 10, NOVEMBER 6, 2017: INFORMATION SOCIETY ... , continued

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.htmlhttp://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/homehttp://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/967/888http://firstmonday.org/article/view/967/888
Assignments	<ul style="list-style-type: none"> • Job Posting Analysis due by 11:59 pm (or you may take up UNTIL November 13th – next week – to submit, penalty free).

SESSION 11, NOVEMBER 13, 2017: INFORMATION TECHNOLOGY, OVERLOAD & LITERACY

Objectives	<ul style="list-style-type: none"> • Discuss the pervasiveness of channels for information production and consumption. • Define what is meant by information communication technologies (ICTs). • Discuss the evolution of ICTs and define select key trends. • 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
Required, Continued	<ul style="list-style-type: none"> • [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/ • 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. • 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 Job Postings Analysis without penalty. • (Upcoming) Prescription for Information Sickness is due November 20th.

SESSION 12, NOVEMBER 20, 2017: INFO. POLICY: PRIVACY, CENSORSHIP & FREEDOM OF EXPRESSION

Objectives	<ul style="list-style-type: none"> ● Explore 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"> ● Review and discuss UT's IT0110: Acceptable Use of Information Technology Resources. See http://policy.tennessee.edu/it_policy/it0110/. ● 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 due by 11:59 pm.

SESSION 13, NOVEMBER 27, 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.

SESSION 13, NOVEMBER 27, 2017: INFORMATION POLICY: COPYRIGHT ... , *continued*

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. (You should have submitted the first part on/by November 20th).

SESSION 14, DECEMBER 4, 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"> • (Upcoming) "Comps Lite" is due on/by December 8th by 11:59 pm.

***** REMEMBER: TURN IN "COMPS LITE" ON/BY FRIDAY, DECEMBER 8, 2017 *****