INSC 510-001: INFORMATION ENVIRONMENT
FALL 2018 (On-Campus)
School of Information Sciences (SIS)
College of Communication and Information (CCI)
University of Tennessee

Mondays, 10:10 am-12:50pm
Zoom Meeting ID (if Applicable): 405-315-8783

COURSE OVERVIEW

Instructor: Dr. Carolyn Hank
Office Location: 420B Communications Bldg
Office Hours: Mondays 3-4pm, and by appt.
Email: chank@utk.edu
Phone: 865-974-4049
Text: 865-242-7170

SIS Location/Contact info
451 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 10:10am until 12:50 pm in **Strong Hall Cottage**. The first day of class is August 27, 2018; last day is December 3rd. Be aware: We will meet via Zoom, rather than in our campus classroom, for class on November 19th (Session #12).

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 Outcomes[1]
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 Sciences, and the evolution of the information professional.
4) Be familiar with various information fields and careers for those with an MS in Information Sciences.
5) Understand and be familiar with a range of issues facing information professionals.
6) Be familiar with the vocabulary of the profession.
7) Be familiar with the professional associations that help information 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.

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[1] Of the nine objectives stated in the *SIS Program Outcomes*, INSC 510 explicitly addresses four (Outcomes 3, 4, 5 and 7). For more information on the SIS Program outcomes, see: http://www.sis.utk.edu/program/outcomes

Course Design (Readings, Activities and Expectations)

The course adopts an active learning approach. Students are expected to complete all required readings, attend all class sessions 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. Optional readings are also provided there. An **Optional Readings Bibliography** is also posted to the class Canvas site (under "Other Course Materials"). 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 from various online retailers:

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

Throughout the **Course Outline**, required readings from the required text are abbreviated as Bawden & Robinson (2012), with the corresponding book chapter and page numbers. It is expected (and required) that you acquire the text. HOWEVER: If you experience a significant delay in receiving your required text, such as an extended delivery time, contact me ASAP so solutions can be explored. A delayed shipment, without contacting me, is insufficient excuse for not staying current on required readings from this text.

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 and page numbers:

> 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** are available through different channels, including the open Web and subscription databases from 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 Canvas site to see if any scanned PDFs 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. You are expected to retrieve the assigned journal articles etc., whether from the library's collection or elsewhere. I do not provide instruction in how to do so. For guidance, 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 Canvas site in the "Modules" section **before** the start of class (typically the same day), organized by class session; e.g., Session 1: Course Overview. 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 three small group assignments. Be aware: One due date does not coincide with a scheduled class session, and another has a flexible due date (these exceptions are indicated by an * in the due date column in the table that follows). See the "Assignments" section on the Canvas site for detailed instructions and rubrics. You will also submit assignments via Canvas, unless otherwise directed.

Assignment	Due Date (mm/dd/yyyy)	Maximum Pts Possible (%)
Individual Assignment 1: Introduction	09/4/2018*	10 pts (10%)
Group Assignment 1: Information Concept Map	09/24/2018	15 pts (15%)
Individual Assign. 2: Ethics & the Information Professional	10/08/2018	20 pts (20%)
Group Assignment 2: Five Laws Infographic	10/29/2018	15 pts (10%)
Individual Assignment 3: Job Analysis	11/05 to 11/26*	20 pts (20%)
Group Assignment 3: InfoMD	11/19/2018	10 pts (10%)
Individual Assignment 4: Elevator Pitch	12/03/2018	10 pts (10%)
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 <u>emergencies</u> that prevent students from completing the course on time. They are granted only under "the most unusual of circumstances," and solely at the discretion of the instructor. Plan your semester's course of study 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 <u>Campus Syllabus</u>, prepared by the University Provost, for a summary of key policy statements and related links. The Campus Syllabus is provided on page 7 of this syllabus.*

Academic Integrity and Honesty
The School and University values academic integrity. Plagiarism in any of its forms is intolerable, and attention to appropriate and required citation in written work is expected and required. (More information on citation style is provide later, 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 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/.

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

Class Policy Statements

Assignments and Evaluation
- The words or ideas of others must be properly 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.
- Citations in the **Course Outline** are in APA format. Review these if you are unfamiliar with APA or need a refresher. I have also made guidance documentation available on Canvas under "**Other Course Materials**."
- 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, not on, 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 on time. There are limited exceptions when I may agree to receive a late assignment; this is determined on a case-by-case basis, and is not a given. If you will be late submitting 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 late assignments. If you will miss a class session when you will be presenting as part of a group assignment requirement, you must inform your group members and me ASAP, in advance of the date the of the scheduled presentation (when possible). I reserve the right to dock points for missed presentations (for the individual only, not the group as a whole).
- All assignment instructions come with the scoring rubric. Be sure to review the rubric in addition to the detail assignment instructions.
- Any questions concerning the grading scale or any specific 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 marked assignments within two weeks, though this is not a guarantee. Be aware it may take three or more weeks for my evaluation to be completed.
- Your scores 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. Be aware I may be away from my office phone at times. You are welcome to contact me via text message instead.
- If you have questions, concerns, or other topics to discuss, you are welcome to visit me during office hours (Mondays 3pm to 4pm) in my office. I can also arrange a time to meet (in my office, via Zoom, over the phone) by appointment. Just contact me via email or text.
- I try to respond to all email, phone and text messages **within 48 hours**. But be aware other activities, such as travel or research, may delay me. If you have an urgent problem, the best way to get in touch is via text message or email; if email, be emphatic in the subject line that it is an urgent message. 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 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 clas*s on time*.
- Be considerate of your classmates by participating fully in class-related activities.
- Be prepared for each class by completing the required readings or viewings, enabling you to ask questions and participate in discussions and activities.
- Be an active and positive participant in class discussions.

Class Attendance and Cancellation

- Class attendance is EXPECTED. **Contact me 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 should 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; 5) military obligation, 6) religious holidays; and 7) court imposed legal obligations (e.g., 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 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.

- Dr. David C. Manderscheid, Provost and Senior Vice Chancellor

UNIVERSITY CIVILITY STATEMENT -- http://civility.utk.edu/
"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."

EMERGENCY ALERT SYSTEM -- http://safety.utk.edu/
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 UT Alerts. 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
Each student is responsible for his/her personal integrity in academic life and for adhering to UT's Honor Statement. The Honor Statement reads: "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 THE COURSE THROUGH 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.

STUDENTS WITH DISABILITIES -- http://sds.utk.edu
"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Student Disability Services (SDS) at 865-974-6087 in 100 Dunford Hall to document their eligibility for services. Student Disability Services will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

ACCESSIBILITY POLICY AND TRAINING – http://accessibility.utk.edu

WELLNESS -- http://counselingcenter.utk.edu/ and http://wellness.utk.edu/
The Student Counseling Center is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. **The Center for Health Education and Wellness** manages 974-HELP**,** the distressed student protocol**,** case management**,** the Sexual Assault Response Team, and the Threat Assessment Task Force**.**

COURSE OUTLINE

The course outline is organized by session number, date and topical theme (e.g., Information, Interaction and Communication). The following information is provided for each scheduled session:

OBJECTIVES: Listed are the main topics and anticipated learning goals for the respective session. You may want to keep these in mind when you complete the required materials assigned for that session.

REQUIRED: You are expected to complete the reading(s) and/or viewing(s) listed here **before the start** of the respective session, and be prepared to apply these materials to class discussions as well as course assignments. (FYI: "After-Class" is indicated for Session 1 only).

OPTIONAL: These are provided for self-exploration of a topic of interest in more detail (these may also be useful in completing course assignments). These **are not required**. (FYI: "After-Class" is indicated for Session 1 only). Also, remember to see the "**Optional Readings Bibliography**" posted to Canvas if interested in other recommendations to supplement class themes.

The following information *may be* provided (if applicable to a particular session):

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

ASSIGNMENT: All due dates are indicated in the outline, <u>whether or not</u> they coincide with a scheduled class session. (FYI: For your convenience, a handout of detailed instructions **for all assignments** in the course is available under the **"Other Course Materials"** Module on Canvas).

OTHER BUSINESS: Listed here are FYIs, including reminders for upcoming assignment due dates (as appropriate), as well as other information pertinent to class business/logistics.

SESSION 1, AUGUST 27, 2018: COURSE OVERVIEW

OBJECTIVES:
- Review syllabus, and identify course objectives and expectations.
- Review other course materials, including assignments and the class Canvas site.

REQUIRED (AFTER-CLASS):
- Class syllabus
- Class Canvas site
- Detailed Course Assignments handout (Skim)
- Selected Resources in Information Sciences handout (Skim)

OPTIONAL: (AFTER-CLASS):
- Johnson, M. (2010). *The frontier*, pp. 1-12.

ASSIGNMENT:
- Submit *Introduction* via Canvas by **Tuesday, Sept. 4th** by 11:59pm.

OTHER BUSINESS:
- Next week is Labor Day; no class or office hours (I will see you again on September 10th).

SESSION 2, SEPTEMBER 10, 2018: INFORMATION, INTERACTION & COMMUNICATION

OBJECTIVES:
- Discuss how personal preferences influence how we acquire and make use of information.
- Distinguish different information interaction roles: seeker, innocent bystander, targeted audience and prospector.
- Describe a basic model for communication.
- Define and distinguish the terms data, information, knowledge, and wisdom.
- Define and distinguish primary, secondary, and tertiary sources of recorded information.

REQUIRED:
- Bawden & Robinson (2012). *Preface*, pp. xiii-xiv.
- Bawden & Robinson (2012). *Forwards,* pp. xv-xxv.
- Bawden & Robinson (2012). *List of acronyms*, pp. xxvii-xxx (Skim).
- Bawden & Robinson (2012). *Chapter 4: Basic concepts of Information science,* pp. 63-89.
- Buckland, M.K. (1991). Information as thing. *Journal of the American Society for Information Science, 42*(5), 351-360.
- [Watch] Pomerantz. J. (2017, January 9). What is information. In Metadata MOOC. Retrieved from https://youtu.be/vkPyJNEv1Dk. {Video runs 16 min., 35 seconds}

OPTIONAL:
- Bates, M.J. (2006). Fundamental forms of information. *Journal of the American Society for Information Science and Technology, 57*(8), 1033-1045.
- Farradane, J. (1979). The nature of information. *Journal of Information Science, 1*(1), 13-17.
- Zins, C. (2007). Conceptual approaches for defining data, information, and knowledge. *Journal of the American Society for Information Science and Technology*, *58*(4), 479-493.

OTHER ACTIVITIES:
- Small group assignment, *Information Concept Map*, to be begun during class; *not due until September 24th.*

OTHER BUSINESS:
- This session only: PDFs of the Bawden & Robinson required readings will be available under the Session 2 Canvas Module for those still waiting on book delivery.

SESSION 3, SEPTEMBER 17, 2018: HISTORY AND EVOLUTION OF INFORMATION SCIENCES

OBJECTIVES:
- Identify key developments in the history of recorded information.
- Discuss the evolution of traditional information organizations.
- Define information science, library science and other related domains within the Information Sciences.

REQUIRED:
- Bawden & Robinson (2012). Chapter 1: *What is information science … ,* pp. 1-17.
- Bawden & Robinson (2012). Chapter 2: *History of information … ,* pp. 19-35.
- Buckland, M.K. (1997). What is a document? *Journal of the American Society for Information Science, 48*(9), 804-809.
- Bush, V. (1945). As we may think. *Atlantic Monthly*, July 1945. Retrieved from http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/
- [Watch] Pomerantz. J. (2017, January 9). Introduction to Information Science. In Metadata MOOC. Retrieved from https://youtu.be/Y-PbRKHKoU8. {Video runs 11 min., 09 seconds}

OPTIONAL:
- Borko, H. (1968). Information science: What is it? *Journal of Documentation*, *19*(1), 3-5.
- Hjørland, B. (2000). Library and information science: Practice, theory and philosophical basis. *Information Processing and Management, 36*(3), 501-531. doi: 10.1016/S0306-4573(99)00038-2.
- Saracevic, T. (1999). Information science. *Journal of the American Society for Information Science, 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

OTHER BUSINESS:
- Reminder that *Information Concept Map* due next week (September 24th).
- The School is hosting our inaugural SIS Career Exploration Week (Sept. 17-21). Look out for messages via SIS listservs and social media for more information and events to attend.

SESSION 4, SEPTEMBER, 24, 2018: PROFESSIONAL VALUES AND ETHICS

OBJECTIVES:
- Identify and describe major professional associations and their respective specializations.
- Explore and discuss ethical conventions that inform the work of information professionals.

REQUIRED:
- Bawden & Robinson (2012). Chapter 11: Information society, pp. 236-241 (Only read from "information ethics and values," stopping before "information society infrastructures").
- ALA Council. (2004, June 29). Core values of librarianship. Retrieved from http://www.ala.org/advocacy/intfreedom/corevalues
- ALA Council. (2008, January 22). Code of Ethics of the American Library Association. Retrieved from http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/proethics/codeofethics/Code%20of%20Ethics%20of%20the%20American%20Library%20Association.pdf
- American Library Association, & Association of American Publishers. (2004, June 30). The freedom to read statement. Retrieved from http://www.ala.org/advocacy/intfreedom/freedomreadstatement
- ASIS&T. (1992, May 30). ASIS&T professional guidelines. Retrieved from http://www.asis.org/AboutASIS/professional-guidelines.html
- SAA Council. (2011, May). Core values of archivists. Retrieved from https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics
- SAA Council. (2012, January). Code of Ethics for Archivists. Retrieved from https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics

OPTIONAL:
- Johnson, M. (2010). Wizards of odd, pp. 133-169; To the ramparts, pp. 105-121; On the ground, pp. 31-48).
- American Library Association. (2013, July 6). Libraries and the Internet toolkit: Tips and guidance for managing and communicating about the Internet. Retrieved from http://www.ala.org/advocacy/intfreedom/iftoolkits/litoolkit/librariesinternet
- ALA Committee on Professional Ethics. (2009, January). Questions and answers on the enforcement of the Code of Ethics. Retrieved from http://www.ala.org/tools/ethics/faqenforcement
- ALA Committee on Professional Ethics. (2013, July). Questions and answers on ethics and social media. Retrieved from http://www.ala.org/tools/ethics/faqsocialmedia

- ALA Committee on Professional Ethics. (2014, July 1). Questions and answers on speech in the workplace. Retrieved from http://www.ala.org/tools/ethics/faqworkplacespeech

OTHER ACTIVITIES:
- Brief Show-N-Tell: Information Concept Maps.
- Meet student leaders from select SIS student organizations.

ASSIGNMENT:
- *Information Concept Map* is due by the start of class.

OTHER BUSINESS:
- Be aware today's readings may be useful for completing the Ethics and the Information Professional assignment (due October 8th).

SESSION 5, OCTOBER 1, 2018: THE INFORMATION WORKFORCE, DIVERSITY & INCLUSION

OBJECTIVES:
- Identify requirements and expectations for the three options for the MSIS capstone (Comps, ePortfolio and Thesis).
- Explore professional competencies, specializations, and roles in various information organizations.
- Explore the demographics of the information professions, and calls for diversity and inclusivity.
- Discuss select trends in hiring, and workforce projections for the field.

REQUIRED:
- Abels, E., Jones, R., Latham, J., Magnoni, D., & Marshall, J.G. (2003 June). Competencies for information professionals of the 21st century. Alexandria, VA: Special Libraries Association. Retrieved from http://sla.org/wp-content/uploads/2013/01/0_LRNCompetencies2003_revised.pdf
- Hastings, S.K. (2015). If diversity is a natural state, why don't our libraries mirror the populations they serve? *Library Quarterly, 85*(2), 133-138. doi: https://doi.org/10.1086/680152
- Jaeger, P.T., Sarin, L.C., & Peterson, K.J. (2015). Diversity, inclusion, and library and information science: An ongoing imperative (or why we still desperately need to have discussions about diversity and inclusion). *Library Quarterly, 85*(2), 127-132. doi: https://doi.org/10.1086/680151
- 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. Library Trends, 58(2), 141-154. doi: 10.1353/lib.0.0084
- [Review/Skim] School of Information Sciences Curriculum Committee. (2008, April 16). Most frequent qualifications required for select entry-level positions in LIS. Retrieved from https://www.sis.utk.edu/careers/resources/qualifications
- [Review/Skim] School of Information Sciences. (n.d.). Selected positions of information professionals. Retrieved from https://www.sis.utk.edu/careers
- [Review/skim] School of Information Sciences. (n.d.). Comprehensive exam. Retrieved from https://www.sis.utk.edu/programs/comps
- [Review/skim] School of Information Sciences. (n.d.). ePortfolio guidelines. Retrieved from https://www.sis.utk.edu/programs/eportfolio
- [Review/skim] School of Information Sciences. (2016, February 24). School of Information Sciences Thesis Guidelines. Retrieved from https://www.sis.utk.edu/programs/components/thesis

OPTIONAL:
- Johnson, M. (2010). The blog people, pp. 49-66; Follow that tattooed librarian, pp. 123-131.

- Jaeger, P.T., Cooke, N.A., Feltis, C., Hamiel, M., Jardine, F., & Shilton, K. (2015). The virtuous circle revisited: Injecting diversity, inclusion, rights, justice, and equity into LIS from education to advocacy. *Library Quarterly, 85*(2), 150-171. doi: https://doi.org/10.1086/680154
- Jaeger, P.T., Subramaniam, M.M., Jones, C.B., & Bertot, J.C. (2011). Diversity and LIS education: Inclusion and the age of information. *Journal of Education for Library & Information Science*, *52*(3), 166-183.
- [Review/skim] Special issue of Library Trends (2010): Workforce Issues in Library and Information Science, Part 2. *Library Trends, 59*(1-2). Retrieved from http://muse.jhu.edu/journals/library_trends/toc/lib.59.1-2.html
- [Review/Skim] Blog: Hiring librarians. Retrieved from http://hiringlibrarians.com/archives/
- [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:
- In-class viewing: Wesch, M. (2007, October 12). *Information R/Evolution. Retrieved from* http://youtu.be/-4CV05HyAbM

OTHER BUSINESS:
- Reminder: *Ethics and the Information Professional* due next week (due October 8th).
- Be aware these readings may be useful for completing the *Job Analysis* assignment (flexible due date; submit anytime between November 5-29, 2018).

SESSION 6, OCT. 8, 2018: PARADIGMS & APPLIED PRACTICE IN THE INFORMATION SCIENCES

OBJECTIVES:
- Explore various theoretical orientations from the framework of information sciences as a meta-discipline.
- Explore applied, professional practice areas within the realm of the information sciences.

REQUIRED:
- Bawden & Robinson (2012). Chapter 3: Philosophies and paradigms of … , pp. 37-61.
- Bawden & Robinson (2012). Chapter 5: Domain analysis, pp. 91-104.
- Bates, M. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science, 50*(12), 1043-1050.
- Connaway, L.S., & Faniel, I.M. (2014). Reordering Ranganathan: Shifting user behaviors, shifting priorities. Dublin, OH: OCLC Research. Retrieved from http://www.oclc.org/research/publications/library/2014/oclcresearch-reordering-ranganathan-2014-overview.html
- Pierce, S.J. (1992). Dead Germans and the theory of librarianship. *American Libraries, 23*(8), 641-643. Retrieved from JSTOR database.

OPTIONAL:
- Johnson, M. (2010). Gotham city, pp. 171-212; The best day, pp. 245-252.
- Leiter, R.A. (2003). Reflections on Ranganathan's Five Laws of Library Science. Law Library Journal, 95(3), 411-418.

ASSIGNMENT:
- *Ethics and the Information Professional* is due by 11:59pm.

OTHER ACTIVITIES:
- Small group assignment, *Five Laws Infographic*, to be begun during class; *not due until 10/29/18.*

SESSION 7, OCTOBER 15, 2018: INFORMATION RESEARCH & INFORMATION ORGANIZATION

OBJECTIVES:
- Identify common data collection and analysis techniques for information research.
- Discuss strategies for evaluating published information research.
- Explore conceptual approaches to information organization.

REQUIRED:
- Bawden & Robinson (2012). Chapter 14: Information science research …, pp. 303-326.
- Bawden & Robinson (2012). Chapter 6: Information organization, pp. 105-130.
- Shedroff, N. (1999). Information interaction design: A unified field theory of design. In R. Jacobson (Ed.), *Information Design* (pp. 267-292). Boston, MA: MIT Press. Retrieved from http://nathan.com/information-interaction-design-a-unified-field-theory-of-design/
- UT Knoxville Institutional Review Board. (2015, August). Advice for students from the UT Knoxville Institutional Review Board (IRB). Retrieved from https://libguides.utk.edu/ld.php?content_id=25464999

OPTIONAL:
- [Review/Skim] Completed SIS Theses, with abstracts. Retrieved from http://www.sis.utk.edu/programs/sis-thesis

OTHER BUSINESS:
- Continue work on small group assignment, *Five Laws Infographic*, outside of class (due 10/29).

SESSION 8, OCTOBER 22, 2018: INFORMATION BEHAVIORS: NEEDS, MOTIVATIONS & SEEKING

OBJECTIVES:
- Explore motivating factors and barriers encountered when seeking information.
- Explain how situational relevance impacts our information seeking behaviors.
- Identify key researchers in information behaviors, models these researchers have developed, and concepts underlying these models. (FYI: Confluence with INSC 530)

REQUIRED:
- Bawden & Robinson (2012). Chapter 9: Information behavior, pp. 187-210.
- Belkin, N.J. (2000). Helping people find what they don't know. *Communications of the ACM, 43*(8), 59-61.
- Savolainen, R. (2008). Source preferences in the context of seeking problem-specific information. *Information Processing & Management, 44*(1), 274-293.
- Taylor, R.S. (1968). Question negotiation and information seeking in libraries. *College and Research Libraries, 29*(3), 178-194.

OPTIONAL:
- Choo, C.W., Detlor, B., & Turnbull, D. (2000). Information seeking on the Web: An integrated model of browsing and searching. *First Monday, 5*(2). Retrieved from http://firstmonday.org/ojs/index.php/fm/issue/view/116
- Dervin, B. (1998). Sense-making theory and practice: An overview of user interests in knowledge seeking and use. *Journal of Knowledge Management, 2*(2), 36-46.
- Kuhlthau, C.C. (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American Society for Information Science, 42*(5), 361-371.

OTHER ACTIVITIES:
- Handout: Information seeking models.

OTHER BUSINESS:
- Continue work on small group assignment, *Five Laws Infographic*, outside of class (due 10/29).

SESSION 9, OCTOBER 29, 2018: INFORMATION BEHAVIORS: RETRIEVAL & USE

OBJECTIVES:
- Describe information seeking techniques and strategies.
- Distinguish between assessment methods and strategies for information relevance and informational value and quality.
- Discuss the concept of incidental information acquisition (IIA).
- Identify some of the techniques used to measure the impact of scholarly works.

REQUIRED:
- Bawden & Robinson (2012). Chapter 7: Information technologies … , pp. 131-164.
- Bawden & Robinson (2012). Chapter 8: Informetrics, pp. 165-185.
- Duff, W. M., & Johnson, C. A. (2002). Accidentally found on purpose: Information-seeking behavior of historians in archives. *Library Quarterly, 72*(4), 472-496

OPTIONAL:
- Duff, W. M., & Johnson, C. A. (2002). Accidentally found on purpose: Information-seeking behavior of historians in archives. *Library Quarterly, 72*(4), 472-496.
- Heinstrom, J. (2006). Psychological factors behind incidental information acquisition. *Library and Information Science Research, 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. *Information Processing and Management, 26*(6), 755-776.

OTHER ACTIVITIES:
- Five Laws 3-Minute Madness presentations.

ASSIGNMENT:
- *Five Laws Infographic* due by the start of class.

OTHER BUSINESS:
- (Upcoming) *Job Analysis* assignment: Flexible due date; submit anytime between 11/5 to 11/29.

SESSION 10, NOV. 5, 2018: INFORMATION SOCIETY & INFORMATION AS A COMMODITY

OBJECTIVES:
- 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.
- Explore issues impacting access to and use of information.

REQUIRED:
- Bawden & Robinson (2012). Chapter 10: Communication information … , pp. 211-229.
- Bawden & Robinson (2012). Chapter 11: Information Society, pp. 231-249.
- Anderson, C. (2004 October). The long tail. *Wired Magazine.* Retrieved from https://www.wired.com/2004/10/tail/
- Brimhall-Vargas, M. (2015). Where the rubber meets the road: The role of libraries and librarians in bringing equitable access to marginalized communities. *Library Quarterly, 85*(2), 193-199. doi: https://doi.org/10.1086/680157
- [Skim] Values, Outcomes, and Return on Investment of Academic Libraries (LibValue) Project website. Retrieved from http://www.libvalue.org/home

OPTIONAL:
- Johnson, M. (2010). How to change the world, pp. 87-103.

- Chatman, E. (1996). The impoverished life-world of outsiders. *Journal of the American Society for Information Science, 47(*3), 193-206.
- Frank, R.H. (2007). Introduction. In *The economic naturalist: In search of solutions to everyday enigmas* (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. *American Behavioral Scientists, 53*(8), 1111-1132.
- Schement, J.R. (2003). Measuring what Jefferson knew and DeTocqueville saw: Libraries as bridges across the digital divide. *IT & Society, 1*(4), 118-125.

ASSIGNMENT:
- *Job Analysis* may be submitted anytime between 11/5 to 11/29.

SESSION 11, NOVEMBER 12, 2018: INFORMATION TECHNOLOGY, OVERLOAD & LITERACY

OBJECTIVES:
- Discuss pervasiveness of communication channels for information production and consumption.
- Define information communication technologies (ICTs).
- Discuss the evolution of ICTs and identify select key trends.
- Define and describe the phenomena of "information overload."
- Define information literacy and associated sub-literacies.

REQUIRED:
- Bawden & Robinson (2012). Chapter 13: Digital literacy, pp. 287-302.
- Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *Journal of Academic Librarianship, 32*(2), 192-199.
- Rosen, J. (2010, July 21). The Web means the end of forgetting. *New York Times Magazine*. Retrieved from http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html
- [Watch]: Wesch, M. (2007, January 31). Web 2.0: The machine is us/ing us. Retrieved from http://www.youtube.com/watch?v=6gmP4nk0EOE {Video runs 4 min., 31 seconds}

OPTIONAL:
- Johnson, M. (2010). Information sickness, pp. 13-30; What's worth saving?, pp. 213-243.
- Behrens, S.J. (1994). A conceptual analysis and historical overview of information literacy. *College and Research Libraries, 55*(4), 309-322. doi: https://doi.org/10.5860/crl_55_04_309
- Carr, N. (2008). Is Google making us stupid? *Atlantic Monthly, 302*(1), 56-63. Retrieved from http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/
- Granovetter, M.J. (1973). The strength of weak ties. *American Journal of Sociology, 78*(6), 1360-1380.

OTHER ACTIVITIES:
- Small group assignment, *InfoMD*, to be begun during class; due next week *(11/19/2018).*

OTHER BUSINESS:
- Next week we do not meet in our physical class room; rather we will meet during our regular class time on Zoom. See the first page of the Syllabus for the Zoom Meeting ID. An invitation with information on how to join the Zoom session will be emailed to all class members.

SESSION 12, NOV. 19, 2018: POLICY, PRIVACY, CENSORSHIP & FREEDOM OF EXPRESSION
*** CLASS HELD VIA ZOOM, NOT IN OUR REGULAR CLASSROOM ***

OBJECTIVES:
- Explore broad legal and regulatory frameworks impacting the information environment.

- Describe challenges in facilitating access within information policy parameters.
- Identify select regulations and emerging responses in regard to issues of privacy, censorship, freedom of expression, and freedom of information.

REQUIRED:
- Bawden & Robinson (2012). Chapter 12: Information management and policy, pp. 251- 285.
- Asheim, L. (1953). Not censorship but selection. *Wilson Library Bulletin, 28* (September), 63-67. Retrieved from http://www.ala.org/advocacy/intfreedom/NotCensorshipButSelection
- Asheim, L. (1983). Selection and censorship: A reappraisal. *Wilson Library Bulletin, 58*(3), 180-184. (See Session Folder on Canvas for access to reading).
- The University of Tennessee. (2017, October 1). IT0110: Acceptable use of Information technology resources (Ver. 3). Retrieved from http://policy.tennessee.edu/it_policy/it0110/

OPTIONAL:
- Johnson, M. (2010). Big brother and the holdout company, pp. 67-85.
- Dresang, E. (2006). Intellectual freedom and libraries: Complexity and change in the twenty-first-century digital environment. *Library Quarterly, 76*(2), 169-192.
- Fine, S. (1996). How the mind of a censor works: The psychology of censorship. *School Library Journal, 42*(1), 23.
- Strickland, L.S., & Hunt, L.E. (2005). Technology, security, and individual privacy: New tools, new threats, and new public perceptions. *Journal of the American Society for Information Science and Technology, 56*(3), 221-235.

OTHER ACTIVITIES:
- In-class viewing: Ordering pizza in the future (2006, June 11). Retrieved from https://youtu.be/RNJl9EEcsoE
- Volunteer Show-N-Tell: InfoMD

ASSIGNMENT:
- *InfoMD* is due by 11:59pm.

OTHER BUSINESS:
- No office hours today.
- Next week is last chance to submit *Job Analysis* assignment.

SESSION 13, NOVEMBER 26, 2018: COPYRIGHT, CREATIVE COMMONS & OPEN ACCESS

OBJECTIVES:
- Describe challenges in facilitating access and information seeking within information policy parameters.
- 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.
- Explore Creative Commons licenses.

REQUIRED:
- ALA Council. (2014, July 1). Copyright: An interpretation of the Code of Ethics. Retrieved from http://www.ala.org/tools/ethics/copyright
- Office of Scholarly Communication, Association of Research Libraries. (2004, May). Framing the issue: Open access. Retrieved from http://www.sparc.arl.org/sites/default/files/framing_issue_may04.pdf
- Hirtle, P.B. (2018, January 10). Copyright term and the public domain in the United States. Retrieved from http://copyright.cornell.edu/resources/publicdomain.cfm

- [Watch] Creative Commons. (2002). Get creative. Retrieved from https://creativecommons.org/about/videos/get-creative/ {Video runs 6 min., 37 seconds}
- [Watch] Wikimedia Foundation. (2017, February 7). What is Creative Commons? Retrieved from https://youtu.be/dPZTh2NKTm4 {Video runs 1 min., 23 seconds}
- [Skim]: Office for Information Technology Policy, ALA. (n.d.). Copyright Advisory Network: Resources. Retrieved from http://librarycopyright.net/resources/

OPTIONAL:
- Bailey, C.W. (2006). Strong copyright + DRM + weak net neutrality = Digital dystopia?. *Information Technology and Libraries, 25*(3), 116-127, 139. doi: https://doi.org/10.6017/ital.v25i3.3344
- Minnow, M. (2003, November 10). Digital preservation and copyright by Peter Hirtle. [Web log post]. Retrieved from https://fairuse.stanford.edu/2003/11/10/digital_preservation_and_copyr/
- Fernandez-Molina, J.C., & Peis, E. (2001). The moral rights of authors in the age of digital information. *Journal of the American Society for Information Science and Technology, 52*(2), 109-117.

OTHER ACTIVITIES:
- Handout: Assigning Creative Commons Licenses.

ASSIGNMENT:
- Last chance to submit *Job Analysis* (on/by 11:59 pm Eastern).

OTHER BUSINESS:
- (Upcoming) *Elevator Pitch* due next week before the start of class.

SESSION 14, DECEMBER 3, 2018: THE 21st CENTURY INFORMATION SOCIETY

OBJECTIVES:
- Revisit course learning goals.
- Share and discuss key impressions from the course.
- Discuss implications and share projections of the future of research and practice in the 21st century information environment … and beyond.

REQUIRED:
- Bawden & Robinson (2012). Chapter 15: The future of information science, pp. 327-338.
- Institute of Museum and Library Services. (n.d.). Museums, libraries, and 21st century skills: Definitions. Retrieved from https://www.imls.gov/issues/national-initiatives/museums-libraries-and-21st-century-skills/definitions

OPTIONAL:
- Johnson, M. (2010). Epilogue. In This Book is overdue … (pp. 253-261). New York, NY: Harper-Collins

OTHER ACTIVITIES:
- PowerPoint Karaoke a.k.a. Battle Decks.
- Volunteer Show-N-Tell: Elevator Pitch.

ASSIGNMENT:
- *Elevator Pitch*, last assignment of the semester, is due by the start of class.

OTHER BUSINESS:
- Office hours will be held as usual today but a heads-up that I will hold the final office hours of the semester next week (Monday, December 10 from 3pm to 4pm) if you have any final questions/concerns before final course grades are submitted.