IS 510: THE INFORMATION ENVIRONMENT
The School of Information Sciences
The University of Tennessee

Fall 2012
Dr. Cindy Welch, Clinical Assistant Professor

Class Meetings for Section 1
Wednesdays, 10:10 a.m. – 1:10 p.m.
Communications Building 317

Office Hours – Fall 2012
24/7 via email
Other times by appointment

Instructor's Office:
445 Communications Bldg.
1345 Circle Park Drive
Knoxville, TN 37996
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Email: cwelch11@utk.edu

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)

The instructor reserves the right to modify course schedule and requirements.
I will always tell you or discuss it with you first. Last modified 8/11/12.
STUDENT LEARNING OUTCOMES
By end of this course, the student will be able to:
• Discuss the various types and definitions of “information”;
• Explain the power and weaknesses of information;
• Discuss the history and evolution of the field of Library & Information Science, and the evolution of the Information Professional;
• Describe the range of issues facing information professionals;
• Use the vocabulary of the profession;
• Identify various information fields and careers open to those with the Master of Science in Information Science (MSIS);
• Identify professional associations that support these careers and help them find content, support, and lift they need from their discipline;
• Move on to more advanced levels of study in the information sciences.¹

VALUE PROPOSITION
This is a core course for the Master of Science in Information Science degree that shows you the depth and breadth of the field. We ask students to take it early in their coursework because it introduces you to foundational concepts in our field, shows you potential career paths, and asks you to re-think what you know about common words like “information” and “access.” This course will change how you view the world, how you think about information production and dissemination, and how you position yourself with respect to these concepts.

REQUIRED AND RECOMMENDED TEXTS
Required:

Additional assigned readings – unless indicated otherwise – are on our class Blackboard (hereafter Bb) space.

LEARNING ENVIRONMENT:
Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other’s thoughts and process, and everyone’s voice and experiences are important.

My approach to teaching is based on Malcolm Knowles’ view of adults as learners, and on John Dewey’s ideas about active (versus passive) learning. I believe that adults are self-directed, purposeful learners, who learn best when they can build on their own personal experiences. Adult learners like to be involved in the construction of their learning experience. What this means for us is that I am looking for ACTIVE PARTICIPATION to create a COLLABORATIVE LEARNING COMMUNITY, where we CO-CREATE value. Even though you may be new to Information Science, as an adult you bring knowledge and experience that can enrich our class.

¹ Of the nine objectives stated in the SIS’s Masters Program Objectives, IS 510 speaks to seven.
when you share appropriately.

I hope you will be selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

There are several different kinds of learning activities in this class, and we need to distinguish between homework/assignments, class preparation, and in-class activities. Homework can be reading, writing, or group work that is ultimately graded. Class preparation is the outside reading, viewing, reflecting, etc. that you do in preparation for active participation in class. In class activities will include group work, polls or surveys, brief presentations, lectures, etc. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time.

Instruction techniques may include live and pre-recorded lectures, peer-to-peer teaching through presentations and collaborative projects, personal reflections through blogs and forum posts. Class sessions are 2 hours and 40 minutes long and always include a 10-15 minute break.

**COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT**
The College of Communication & Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity, and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community (see [http://www.cci.utk.edu/diversity-statement](http://www.cci.utk.edu/diversity-statement) for CCI’s full Diversity Statement).

**HOW TO BE SUCCESSFUL IN THIS CLASS:**
Be present, be intellectually curious, and engage with your peers and with me.

**ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Delivery</th>
<th>Per Cent of Final Grade</th>
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3
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Submission Details</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Responses</td>
<td>10 weeks, your choice</td>
<td>Post responses on appropriate topical Bb blog</td>
<td>20%</td>
</tr>
<tr>
<td>Communication Within the Field (CWIF) Paper</td>
<td>October 3rd</td>
<td>Paper copy for me; post to “CWIF” Bb forum for your peers</td>
<td>25%</td>
</tr>
<tr>
<td>Current Issues Presentation</td>
<td>November 14th</td>
<td>Post PowerPoint slides and any other materials to the Bb “Issues” forum – use your topic as the Subject Line</td>
<td>20%</td>
</tr>
<tr>
<td>Current Issues Précis</td>
<td>November 28th</td>
<td>Paper copy for me; 1 group member posts to Bb “Issues” forum (as part of YOUR presentation thread)</td>
<td>15%</td>
</tr>
<tr>
<td>Issues Group Work; Collaboration and Leadership</td>
<td>November 28th</td>
<td>Complete survey online</td>
<td>10%</td>
</tr>
<tr>
<td>Active Class Participation</td>
<td>EVERY WEEK</td>
<td>Every way!</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Reading Responses – 10 required posts (20% of final grade)**
You are responsible for an original, substantive, thoughtful posting about an assigned topic or some aspect of the readings for each of 10 weeks. You can include questions, commentary, connections to current events, topics/issues you don’t understand in the readings, disagreements with the author, or whatever will demonstrate to me that you’re engaging with the materials.

DO NOT SUMMARIZE: ENGAGE!
Evaluate, challenge, create examples or anti-examples, but show me that you have chewed on the readings. **Postings are required on Tuesdays no later than 5:00 p.m. (EST).** NOTE: You should be responding to each other as vigorously as you are responding to me.

**Assignment Benefits**
These posts indicate whether you are keeping up with the material and if you understand it. They also show me if you are integrating new material into the old, and tying what you learn in 510 in with your other courses. Since the comprehensive exam is based on IS 510, IS 520 and IS 530, the more synthesis and integration you practice during class, the better you’ll perform on the exam.

**Communication Within the Field (CWIF) Paper (25% of final grade) – due October 3rd**
This is a three-part assignment. You need not focus on the same aspect of LIS for all three segments, but your paper will probably be more cohesive if you do. Start now, don’t wait!
The REQUIRED format is A MAXIMUM OF 8 content pages (excluding title page and bibliography), double-spaced, 12-point type, and 1” margins. Each paper must include a header or footer with student’s name and page number. (For example, Welch 1, Welch 5, etc.) Be sure to put your name and the class (IS 510-001) on the title page. Bring a paper copy to class to hand in.

1. Organizational Description: Select and research a professional organization related to some aspect of LIS; you can find a lengthy list of organizations at www.sis.utk.edu/careers/resources/jobtypes.
   a. Write a brief (500 word) profile of the organization’s activities, membership, history, and procedures for communication. Do members hold annual meetings? Does the organization publish a journal or newsletter?
   b. The organization’s web site will be the primary source of information about the organization, but you must utilize at least two additional sources, such as journal articles, interviews with members, information from conference proceedings, etc. If you can’t find an additional source of information about your organization, choose another organization.

2. Listserv Evaluation: Select a listserv that addresses a field of LIS that is of interest to you. Subscribe to the list/blog or review the archives on a regular basis for at least two weeks. Assess and write about the following:
   a. How often do members seem to post to the list?
   b. What types of things are posted to the list? Do subscribers seem to debate, ask for advice, or post items of interest most often?
   c. Who subscribes to the list? (Note: most posts will include the poster’s signature; this often includes a job title.)
   d. What conclusions can you draw about the area of LIS represented on the list from monitoring the list as you have?

3. Professional Journal Literature evaluation: Select THREE (3) SEPARATE LIS-related journal publications to review. Read several articles in EACH journal, consult the information provided for prospective authors, read EACH publication’s description in Ulrich’s International Periodicals Directory (available online through Hodges Library at http://www.lib.utk.edu/). Consider the following:
   a. What writing styles are represented in the journal? Formal, informal, mixed?
   b. What types of articles are included in the journal? Are most based on research projects? Are they “think pieces”? “How we done it good”?
   c. Who does the intended readership of the journal appear to be? Practitioners? (If so, what kinds?) Researchers?
   d. What citation style is required of authors? Does it seem to fit the material presented in the journal?
   e. What conclusions can you draw about the diversity of LIS journal publishing from the journals you’ve reviewed?

Assignment benefits
This assignment forces you to explore the information science literature and will, hopefully, provide resources related to the area or areas you are most interested in for your future. The journal assignment helps you develop evaluation skills and helps you
target the professional materials that may be most useful to you. The association piece will guide you toward professionals with similar interests, and groups that you may want to join.

**Group Current Issues Presentation (20% of final grade) – due November 14th**

**Group Current Issues Précis (15% of final grade) – due November 28th**

**Group Work: Collaboration & Leadership (10% of final grade) – due November 28th**

**GROUP TOPIC MUST BE APPROVED BY INSTRUCTOR NO LATER THAN October 17th.**

Working as a group, identify an issue of significance for your chosen part of LIS (school, academic, public libraries, archives/preservation, special libraries, or Information Science) and prepare a 15-minute presentation to bring the rest of the class up to speed. You can choose from the following list (no duplications), or propose your own:

- “Big data”
- ebooks
- Scholarly publication
- Social applications and information centers
- National broadband plan
- Embedded librarianship

The presentation should include 2-3 PowerPoint slides or other organizing device to help your audience understand and follow the topic. Be sure to put your names on your work and have one group member post this material to the Bb “Issues” forum no later than NOON on TUESDAY, November 13th. Please use your topic as the subject line. Everyone must work on the presentation, but not everyone must present. Your presentation should include:

- Identified stakeholders and/or primary interest group
- Why this issue is important
- A concise description of the issue and its implications for the group
- How it relates to a concept or concepts in our 510 class
- How can interested folks read more about it and keep up with the issue
- Anything else you think would be useful for your peers

The précis is a BRIEF 1-2 page summation. Note that it isn’t due until after your presentation; incorporate class feedback to maximize its usefulness. Bring a paper copy for me (one per group), and post your précis to the “Issues” forum under the thread you started when you added your presentation materials. Include:

- stakeholders
- Issue’s importance
- Concise description and implications
- Strategy for keeping up with the issue
- Anything else you think is important and that you can fit in not more than 2 pages

The final piece, an online survey, asks you to evaluate the group process and each member’s contributions to the success of the project. You will be asked to evaluate your own performance as well as that of your group members. The survey will be done individually and only you and I
will see the results; they will not be shared with other group members. A link to the survey will be provided to you and you should plan to complete it by the start of class on November 28th.

**Assignment Benefits**
Presentation preparation will increase your research skills, and give you the opportunity to familiarize yourself with the literature for your interest area. It also improves organization and public speaking skills. The précis is designed to develop your research and synthesis skills, and help you learn to extract important information, useful when you’re trying to speak to all sorts of different audiences. You are also practicing group work, something that occurs in every professional situation.

The whole assignment is designed to give you the opportunity to engage more fully with a topic from the course that interests you or that we have not had a chance to cover.

**ACTIVE Class Participation**
Active class participation is different than simply class participation. **You must do more than show up for class.** You will be present and engaged during and after class; start and contribute to posts on Bb, or bring related materials to the attention of the instructor or your fellow students. All your contributions should show original thought and initiative, not simply agreement or endorsement. Interact with each other as much as you do with me so that we can create a learning community.

In this class you’ll use blogs and discussion forums to supplement our in-class communication. Each of these applications has a specific purpose, but they are all flexible and we can add or adjust how we use them at any time. Blogs are ongoing discussions about a particular subject, and individuals can either create a new blog entry or make a comment on an existing entry. In addition to your reading responses, you can use these for continuing discussions after class, adding information about a particular subject, or for posting when required. The discussion forums will be used for “administrivia,” i.e. questions about assignments or directions, group choice, that sort of thing. Class participation involves active participation across all these applications, but quality of contribution is much more important than quantity.

**Comps Experience – November 21st**
This will be a one-hour in-class closed-book exam that will help you understand the nature of the comprehensive exam and encourage you think about how you might best prepare.

November 7th after class I will post 3 past comps questions (from the list on the SIS Web site at [www.sis.utk.edu/programs/comps#pastQuestions](http://www.sis.utk.edu/programs/comps#pastQuestions)). I will choose 2 questions from these 3 and on November 21st you will select the one you want to write to during the first hour of class. You are not allowed to use notes or readings or the textbook. You will receive a Pass or Fail grade that will not count in your final IS 510 grade.

The reason for doing this is to focus on synthesizing what you learn, rather than thinking of each class as a discrete unrelated unit. You will see IS 510 concepts again in other courses as well as on the final exam – and in your professional life. Knowing the location of past exam questions, you can use them for practice as you near your own exam. You also get the experience of writing under pressure and synthesizing what you have learned over the semester in this course.
On November 28th we will discuss the class (not individual) performance and I will give you some pointers for the future. I am also interested in your feedback about whether we should continue this experience in the future.

**POLICIES AND PROCEDURES**

**INFORMATION LITERACY/TECHNOLOGY RESOURCES:**
Although this is a face-to-face class, you will still need to be comfortable with different technologies, including Online@UT (Blackboard Learn, Blackboard Collaborate), the Internet and World Wide Web, word processing, presentation and spreadsheet software, and some social media applications such as wikis or blogs. There are campus resources to support you (see below), but ultimately it is your responsibility to have the necessary equipment and skills. For additional information or support:

- Technology at SIS – The Essentials: [www.sis.utk.edu/computing](http://www.sis.utk.edu/computing)
- LiveOnline@UT – Blackboard Support: [www.sis.utk.edu/computing/desupport](http://www.sis.utk.edu/computing/desupport)
- UT Technology Training: [www.sis.utk.edu/computing/training](http://www.sis.utk.edu/computing/training)

**COMMUNICATION AND TECHNOLOGY**
Outside of class I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the OIT Helpdesk to obtain directions for forwarding your UTK mail to your preferred address if you don’t wish to check both accounts.

Email is the most expedient way to get in touch with me. If I will be unable to check my email for a significant period of time (less than once/24-hour period) I will provide you with an alternative method of contacting me.

I will use Office 2010 to create word processing documents and PowerPoints, and will only post documents in “docx/pptx” format to our Bb space. I have this policy for two reasons: it makes it easier for me to insure that there is one, definitive version of the documents I create, and Office 2010 creates documents with much smaller file size than earlier versions of MS Office. The space allotted in Bb for our class is limited, and there are file size limits for posting and emailing attachments in Bb.

If you do not have Office 2010, you can download and install the **Microsoft Office Compatibility Pack for Word, Excel, and PowerPoint File Formats** which will enable you to open and read 2010 files with earlier versions of Office (there’s one for the Mac version of **OFFICE**, too). If you don’t have Office 2010, don’t worry about converting your written work before submitting it. I can open and edit earlier versions without a problem.

**PENALTY FOR LATE WORK**
Except by **prior agreement**, ½ letter grade per working day may be deducted for written or oral work not submitted by class time the day due. For example, a paper which would normally receive the letter grade of "B" may receive a "C" if two business days late--and so forth. **“Prior arrangement”** means [at least 24 hours prior](#) to the original time scheduled for the presentation or paper.
METHODS OF DOCUMENTATION FOR ESSAY/PAPER/CASE ASSIGNMENTS

Information Science is a multi- and inter-disciplinary field and you will encounter many citation styles – both as lifelong learners and as authors – including APA, MLA, and the Chicago Manual of Style. For that reason, as long as you are consistent in how you apply your choice, you may choose any major citation system.

In general, your essays, papers and case should be double-spaced, paginated (insert page numbers), with 1” margins, in 12-point type. Title pages are optional but appreciated, but your papers should always have a title – even if you simply restate what it is, e.g. “Communications Within the Field.” Bibliographies/reference lists should be present when needed. In every case you should put your name on everything you turn in for class.

CLASS ATTENDANCE POLICY

Students are expected to attend class regularly, and be prepared to fully participate.

CLASS CANCELLATION

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via Bb.

STUDENT EVALUATION

This is the University of Tennessee grading scale for graduate students:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>(4 quality points/semester hour) superior performance.</td>
</tr>
<tr>
<td>B+</td>
<td>(3.5 quality points/semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>(3 quality points/semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>C+</td>
<td>(2.5 quality points/semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>(2 quality points/semester hour) performance well below the standard expected of graduate students.</td>
</tr>
<tr>
<td>D</td>
<td>(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>I</td>
<td>(no quality points) 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.</td>
</tr>
<tr>
<td>W</td>
<td>(carries no credit hours or quality points) indicates that the student officially withdrew from the course.</td>
</tr>
</tbody>
</table>

You are always welcome to discuss your evaluations with me and, on occasion, grades have been changed. You must wait 24 hours after receiving the grade to contact me, and when you talk with me you must present a reasoned argument for why you have earned a different grade and why a change should be made. I reserve the right to make the final decision.
NOTE ON “INCOMPLETES”
Based on adopted University of Tennessee/Knoxville and SIS policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. The student must petition for an "Incomplete" by filling out a SIS approved form used for that purpose (contact instructor), and the student will agree to the conditions and date negotiated with the instructor for the removal of the "I" ("Incomplete"). In any event, an "I" not removed within one year automatically becomes an "F." Students who simply "disappear" without contacting the instructor and without completing the required form, earn an "F."

NOTE ON ACADEMIC HONESTY
Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses.

Specific examples of plagiarism are:
1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) 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 the instructor or a source on 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 his/her own study and/or research, not a joint effort of any sort unless previously approved or you are working on a group project. The UTK Honor Statement, adopted in 1987, and subscribed to, de facto by all entering students reads in part: "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." (See Student Judicial Affairs or the student publication HillTopics for more information).

STUDENTS WITH SPECIAL NEEDS
The University of Tennessee intends to comply with requirements of Section 504 of the Rehabilitation Act of 1973 and those of the Americans with Disabilities Act (ADA) of 1990. Students with special needs should contact the Office of Disability Services (ODS) early in the
term about possible accommodations under these regulations. ODS is located at 2227 Dunford Hall, Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: ods@utk.edu.

ADDITIONAL STUDENT SUPPORT
Each student should be aware that he/she has a web of available support services at UTK. If you have a concern or problem that your advisor or school staff cannot address as you wish, consider the following options:

The Center for Leadership Development, 315-F University Center; (865) 974-2313

Student Counseling Services Center, 900 Volunteer Blvd.; 865-974-2196

Financial Aid Office, 115 Student Services Building; 865-974-3131

African American Students, Black Cultural Center, 1800 Melrose Ave; (865) 974-6861

Center for International Education, 1620 Melrose Avenue; 865-974-3177

The Library and Information Science Literature

Every practitioner in a profession has a variety of information needs. To meet these needs, every well-established field has what is called a “literature” as part of its environment.

Practitioners consult the literature for many reasons; among these are expanding their understanding of an ever-growing and changing field, solving problems, learning about innovations, locating other practitioners. Keeping current (aka “current awareness”) with events, trends, and professional issues.

As the field advances over time, its literature grows in volume and incorporates additional forms and formats (e.g., DVDs, databases). The information and knowledge of any field is easier to access and apply if you know the structure of a field’s literature. (This understanding is part of the reference librarian’s array of—often-unwritten--access resources.)

Your profession—the information sciences--has its own literature (in addition to those resources and tools needed to handle other fields). The following titles (courtesy of Dr. Tenopir and Dr. Pemberton) are some of the sources you should come to know and to use in the future. Some may be useful to you for one of your assignments.

Guides to the Literature (most literatures have such guides; they are a key to the field as represented in its literature; ours are somewhat dated)


This guide is based on and extends a list created by Dr. Carol Tenopir, UTK SIS.

A. **Dictionaries and Glossaries**
   3. ALA Glossary of Library and Information Science [Z1 006.A48]
   4. The Librarian's Thesaurus by Soper [Z1006.S595 1990]
   9. Elsevier's dictionary of library science, information, and documentation, in six languages: English/American, French, Spanish, Italian, Dutch, and German. Compiled and arranged on an English alphabetical basis by W. E. Clason.

B. **Encyclopedias**
   1. ALA World Encyclopedia of Library and Information Services [Z1006.A18]
   2. Encyclopedia of Librarianship [Z100613]
   5. Encyclopedia of Information Science and Technology. 5 vols.[Z10006.E566]

C. **Reviews of the Literature and Yearbooks**
   1. Annual Review of Information Science and Technology [Z699 AlA65 yr]
   3. ALA Yearbook [Z721.A525]
   5. Bowker Annual of Library and Book Trade Information [Z73 1.A47]

D. **Abstracts and Indexes (and see also at Databases and Indexes > Library and Information Science)**
   1. Library Literature
   2. Information Science and Technology Abstracts
   3. ERIC Resources in Education and Current Journals in Education
   4. Science Citation Index, Social Science Citation Index, Arts & Humanities Citation Index
   5. LISA: Library and Information Science Abstracts
   6. Business Source Premier <from Business & Economics section>
7. INSPEC
8. Library Lit Full Text
9. Library, Information Science, and Technology Abstracts

E. Directories
1. Directory of Library and Information Professionals [Z720.A4D57]
8. Who’s Who in Library and Information Services [Z720.A4W45 REF]

F. Selected Core Periodicals (from about 800 LIS serials worldwide).
5. Information Today [Available full text in Trade & Industry ASAP on DIALOG]
11. Library and Information Science Research [Ref Z669.7 L495]
12. Library Journal [Z67117]
13. Library Quarterly [Z671.L713]
14. Library Resources and Technical Services [Z671.L717]
15. Library Trends [Z671.L84]
20. Publisher's Weekly [Z1 219.P98]
21. RQ [Z671.R39]
22. Information Management Journal (was Records Management Quarterly) [HF5736.R3632]
25. Special Libraries [Z671.S71]
26. Tennessee Librarian [Z671.T42]

Hodges Library's Information Sciences Page
• For additional information as compiled by librarians at Hodges, see www.lib.utk.edu/refs/infosci
• The Information Sciences librarian at Hodges is Janette Prescod, www.lib.utk.edu/people/prescod.html
August 22 (Meeting 1) – Course overview, explanation of syllabus
Read for today
- L&K Chapter 1: The Impact of Information on Society

August 29 (Meeting 2) – History and Evolution – Part I
Read for today
- L&K Chapter 4: History of Information Technology

View/Skim:

DUE today
- Reading Response

September 5 (Meeting 3) – History and Evolution – Part II
Read for today
- L&K Chapter 5: Current Information Technology

View/Skim:

DUE today
- Reading Response

September 12 (Meeting 4) – What is information?
Read for today
- L&K Chapter 2: Fundamental Concepts of Information

**DUE today**

**Reading Response**

**September 19 (Meeting 5) – Information Needs and Information Seeking**

**Read for today**


**DUE today**

• DIRECTED Reading Response – Locate and post a summary of an article about information seeking or information use behavior for a specific user group. Use the Library Literature Database, available electronically through the Hodges Library Site, [www.lib.utk.edu/](http://www.lib.utk.edu/).

**September 26 (Meeting 6) – Economics of Information, Stakeholders & Accountability – Part I**

**Read for today**

• L&K Chapter 9: Economics of Information

**View/Skim:**

• Lib-Value Project at [http://libvalue.cci.utk.edu/lib-value-project](http://libvalue.cci.utk.edu/lib-value-project)

**DUE today**

• Reading Response

**October 3 (Meeting 7) – Stakeholders and Accountability – Part II**

**Read for today**

• L&K Chapter 12: The Areas and Issues of Information Policy
• Calanag, Maria Luisa. Public Libraries in the Information Society: What do Information


**View/Save:**
- L&K Chapter 11: Regulation and Politics of Information

**DUE today**
- Reading Response
- CWIF Paper Due

**October 10 – NO CLASS**

**October 17 (Meeting 8) – Access and Ownership – Part I**

**Read for today**

**View/Save:**
- L&K Chapter 11: Regulation and Politics of Information
- Chilling Effects Clearinghouse, www.chillingeffects.org/index.cgi
- Electronic Frontier Foundation, www.eff.org
- Internet Archive, www.archive.org/about/about.php

**DUE today**
- Reading Response
- DEADLINE FOR GROUP PROJECT TOPIC APPROVAL

**October 24 (Meeting 9) – Access and Ownership – Part II**

**Read for today**

**DUE today**
- Reading Response

### October 31 (Meeting 10) – Privacy, Intellectual Freedom and Censorship

**Read for today**

**View/Skim:**

**DUE today**
- Reading Response

### November 7 (Meeting 11) – Mission and Professional Model

(Comps Experience questions will be posted today)

**Read for today**

**View/Skim:**
- Review [www.sis.utk.edu/careers/resources/qualifications](http://www.sis.utk.edu/careers/resources/qualifications)
- Review [www.sis.utk.edu/careers/resources/jobtypes](http://www.sis.utk.edu/careers/resources/jobtypes)

**DUE today**
- Reading Response

### November 14 (Meeting 12) – Current Issues – Group Presentations

**DUE today**
- Group presentations

### November 21 (Meeting 13) – Comps Experience & Revisit Course Goals
This will be a one-hour in-class exam that will help you understand the comprehensive exam experience. See the “Comps Experience” section under “Assignments,” on pages 7-8 of the syllabus. November 7th after class I will release three past comps questions (from the list on the SIS Web site at http://www.sis.utk.edu/programs/comps#pastQuestions).

November 28 (Meeting 14) – Professional Ethics & Values; Feedback & Wrap-Up

Read for today


View/Skim:

- ALA Core Values of Librarianship, www.ala.org/ala/aboutala/offices/oif/statementspols/corevaluesstatement/corevalues.cfm
- ALA Code of Ethics of the American Library Association, online at http://www.ala.org/ala/issuesadvocacy/proethics/codeofethics/codeethics.cfm
- ALA Freedom to Read Statement, online at www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm

DUE today

- Reading Response
- Final version of your Current Issues précis
- Complete Collaboration & Leadership survey

ASSIGNMENTS

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<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Delivery</th>
<th>Per Cent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Responses</td>
<td>10 weeks, your choice</td>
<td>Post responses on appropriate topical Bb blog</td>
<td>20%</td>
</tr>
<tr>
<td>Communication Within the Field (CWIF) Paper</td>
<td>October 3rd</td>
<td>Paper copy for me; post to “CWIF” Bb forum for your peers</td>
<td>25%</td>
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<tr>
<td>Current Issues Presentation</td>
<td>November 14th</td>
<td>Post PowerPoint slides and any other materials to the Bb “Issues” forum – use your topic as the Subject Line</td>
<td>20%</td>
</tr>
<tr>
<td>Current Issues Précis</td>
<td>November 28th</td>
<td>Paper copy for me; 1 group member posts to Bb “Issues” forum (as part of YOUR presentation thread)</td>
<td>15%</td>
</tr>
<tr>
<td>Issues Group Work; Collaboration and</td>
<td>November 28th</td>
<td>Complete survey online</td>
<td>10%</td>
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<tr>
<td>Leadership</td>
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<tr>
<td>Active Class Participation</td>
<td>EVERY WEEK</td>
<td>Every way!</td>
<td>10%</td>
</tr>
</tbody>
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