University of Wisconsin – Milwaukee
School of Information Studies

Introduction to Information Science
L&I SCI 110

Instructor:
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General Description:
This course introduces basic issues in information science and information studies, including the nature of information, information services, information professions, information policy, information ethics, and the complex relationships between information technologies and society.

Objectives:
1. Combine theory and everyday examples to provide a broad-based introduction to the field of information science and information studies.
2. Connect current information-based institutions and technologies to their historical roots and with their cultural, political, and economic settings.
3. Investigate the impact of the development of technology on access to and use of information and the changes that this development causes in the structure and operation of society.

Competencies:
Upon successful completion of the course, students will:
1. Understand and be able to relate concepts of information science and information studies
2. Describe various institutions and technologies for the organization, storage, and retrieval of information, and relate their cultural, social, and political impact
3. Posses general knowledge of current issues in information technology, information organization, the information professions, information policy, and information ethics

Method of Instruction & Learning:
- Classroom lecture and discussion, complemented by review of relevant current events and online content.

Prerequisites:
- No specific course prerequisites.

Course Schedule: (subject to minor changes)

Week	Topic	Readings (always check D2L)	Resp.
9/5	1.2 Course Introduction		
9/10 9/12	2.1 Information Literacy & Research (**at Library**) 2.2 Screening: "Digital Nation"	Information Literacy Tutorial (D2L)	
9/17 9/19	3.1 The Information Society: Influences & Impacts 3.2 The Information Society: Critiques & Concerns	L&K Ch. 1 // Masuda Postman // May Ch. 1 & 6	**X**
9/24 9/26	4.1 Information: Characteristics & Flows 4.2 Information Science: Fundamentals	L&K Ch. 2 // Barlow Debons, Ch. 3 // D&S Ch. 2	
10/1 10/3	5.1 **Mini-Exam 1** 5.2 Information Systems: Past	 L&K Ch. 4 // D2L links	
10/8 10/10	6.1 Information Systems: Present 6.2 Information Systems: Future	L&K Ch. 5 // D&S Ch. 6 O'Reilly // D2L links	**X**
10/15 10/17	7.1 Information Organization & Retrieval: 1.0 7.2 Information Organization & Retrieval: 2.0	Stockwell // Zimmer (partial) Shirky // Zimmer (cont'd)	**X**
10/22 10/24	8.1 Information Institutions: Traditional 8.2 Information Institutions: Googlization	L&K Ch. 6 Caufield // Vaidhyanathan	
10/29 10/31	9.1 **Mini-Exam 2** 9.2 Information Professions & the BSIST	 Debons, Ch 2	
11/5 11/7	10.1 Economics of Information 10.2 Information Policy & Regulation	L&K Ch. 9 L&K 267-277 & 301-314	**X**
11/12 11/14	11.1 Information Ethics 11.2 Issue: Information Access & Digital Divide	L&K 341-347 // D&S 211-221 // Capurro L&K 357-364 // Kraemer // Smith (1-19)	**X**
11/19 11/21	12.1 Issue: Human Factors & Information Access 12.2 NO CLASS – Thanksgiving Break	Shneiderman // L&K 355-60	
11/26 11/28	13.1 Issue: Intellectual Property 13.2 Issue: Information Privacy	L&K 314-321 // Davis Solove // Dyson // Zimmer	**X**
12/3 12/5	14.1 Issue: Information Security 14.2 **Mini-Exam 3**	Pesante	**P**
12/10 12/12	15.1 Individual meetings on paper (no lecture) 15.2 Individual meetings on paper (no lecture)		
12/20	Final Paper Due (11:59pm, via D2L)		

Required Readings:

- Primary textbook: (at UWM Bookstore)

  J. Lester and W. Koehler. (2007). *Fundamentals of Information Studies: Understanding Information and Its Environment* (2nd edition). Neal-Schuman Publishers. ISBN: 9781555705947

- Additional readings available via D2L:

  Barlow, J. P. (1994). A Taxonomy of Information. *Bulletin of the American Society for Information Science*, *20*(5), 13-17.

  Caufield, J. (2005). Where Did Google Get Its Value? *portal: Libraries and the Academy*, *5*(4), 555-572.

  Capurro, R. 2011). Information Ethics: The Field, *International Center for Information Ethics.* http://icie.zkm.de/research

  [D&S] Davis, C. & Shaw, D. (2011). *Introduction to Information Science and Technology.* Medford, NJ: Information Today.

Davis, R. (2001). The digital dilemma. *Communications of the ACM, 44*(2), 77-83.

Debons, Anthony (2008). *Library Science 101*. Scarecrow Press

Dyson, E. (2008). Reflections on privacy 2.0. *Scientific American, 299*(3), 50-55

Kraemer, K. L., Dedrick, J., & Sharma, P. (2009). One laptop per child: vision vs. reality. *Communications of the ACM, 52*(6), 66-73.

Masuda, Y. (2004). Image of the Future Information Society. In F. Webster (Ed.), *The Information Society Reader* (pp. 15-20). London: Routledge.

May, C. (2002). *The information society: A sceptical view*. Polity.

O'Reilly, T. (2005). What is Web 2.0? http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html.

Pesante, L. (2008). Information Security Basics, Carnegie Mellon University.

Postman, N. (1990) Informing ourselves to death. Speech delivered at a meeting of the German Informatics Society.

Shirky, C. (2005). Ontology is Overrated: Categories, Links, and Tags. *Clay Shirky's Writings About the Internet* http://www.shirky.com/writings/ontology_overrated.html.

Shneiderman, B. (2000). Universal usability. *Communications of the ACM, 43*(5), 84-91.

Smith, A. (2010). Home broadband 2010. Pew Internet & American Life Project.

Solove, D. (2008). The end of privacy? *Scientific American, 299*(3), 100.

Stockwell, F. (2001). *A History of Information Storage and Retrieval.* Jefferson, NC: McFarland & Company. [Chapter 11]

Vaidhyanathan, S. (2010). "Introduction: The Gospel of Google", *The Googlization of everything (And why we should worry)*. Berkeley, CA: University of California Press.

Zimmer, M. (2008). Privacy on Planet Google: Using the Theory of "Contextual Integrity" to Clarify the Privacy Threats of Google's Quest for the Perfect Search Engine. *Journal of Business & Technology Law, 3*(1), 109-126.

Zimmer, M. (2009). *Renvois* of the past, present and future: hyperlinks and the structuring of knowledge from the *Encyclopédie* to Web 2.0. *New Media & Society*, *11*(1&2), 107-125.

- Various Web links and videos are also assigned each week, available via D2L. You are also encouraged to read (*and improve*) the relevant Wikipedia articles for each topic.

Course Elements: *(read these carefully and completely)*

1. Lectures:

    a. Lectures will focus on the assigned reading, highlighting particular items and connecting content in the readings to other "real-world" examples. Students are expected to attend each lecture, arriving prepared to participate in informal discussions of the class material, respond to direct questions, and ask questions of their own. Frequently, videos will be shown to complement the course material.

    b. Attendance is required. A sign-in sheet will be distributed during each class. Signing in, and then leaving class, will be noted and will impact your "Attendance & Participation" grade. Repeated tardiness will negatively impact your "Attendance & Participation" grade.

    c. Absences require the instructor's approval in advance, and may require written documentation of medical or family emergencies. Multiple unexcused absences will be noted and will impact your "Attendance & Participation" grade.

2. Participation:

   a. Each student is expected to actively and constructively participate in class. I, or the teaching assistant, will note contributions by each student in each class meeting to guide the assessment of the "Attendance & Participation" grade element. If you make well-informed and relevant contributions to at least half the sessions then you should score very well. There is no need to hog the discussion, and a few quiet days will not hurt your score.

   b. In order to accomplish this objective, it is imperative that you prepare for class. Do the readings beforehand, think about the introductory comments posted to D2L each week, write down some notes or questions to ask in class.

   c. Some course sessions will include breakout and small group discussion and work. Your participation will be assessed based on the constructive and collaborative use of this in-class time to interact with your group, share perspectives, and learn from each other interactively.

3. Written Responses:

   a. Students must submit 6 written responses over the course of the semester, assigned in weeks designated with an "X" on the course schedule. Submissions are due via D2L by 6pm on the Friday of the weeks indicated.

   b. Worksheets will be distributed in each class to help students process the lecture material and organize their thinking. For your responses, you must choose to answer one question from each of the 2 lecture worksheets for that week (thus, there will be two answers in your submission).

      - For example, your first written response is due on the Friday of week 3 (Sept. 21). For this response, you must pick one (1) question from each of the worksheets for lecture 3.1 and 3.2.

      - For the response due in week 6 (Friday, Oct. 12), you will pick one question from each of the worksheets 6.1 and 6.2. And so on.

   c. Each of the three submitted answers should be at least 250 words (500 words total for the entire submission), and must be typed, double-spaced, with one-inch margins. Use a 12-point kerned font such as Times New Roman. Don't forget your name, the course number, an assignment description, and the date. Assignments turned in via D2L should be in .doc, .docx, or .rtf format.

   d. Each response is worth 2.0 points, and will be evaluated based on the following rubric:

2.5	Exceptional responses that are on time, exceeds required length, connects to previous lecture material or readings, refers to external sources, and reveals considerable depth of analysis. *(bonus credit)*
2.0	Submission is on time, each response is at required length, generally free from errors, and shows you have suitably engaged with the reading and lecture material in crafting your answer. *(full credit)*
1.0	Submissions that are late (max 24 hours), not at required length, error ridden, or responses that show a lack of real effort to engage with the course material. *(half credit)*
0	Responses more than 24 hours late, or reveal a clear failure to address the question or course material. *(no credit)*

4. Mini-Exams:

   a. The course includes three mini-exams. Each exam will consist of short answer and/or brief essay questions. They will be taken in class on the dates assigned; no exceptions or extensions will be provided.

   b. Students needing special accommodations must visit the Student Accessibility Center for the necessary evaluation and paperwork.

5. Research Paper:

   a. Students will be required to write a research paper in lieu of a final exam. Your paper will focus on a particular information technology or system, and will explore it from a variety of perspectives addressed in the course (historical, impact on institutions & professions, human factors, policy & ethical concerns, etc). You must cite readings used in class, as well as reliable and appropriate sources found elsewhere. Additional details will be provided.

   b. <u>Proposal</u>: Students are required to write a brief proposal for their final research paper (graded for credit). The proposal should open with a brief discussion of the broader issue, and then mention a more specific example that will be researched. Five potential resources/citations should also be identified and provided (use the library databases and scholarly sources, along with news and online sources). Length should be at least 250 words (not including references). <u>The proposal is due in class on Monday December 3</u> (week 14, marked with "**P**" in calendar). Feedback will be provided on the proposal to guide your progress on the final paper through one-on-one meetings to be scheduled during the 15th week of the class.

   c. Final papers must be between 1200 and 1500 words in length <u>Final papers are due via D2L by 11:59 Thursday, December 20</u> via D2L dropbox. Late submissions will not be accepted.

   d. Papers will be graded based on a 100-point scale, which can be converted to equivalent letter grades based on the "grading scale" provided in the next section of the syllabus. The general grading rubric is below: In this grading scheme, a "B," for example, is not a subtraction from an initial state of an "A," but rather recognition of good and thorough work.

   A = Excellent; you "wow"-ed me. Work demonstrates impressive understanding of readings, discussions, themes and ideas. Written work is fluid, clear, analytical, well organized and grammatically polished. Reasoning and logic are well grounded and examples precise. "A" quality work cites outside materials, draws connections between topics from multiple sessions, and generally impresses.

   B = Good; a clear understanding of the topic. Work demonstrates a thorough and solid understanding of readings, discussions, themes and ideas. Written work is clear and competent, but is somewhat general, a bit vague, or otherwise lacking in precision. While analytical, writing presents more description than analysis. Arguments are solid but not thoroughly original or polished.

   C = Fair; shows limited understanding, or limited amount of effort. Work demonstrates a somewhat fragmented understanding of readings, discussions, themes and ideas. Shows acquaintance with readings and ideas, but not intellectual engagement. Written work is choppy and argument somewhat difficult to follow, examples are vague or irrelevant, and ideas are imprecise. Work veers toward underdeveloped ideas, off-topic sources or examples, personal anecdotes, creative writing, memoir, etc.

   D = Unsatisfactory. Work demonstrates little understanding or even acquaintance with readings, discussions, themes and ideas. Written work is choppy, fractured and unclear. Submission has little logical development, and reveals little effort to really engage.

   F = Failure / Unacceptable. Work does not demonstrate understanding of topics, ideas and readings. This is also the grade for work not submitted and plagiarized work.

Course Policies:

Credit Breakdown:			Grading Scale:			
Attendance & Participation	10%		A	94-100	C	74-77
Written Responses	20%		A-	91-93	C-	71-73
Mini-Exam 1	15%		B+	88-90	D+	68-70
Mini-Exam 2	15%		B	84-87	D	64-77
Mini-Exam 3	15%		B-	81-83	D-	60-63
Paper Proposal	5%		C+	78-80	F	0-59
Final Paper	20%					

Atmosphere for Learning:

- Students are encouraged to participate in open and frank discussions of the course material, but are also expected to respect the opinions of other students and to engage in discussion and debates in a sensitive and respectful manner.

- Before class begins, please turn off all cell phones, instant messengers, and any other items that might ring, buzz, play "Call Me Maybe," or otherwise call attention to themselves and disrupt class.

- Laptop computers may be used to assist in note taking. But please check email, chat, text, and update your Facebook status on your own time; it is distracting and disrespectful to the instructor and your classmates.

- Fair warning of things I will take note of: Coming to class late, leaving class early, sleeping in class, excessive eating in class, playing on your laptop or texting during class, doing work for other courses in class, etc. These, or similar, activities will negatively affect your attendance/participation grade.

Contacting Me:

- I will be available for *short* discussions immediately before and after class. Typically, any substantive issues will need to be addressed later via email or office hours.

- By email: I will respond to class-related emails during normal work hours, and will generally reply the same day as received (an e-mail sent after working hours, however, may not be replied to until the next morning). Please be sure to use your UWM e-mail account, identify yourself and the course, and *always* use proper and professional e-mail etiquette and modes of address. For example, don't start your e-mail with *"Hey Mike"* or end with *"Kthxbye!"*

- In person: I will be in my office and available to talk to you during my scheduled office hours (see above). Other times may be available via appointment.

- By telephone: During my campus office hours I will also be accessible my office telephone. The number is 414-229-3627.

UWM and SOIS Academic Policies:

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University: http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf.

Undergraduates may also find the ***Panther Planner and Undergraduate Student Handbook*** useful (http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf). For graduate students, there are additional guidelines from the Graduate School (http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/), including those found in the ***Graduate Student and Faculty Handbook***: http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/.

- Students with disabilities. If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is

comprehensive coverage of issues related to disabilities at the Student Accessibility Center (http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html), important components of which are expressed here: http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf.

- Religious observances. Students' sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm. Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.

- Students called to active military duty. UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see http://www3.uwm.edu/des/web/registration/militarycallup.cfm), including provisions for refunds, readmission, grading, and other situations.

- Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student's control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf).

- Discriminatory conduct (such as sexual harassment). UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.

- Academic misconduct. Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (http://www.uwm.edu/Dept/OSL/DOS/conduct.html) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.

- Complaints. Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.

- Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm).

- Examinations, Finals. The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams (http://www.uwm.edu/Dept/SecU/acad+admin_policies/S22.htm).

- D2L and Student Privacy: Certain SOIS courses utilize the instructional technology Desire to Learn (D2L) to facilitate online learning. D2L provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), but may be used for student evaluation.