This Syllabus might be subject to change. Refer to Canvas for final deadlines.

University of Kentucky
School of Information Science (SIS)
ICT 311 Introduction to Information Science
Section 201 / Asynchronous Online

This course introduces theoretical and foundational concepts of Information Science and situates information the contexts in which it is circulated, conceptualized, and used. Students will learn fundamental approaches to understanding relationships across technology, people, and society. Emphases include technologies, classification, information transfer, format, use, and definitions of information and "information age.

Note: This class is online and asynchronous with strict deadlines and participation requirements.

Instructor: Dr. Fátima Espinoza Vásquez (She/her/hers)
Office Hours: Tuesdays 1-2 pm EST via Zoom. Please email for an appointment.
Zoom meeting room for office hours: https://uky.zoom.us/j/85930295915
Meeting ID: 859 3029 5915
Preferred method of communication: Canvas Inbox
Email: fatima.espinoza@uky.edu
Office location: 320 Lucille Little Fine Arts Library.

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COURSE DESCRIPTION

Teaching Approach

The class will be mostly asynchronous; however, there will be strict deadlines and some synchronous teamwork. It is designed using a constructivist approach, meaning that students will have an active role in their learning. They will participate in setting goals, contextualizing content through discussions, team collaborations, and a variety of projects.

This course employs the "Flipped Classroom" methodology because it favors the application of conceptual knowledge over factual recall. Thus, each week, students are expected to independently familiarize themselves with the learning material (i.e., readings, videos, etc.). Then they will apply and analyze it through graded in-depth discussion, problem-solving, peer reviews, collaborations, and workshops.

Teaching techniques will be adapted based on the course content and individual student learning styles; thus, some elements of this syllabus might be subject to change. Whenever it does, students will be notified in advance, and the newest version will be posted on Canvas.

Student Learning Outcomes

After completing this course, the student will be able to:

1. Understand the history of Information Science and draw connections between contemporary Information Communication Technologies.
   Articulate the definition of Information Science distinguishing it from other fields.

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2. Differentiate and critique Information Science theoretical and conceptual principles and apply them to analyze their application in today's society.
3. Explain the relationship between Information and individuals, organizations, and society.
4. Identify and deconstruct information policy issues.
5. Describe the social, political, and cultural aspects of information and technology.

Course Format and Structure

This class will take place online and is highly interactive. That is, this is not one of those classes where log into CANVAS one or two days before assignments are due. There are both synchronous and asynchronous components students must engage in through the week. In other words, even though we will not meet face to face, students will meet online with teammates, and you will work on their own time while abiding by the course meetings, deadlines, and participation expectations. To have a fruitful interactive learning experience, students must engage with the course material, activities, instructor, and with their classmates throughout the week, not just before deadlines. Students are expected to spend at least three hours each week on coursework (i.e., lectures, readings, exercises, and assignments).
There are 15 modules, one per each week of the semester, each module covers a new topic. Each module has
(1) a module overview with instructions for the week,
(2) learning material students must read or watch and
(3) activities and assignments, they must do.
==Always start each module by reading the "Module Overview" for instructions on how to engage with that week's content.==

Class Schedule, Participation, and Attendance

Student participation in online courses is crucial to enhance everybody's learning experience. Participation will be measured in the extent to which students log into Canvas and engage with the course activities several times a week. Expect to work on this course a minimum of three hours through the week. So, plan accordingly. Be aware that there will usually be more than one deadline every week. Do not wait until the last minute to log in and do the assignments.
There may be syllabus and schedule changes, so, check Canvas often for class updates or additional information. All announcements and information about the class will be posted there.

Required Learning Material

Readings and Textbooks

All readings and learning material will be listed on the course schedule at the end of this syllabus and on Canvas. Most of them will be online resources available through the UK Library. However, it is recommended (not required) that students purchase or rent at least one of the following two books.

- Lester, J., & Koehler, W. C. (2007). Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. 2nd edition.
- In Shaw, D. (2013 Introduction to information science and technology. Information Today Inc. (ISBN: 9781573874236)

Technology

Students will need:

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1. Internet-ready (wi-fi enabled or cellular data connection) computer.
2. Access to Canvas through their UK ID. It is strongly recommended to download the Canvas app to mobile devices.
3. Access to a webcam and a microphone.
4. Access to Zoom (which students should already have with their link blue username and password).

ASSIGNMENTS AND EVALUATION

The constructivist and flipped methodologies require students to engage in reflections, discussion, peer reviews, and the creation of material where they apply learned theoretical concepts. Students will be required to complete several exercises and assignments in each module.

Type of Assignments and Activities

Assignments/exercises are designed to apply new skills and concepts learned in the readings and class materials. About 60% of the work students will do in this class will be individual, and 40% will be group-based.
Type of assignments:
- Short Discussions
- Video Presentations
- Debates
- Podcasts
- Collaborative eBooks
- Peer-Reviews
- Research Papers
- Infographics

Detailed instructions for each assignment will be posted on the respective module on Canvas.

Midterm

The midterm will be a series of group and individual assignments in which you and your team will build an information literacy repository.

Final Project

For the final assignment, you will build upon that work (i.e., your posts, graphics, discussions, etc.) to create a booklet about information science. The booklet should be an introduction to Information Science for people with the same background as you. Think of it as "Information Science for Dummies" type of book for people in your field (or the field you have been writing about in this class.)
Why a booklet? Because aside from learning by teaching, this booklet can be a reference document that you can share and use for other classes or at work.

Grading Parameters

1. Weekly Activities, Participation, and Assignments 70%
2. Big Papers and Projects 30%

Grading Scale

95% – 100% = A (Exceptional Achievement)

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80% – 94% = B (High Achievement)
70% – 79% = C (Average Achievement)
60% – 69% = D (Below Average)
0% – 59% = E (Failing)

Professionalism and Class Citizenship

Thus, students should approach it with professionalism. Which implies being punctual, participating actively in all activities, presenting high-quality work, doing readings, and maintaining an open, yet respectful, and engaged attitude.
We strive to build a respectful atmosphere; thus, interactions should remain professional, supportive, respectful, and focused on learning. In online environments this is particularly critical because we don't have the cues to convey message that we do in face-to-face environments. That is why it is crucial to be extremely mindful of the language we use and the way we address each in our communication. Avoid personal attacks or references, be kind, polite, courteous, avoid overcriticizing or negativity, avoid making premature assumptions, be empathetic, and value other people's opinions.

Self-Discipline,

This course requires constant online interaction throughout the week (e.g., Readings, group work, assignments, polls, etc.). Each student is responsible for completing readings, turning in assignments, and participating regularly and on time. In other words, they must engage early and through the week, do not wait until the last minute to complete readings or assignments, especially during group assignments.

Formatting Assignments

All homework must include the student's name, the instructors' names, the course and section, and the date. When submitting assignments on Canvas, documents should have a descriptive name. For example, "lastname_reflection." Students are responsible for keeping back-up copies of all their work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation.

PARTICIPATION, ABSENCES, AND EXCUSES

Excused Absences and Late Work

Students need to notify the instructor of absences before class when possible. In an online class, this means reduced participation in a specific week. Students have up to one week following an excused absence to provide appropriate documentation. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences:
(a) Serious illness,
(b) Illness or death of a family member
(c) University-related trips,
(d) major religious holidays, and
(e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.
Excuses for university-sponsored activities must be made before such absence. When students anticipate an absence due to an important religious holiday, they are responsible for notifying the instructor in writing no later than the last to add a class. Two weeks before the absence is

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reasonable but should not be given any later. Information regarding major religious holidays is available through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Verification of Absences

Acceptable verification of excused absences due to illness includes documentation from a medical professional (must include medical professional's contact information) with date of service and any restrictions or time off explicitly stated, Tier 2 emails from University Health Services (for limited absences), or Tier 3 documents from University Health Services for extended absences (must accurately identify date range for absence). Tier 1 documents provided by University Health Services will only be accepted for up to 2 absences (non-consecutive days). Tier 1 documents will not be accepted on exam
days.

Late Work Penalty

I may accept late work on a case by case basis. Approved late assignments submitted within 24 hours will receive a 20% penalty. Late work submitted within 48 hours will receive a 30% penalty, and late work received before 72 hours will receive 40% off.

COMMUNICATION WITH THE INSTRUCTOR

E-mail Policy

- The preferred method of communication: Canvas message
- Secondary: Email fatima.espinoza@uky.edu
- Please allow 24 hours for your instructor to respond to your e-mail during the school week.
- On weekends, responses may not be made until Monday.
- Before you e-mail with questions, please read your assignment information and syllabus carefully.
- If you have not heard from your instructor within 24 hours, please send a follow-up e-mail or message.
- The policies about class citizenship apply here too, so be professional, <u>respectful,</u> and <u>mindful</u> of the language you use when addressing your instructor. Avoid personal attacks or references, be kind, polite, courteous, avoid overcriticizing or negativity, avoid making premature assumptions, be empathetic.
- Finally, please adhere to the following rules when sending an email. Your instructor receives hundreds of emails every day, following these rules helps her help you better.

Always	Example
Include in the subject line your class number what you want to talk about.	Subject: ICT311 Team project question
Include an appropriate salutation. Begin with a greeting and address your professor by her appropriate title and last name.	Good afternoon, Professor Espinoza, Or Hello, Dr. Espinoza
Include an appropriate signature with your full name, class code, and section	Jane Doe IST150 Section 001

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Always	Example
Use standard punctuation, capitalization, spelling, and grammar.	Instead of writing "idk what 2 rite about in my paper can you help??" try something more like, "I am writing to ask about the topics you suggested in class yesterday."

Office Hours

The instructor will be available to speak face to face or via Zoom during office hours. Please email to make an appointment. Appointments should be made at least one day in advance.

Questions

Students should contact the instructor to schedule an appointment to discuss in person either face-to-face or via Zoom.

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences, incompletes, and academic accommodations due to disability are available online at
https://ci.uky.edu/sis/sites/default/files/policies.pdf

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at
http://www.uky.edu/StudentAffairs/Code/part2.html) states: All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self– expression. In cases
where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.
When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.
Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.
When a student's assignment involves research in outside sources or information, the student must carefully acknowledge what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.
For some assignments, the instructor might use Turnitin, a commercial Internet-based plagiarism-detection service.
All your assignments should cite work correctly. Plagiarized work may be given a zero. Repeat offenses will result in a failing grade for the course.

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UNIVERSITY RESOURCES

Reference Librarians

- Stacey Greenwell is the librarian specialized in Library and Information Science. She can be reached at stacey@uky.edu.
- Also, the reference librarians on the 2nd floor, North Wing of W.T. Young Library are more than happy to help with research for this class.
- You also have available UK's Distance Learning Library Services. Carla Cantagallo, is the Distance Learning Librarian, contact her at 859-218-1240

Please feel free to visit, call, e-mail, or chat with them, unless assignment requests that you do not seek their assistance. See the Libraries' Homepage for more information.

Academic Ombud

Dr. Joe McGillis, the Academic Ombud will assist you with a variety of issues, including grade disputes. She is in 109 Bradley Hall, and her number is 859-257-3737. You can e-mail her at ombud@uky.edu.

Disability Services

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.
I recommend using the UK Writing Center https://uky.mywconline.com

TENTATIVE SCHEDULE AND READINGS

Refer to Canvas for final list of readings and lectures

Module / Date		Topic	Reading
1 / Aug 22		Introduction to the course. Syllabus quiz. Discussion: What is Information?	Adriaans, Pieter, "Information," The Stanford Encyclopedia of Philosophy (Fall 2018 Edition), Edward N. Zalta (ed.), forthcoming URL = < https://plato.stanford.edu/entries/information/>. Barlow, J. P. (1994). A Taxonomy of Information. Bulletin of the American Society for Information Science, 20(5), 13-17.
2 / Aug 29	Defining Information	Information, Data, Knowledge?	Davis, C. H., & In Shaw, D. (2013). Our World of Information. Introduction to information science and technology. (pp1-7). Lester, J., & Koehler, W. C. (2007). The Impact of Information in Society. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 1-14) Postman, Neil. "Informing ourselves to death." The Nature of Technology. SensePublishers, Rotterdam, 2013. 7-14.
3 / Sep 6		What is Information Science?	Borko, H. (1968). Information science: what is it?. American documentation, 19(1), 3-5. Available through UK Libraries here: https://bit.ly/2wgmvl5

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			Dillon, Andrew. "What it means to be an iSchool." Journal of education for library and information science (2012): 267-273. Available through UK Libraries here: https://bit.ly/2PaEQ0h Davis, C. H., & In Shaw, D. (2013). Ch. 2 Foundation of Information Science and Technology. Introduction to information science and technology. (pp9-26). Editors Encyclopedia Britannica (2015) Information Science in Encyclopedia Britannica. Encyclopedia Britannica, inc. https://www.britannica.com/science/information-science
4 / Sep 12		History of Information Science and Depiction of the Field including careers	Lester, J., & Koehler, W. C. (2007). Ch 4. History of Information Technology. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 59-84) Davis, C. H., & In Shaw, D. (2013). Ch. 13 The Information Professions. Introduction to information science and technology. (pp 207-221). Lester, J., & Koehler, W. C. (2007). Ch 7. The information Professions. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 59-84) Stockwell, F. (2000). Ch. 11 Organizing Knowledge. A history of information storage and retrieval. McFarland.

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Module / Date		Topic	Reading
5 / Sep 19	Information and Humans	Information Behavior /Information Need and Seeking	Davis, C. H., & In Shaw, D. (2013). Ch. 3 Information Needs, Seeking, and Use. Introduction to information science and technology. (pp 27-42). Lester, J., & Koehler, W. C. (2007). Ch 3. Information Needs and Information Seeking Behavior. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 39-57) Stockwell, F. (2000). Ch. 17. The Complexity of Learning. A history of information storage and retrieval. McFarland. (pp. 149-158) Bates, Marcia J. (2010) Information Behavior In Encyclopedia of Library and Information Sciences, 3rd Ed. https://pages.gseis.ucla.edu/faculty/bates/articles/information-behavior.html Wilson, T. D. (2000). Human information behavior. Informing Science, 3(2), 49-56. https://www.researchgate.net/profile/Tom_Wilson25/publication/270960171_Human_Information_Behavior/links/57d32fe508ae601b39a42875/Human-Information-Behavior.pdf Wilson, T. (1997). Information behaviour: An interdisciplinary perspective. Information Processing and Management, 33(4), 551-572. https://bit.ly/2ORNCQM (Available through the UK library)
6 / Sep 26		Information Use and Transfer	Information Literacy Criteria
7 / Oct 3		Information Literacy	Midterm: Information Literacy Guide
8 / Oct 10	Information and Organizations	Information Management	Lester, J., & Koehler, W. C. (2007). Ch 6. Societal Institutions for Creation, Distribution, and Management of Information. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 111-144) Buckland, M. K. (1991). Ch. 6 Information in Information Systems. Information and information systems (No. 25). ABC-CLIO. (pp. 55-69) Buckland, M. K. (1991). Ch. 7 Information Technology in Information and information systems (No. 25). ABC-CLIO. (pp. 69-76) Davis, C. H., & In Shaw, D. (2013). Ch. 10. Information Management. Introduction to information science and technology. (pp 143-153).
9 / Oct 17		Information Retrieval	Davis, C. H., & In Shaw, D. (2013). Ch. 7. Structured Information Systems. Introduction to information science and technology. (pp 95-107).

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Module / Date		Topic	Reading
			Ingwersen, P., (2009) Ch. 35. Integrative Framework for Information Seeking and Interactive Information Retrieval in Fisher, K. E., Erdelez, S., McKechnie, L., & Information Today. (2009). Theories of information behavior. Medford: Information Today.
			Detlor, B., 2009. Ch. 68. Web Information Behaviors of Organizational Workers in Fisher, K. E., Erdelez, S., McKechnie, L., & Information Today. (2009). Theories of information behavior. Medford: Information Today.
			Hansen, P., Ch. 71 Work Task Information-Seeking and Retrieval Processes in Fisher, K. E., Erdelez, S., McKechnie, L., & Information Today. (2009). Theories of information behavior. Medford: Information Today.
10 / Oct 24 (Fall Break)		Information Representation and Visualization	Buckland, M. K. (1991). Ch. 12 Information Processing and Representation in Information and information systems (No. 25). ABC-CLIO. (pp. 115-125) SupercomPuting: The power of visualization [Video file]. (2005). Retrieved October 30, 2018, from https://digital-films-com.ezproxy.uky.edu/PortalPlaylists.aspx?wID=103668&xtid=35104 TedTalks: David McCandless—the beauty of data visualization [Video file]. (2010). Retrieved October 30, 2018, from https://digital-films-com.ezproxy.uky.edu/PortalPlaylists.aspx?wID=103668&xtid=48546
11 / Oct 31			Summary of Modules / Individual Research Work
12 / Nov 7	Information and Society	Information and Society	Lester, J., & Koehler, W. C. (2007). Ch. 10 Information, Power, and Society. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 241-262) Weigend, A. S. (2017). Data for the People: How to make our post-privacy economy work for you. Read the introduction: The Social Data Revolution. How Can We Ensure That Data Are for the People? Available in Google Books https://tinyurl.com/yafow5mf O'Neil, C. (2017). Life in the age of the algorithm. Science (New York, N.Y.), 355(6321), 137. Available through the UK library here; https://tinyurl.com/yahdf94n Cathy, O. N. (2013). On Being a Data Skeptic. Full text available for free download here https://www.oreilly.com/data/free/being-a-data-skeptic.csp, and to read partially in Google Books: https://tinyurl.com/y8kddesr

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Module / Date		Topic	Reading
13 / Nov 14		Information Policy	Defining Information Policy. (2011). Journal of Information Policy, 1, 1-5. Available through the UK Library here: https://bit.ly/2RkPSBB Browne, Mairead. (1997). The Field of Information Policy: I. Fundamental Concepts. Journal of Information Science, 23(4), 261-75. Available through the UK Library here: https://bit.ly/2KEP5c4 Espinoza Vasquez. Lecture. What is Information Policy? Video recording available on YouTube https://youtu.be/c3pwMeFkseE Akbarzadeh, A. (Director). (2015). Killswitch [Video file]. Random Media. Retrieved October 24, 2018, from Kanopy. https://uky.kanopy.com/video/killswitch
14 / Nov 21		THANKSGIVING BREAK	
15 / Nov 28		Final Project Submission	

Other Proposed Readings
- Case, D. O., & Given, L. M. (2016). Looking for information: A survey of research on information seeking, needs, and behavior. Bingley, UK [etc.: Emerald. (Available at the UK library)
- Norton, M. J., & American Society for Information Science and Technology. (2010). Introductory concepts in information science. Medford, N.J: Information Today, Inc. (Available at the UK library)
- Chen, C., Larsen, R., & Springer-Verlag, GmbH. (2016). Library and Information Sciences: Trends and Research. (Available at the UK library)
- Flynn, R. R. (1987). An introduction to information science. New York: M. Dekker. (Available at the UK library) (This one is focused on data)
- Case, D. O., & Given, L. M. (2016). Looking for information: A survey of research on information seeking, needs, and behavior. Bingley: Emerald.
- Norton, M. (2000). Introductory concepts in information science (ASIS monograph series). Medford, N.J.: Published for the American Society for Information Science by Information Today.
- Chen, C., & Larsen, R. (2014). Library and information sciences: Trends and research. Berlin: Springer Open.