

ICT 311-201 – SPRING 2023

Introduction to Information Science

Instructor: Dr. Will Silberman

Office Address: Virtual!

Zoom Office Space: <https://uky.zoom.us/j/83035525350>

Email: will.silberman@uky.edu

Office hours: Appointment only

Preferred method of contact: E-mail: I usually respond to questions within 48 hours.

Course Description

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 the “information age.”

Prerequisites

None, but it would be a bonus if you had taken ICT 205 or another 300-level ICT course.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- (1) Understand the history of Information Science and draw connections between contemporary Information Communication Technologies (i.e., ICTs).
- (2) Articulate the definition of Information Science and distinguish it from other fields.
- (3) Differentiate and critique Information Science’s theoretical and conceptual principles, as well as apply/analyze their application in today’s society.
- (4) Explain the relationship between Information and individuals, organizations, and society.
- (5) Identify and deconstruct information policy issues.
- (6) Describe the social, political, and cultural aspects of information and technology.

REQUIRED MATERIALS

All readings and learning materials will be listed on the course schedule at the end of this syllabus AND accessible via Canvas. Most of these materials will be online resources available through the UK Library. However, I personally recommend (but in NO WAY require nor expect) 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, C. (2013). *Introduction to information science and technology*. Information Today, Inc. (ISBN: 9781573874236)**

SKILL AND TECHNOLOGY REQUIREMENTS

Students will need...

1. Internet access (Wi-Fi or cellular data connection)
2. An Internet-ready device (e.g., computer, tablet)
3. Access to a webcam and/or a microphone
4. Access to Zoom
5. Access to Canvas through their UK ID. It is strongly recommended that students download the Canvas app to their mobile devices.

For technical/account help not related to this course, students can contact Information Technology Services by phone 859-208-HELP (4357) and via the [ITS Customer Services](https://www.uky.edu/its/customer-support-student-it-enablement/customer-services) page. (<https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>)

Classroom Behavior Policies

To help facilitate a positive and productive learning atmosphere for everyone in class, I encourage you to participate in classroom discussions. There may be situations in the class where you disagree about the kinds of policies that should exist. Constructive discussion about the merits of different approaches is an important part of the policy making process. Remember, however, to ensure you are always respectful of your peers as you contribute.

Written Assignment Guidelines

Written assignments are to be submitted as a Word, Google Doc, or PDF format if not submitted as a text entry. Papers are to be double-spaced using a 12-point Times New Roman font with 1-inch margins. *You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course.* Rules of academic conduct require that you not use the work of others without clearly indicating it as such.

Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

It is expected students will both consult and appropriately cite the academic and primary source literature where needed. It is imperative that students employ a variety of scholarly and primary sources on which to build their arguments. As such, you should search bibliographies in the material we are reading, use library databases, and conduct library searches to identify material on their chosen topic. Please rely on a commonly used style manual for your submissions (e.g. APA, MLA or Chicago). These are available in the Library or may be purchased through online book vendors. If you are uncertain about how to cite electronic sources, consult one of the many electronic guides to citing electronic sources available on the net. Minimal reference content includes: author (if known), date (if given), title, URL, and date accessed.

COURSE GRADING

Assignments/exercises are designed to apply new skills and concepts learned in the readings and class materials. Some of this work will be individual, others will be group-based.

Here is a list of *possible* assignments that may be assigned this semester:

- Short discussions
- Video presentations
- Debates
- Podcasts
- Collaborative eBooks/Pamphlets
- Peer-Reviews
- Research Papers
- Infographics

Detailed instructions for each assignment will be posted on Canvas.

Midterm – Building Block 2

There will be a set of midterm assignments in this class, in which you and your team of classmates will build an information literacy repository.

Final Project – Building Block 3

There will NOT be an exam in this class. *Instead*, you will build, aggregate, and self-evaluate the work you have done throughout the semester into a single portfolio surrounding information science. This portfolio should include an introduction to Information Science for people with the same background as you. Think of it as an “Information Science for Dummies” type of book for others in your field, but much more personal and containing a series of editorial perspectives. More will be explained throughout the semester.

Course Activities and Assignments: **100 pts (This entire course is worth 100 points!)**

- Weekly Assignments – 70% (details can be found in Canvas; 70 points spread out between Weeks 1-14)
- Building Block Projects – 30% (5, 12, and 13pts)

***Your instructor (Will!) will enter final grades. Percentage cutoffs for the final grades are listed below. The class will not be curved, but I reserve the right to adjust this scale in the students' favor. **Do not ask me to round.**

Grading Scale

90 – 100 = A

80 – 89 = B

70 – 79 = C

60 – 69 = D

Below 60 = E

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Assignment Policies (Late Work Policy)

Assignments are to be submitted online on Canvas. I will accept **unexcused** late work for a 20% penalty, no questions asked. If an assignment is to be submitted late for an **unexcused absence**, students must reach out to the instructor within one week after that assignment's due date to discuss an appropriate submission window for that unexcused late work. If the submission window passes, the assignment will then be given a score of zero. **No late work will be accepted after the last day of classes, which is 04/30.**

This course adheres to [the excused absence and make-up work policies set forth by the University of Kentucky](#). The TL;DR of this policy is as follows: Should you have an absence that UK classifies as an "excused absence," you **must** reach out to me within one week of that absence. Then, I will request you to **forward** me documentation verifying that absence. Finally, you will have a **timed extension** to submit the assignment or assignments that were due **for no penalty**. Failure to submit within that timed extension will result in a score of zero.

Assignments Due during Prep Week

There will be two assignments due during Prep Week. The first is a Peer Review assignment where you will be evaluating two other students' writeups. The second will be your Building Block 3 (BB3) assignment that you've been working on throughout the semester.

Discussing Grades

Students who have grade concerns must request a Zoom appointment with the instructor. Emailed inquiries will not be allowed. Questions related to individual grades should not be posed through Canvas. **Students who wish to discuss grades or scores earned have one week from the date grades are posted to do so.** Grades will not be addressed after this time period has expired. Students need to contact the professor for an appointment to discuss the issue. Students must provide a written explanation of their dispute when requesting the appointment. If the matter is unresolved after meeting with the instructor, students need to contact the director of School of Information Science. Students that do not fulfill these requirements will not be addressed and the original grades will be final.

IMPORTANT NOTES

1. Be sure to complete readings prior to the completing assignments and participation activities.
2. You are responsible for all information, announcements, and changes addressed in classes and/or Canvas.
3. The instructor reserves the right to alter the syllabus during the semester, if necessary.

ACADEMIC POLICY STATEMENTS

Please review UK Senate's [Academic Policy Statements](#).

ACADEMIC OFFENSES (CHEATING, PLAGIARISM, AND FALSIFICATION OR MISUSE OF ACADEMIC RECORDS)

Please review the [Rules Regarding Academic Offenses](#).

RESOURCES

Please review UK's [Distance Learning Library Services](#) and [Tutoring Coaching Resources](#).

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:

<https://ci.uky.edu/sis/sites/default/files/policies.pdf>

DIVERSITY, EQUITY, AND INCLUSION

This course and instructor honor the University's statement on diversity, equity, and inclusion. To read this statement, see [Syllabus Statement on Diversity, Equity, and Inclusion \(DEI\)](#).

OTHER STUDENT RESOURCES

The University offers a variety of resources to students. Visit the University Senate's [Resources Available to Students](#).

WILL'S POLICIES

General Expectations

It is my expectation that you will:

- 1. Keep up to date** with the course by reading the syllabus, checking Canvas *at least* once per week, and reading the readings/watching the videos I upload to Canvas.
- 2. Be prepared** for class by reading all assigned material BEFORE watching the video in which I discuss that material, if applicable.
- 3. Pay attention** to instructions when turning in assignments. Failure to understand instructions is never a valid excuse for missing an assignment.
- 4. Communicate early and often** with me when emergencies or unexpected circumstances arise (i.e. email with an explanation and strategy for getting caught up in the class). The more informed we are, the more understanding we'll be.

Zoom & Office Hours

I use **Zoom** for Office Hours. If you are unsure about how to use Zoom, please call the help desk at 859-218-4357 or email them at helpdesk@uky.edu.

We all enjoy meeting with students via Zoom during office hours! Office hours provide an opportunity for you to have one-on-one time with me to discuss issues and questions that you may have regarding the course. **Please use Office Hours!** Furthermore, appointments and meetings are a privilege that should not be abused, please come prepared with materials and questions to ask prior to meeting with me.

Seeing as this is an asynchronous course, and everyone enrolled in this course assuredly has vastly different school, work, and life schedules, I am strictly adhering to an Office Hour policy where I make **myself** available to you all (within reason, of course). This means that there is no strict "weekly office hour" set aside for this course. **Instead, I am more than willing to work WITH your schedule and find a time and day for us to meet** via Zoom. That being said, if you have a question and would like to check in or meet with me during a virtual Office Hour type of setting, then please **please** email me so I can make time for you. I love making time for students, so please **reach out to me** sooner rather than later!

Online Lectures

This course is classified as an **asynchronous online course**, meaning that we do not "meet" doing a regularly scheduled time as you would in-person or in a hybrid instruction situation. Instead, I **may** post lectures for you all to watch/listen to at your leisure. These lectures should **supplement** your online learning.

Assigned Readings

This course contains a *wealth* of information and knowledge for you to use in the virtual classroom, and I am hoping that at least *some* of the readings are helpful in your journeys throughout the ICT discipline. All of the readings in this course can be found on this syllabus (see the end!), in our modules, and in the FILES section on Canvas! At first glance, I can imagine that *SOME* of you may be concerned with how some weeks have a large number of readings and others have very little. There will be some weeks where you'll be asked to read some or most of the readings, and I will specify which readings are optional (if applicable) in each week's announcements.

Due Dates, Weekly Assignments, and Scheduling


I have structured this course to unlock on a weekly basis as the semester progresses. This means that this course is to be interacted with and completed on a **weekly** basis. To prevent having something due every single day, I have instead opted into having our assignments, quizzes, and activities due on the same day at the end of the "class week" to give you time to complete them throughout your week. **All new lectures and assignments will unlock on Monday mornings, 12:01am; assignments for that week will be due the upcoming Sunday. Unless otherwise noted on Canvas, all weekly assignments, exams, and activities are due on Sunday evenings, no later than 11:59pm.**

Email Communication and Canvas Announcements

During the semester, I frequently send out announcements using the email tool built into Canvas. This tool is maintained by the university and utilizes your UK email address. **Therefore, you must regularly check this email.** It is your responsibility to get your email forwarded to your UK account. Failure to check your university email might mean that you miss important class updates and information. You are responsible for information in these emails. Coming to me at the end of the semester and saying that you have not been receiving my emails/Canvas Announcements is NOT an acceptable excuse for missing important due dates and class information.

My email is at the top of this syllabus, but I am **also** reachable via Canvas. If you're less comfortable sending an email, then you're welcome to contact me via Canvas and I will reply just as quickly.

Policy

I have created the assignment descriptions and rubrics, syllabus, and videos for **your benefit**, and I expect you to read/understand these policies. I have also created these materials in response to common questions I have received since I began teaching this class. That being said, if you email me a question that is **already answered** on the assignment rubrics/descriptions, the syllabus, or the videos, I have the right to respond with a . Please, please, **please** read/watch the materials I have created for you. (This is also known as the "smiley face policy.")

Reading, Lecture Notes, and Class Announcements

Readings are to be completed on a weekly basis. My expectation is that you have read whatever is assigned before interacting with the course content on Canvas. I may post additional readings and other content on Canvas on a rolling basis throughout the semester. You are expected to be checking for the notes/additional readings frequently. Students will benefit from taking notes during lectures and/or during the readings. I will update Canvas frequently throughout the semester so you should never have any doubt as to where you can access information that is related to our class discussion and the course syllabus.

Extra Credit

I reserve the right to provide additional, optional, and easily-completed assignment opportunities throughout the semester. These opportunities, to be known as **Extra Credit Assignments**, will be set at **zero** points on Canvas. Upon completion of these assignments, points will be added to that grade (e.g., 2/0), meaning that these opportunities can **only improve your grade** (because a 0/0 does not deduct points from your final grade). These assignments will be graded on a complete/incomplete basis, where a “complete” rewards you with full credit, and incomplete yields a 0. Partial credit will not be awarded. These assignments are constructed to be completed in no more than an hour.

COURSE ASSIGNMENTS and TESTS

Below are just a handful of assignments that will be assigned throughout the semester. These assignments *are* subject to change, but you should expect to see *some* of these assignments below.

Syllabus Quiz (1 point)

This “quiz” will be assigned in the first week of classes and will contain questions that pertain to how this class is run, policies discussed in this syllabus, as well as information discussed in our week 1 “lecture.” For instance, one question will be: “When does new content unlock?” On page 8 of this syllabus, I explain that new content unlocks on **Monday**, so the answer that you should select should be...**Monday!** Yes, it’s that simple.

Individual Discussions (4-5 points)

There will be *at least two* opportunities that will request that you independently answer several questions based on the readings. If you’ve taken an online course before, you may already be familiar with Canvas Discussion assignments in which you thoroughly and accurately answer questions and then respond to several other students. This will be no different.

Collaborative Fact-Finding Discussions (2-5 points)

There will be *at least two* opportunities that will request that you work within a group and answering questions within that group. These fact-finding discussions will take place in a smaller Canvas Discussion Board that *only* your group has access to view, read, and respond. Your grade will be evaluated based on your *individual* participation and contributions.

Summative Discussions (2-5 points)

There will be *at least two* opportunities that will request that you exercise your skills of summarization, condensation, and synthetization based on your Collaborative Fact-Finding Discussions. Your Summative Discussions should contain all of the answers from the Collaborative Fact-Finding discussions, but summarized, condensed, and synthesized to ensure that there is group cohesion *and* little repetition exists. Your Summative Discussions will be available for the rest of the class to see and should demonstrate how you all come to general conclusions about the field of information science. These summative exercises will take place in the *same week* as your Collaborative Fact-Finding Discussions and have the same due date, meaning that you will need to set an *internal deadline* to complete your Collaborative Fact-Finding Discussions that is *earlier* than the deadline for the Summative Discussions to ensure that you’re completing all of the work that is needed. Only one person should be designated to post the summative discussion out of the group, and your grade will be evaluated based on your work as a team.

Group Evaluations (1-2 points)

After a group assignment, I *may* ask you all to evaluate your other group members based on their communication skills (i.e., responsiveness), their quality of work, and cooperation. The grade you receive on this assignment will be a mean score based on how your team rates you. For instance, if your teammates believe you deserve an A, then you'll receive an A (full credit). If one teammate believes that you deserve an A, and another believes that you deserve a C, you'll receive a B.

Building Block Project (30 points total; points will vary depending on the assignment)

This Building Block Project will operate as a semester-long capstone project where students will be asked to submit three separate assignments that build off each other. **This is mainly an individual project, but BB2 will contain a groupwork element AND an individual element.** You will build, aggregate, and self-evaluate the work you have done throughout the semester into a single portfolio surrounding information science. This portfolio should include an introduction to Information Science for people with the same background as you. Think of it as an "Information Science for Dummies" type of book for others in your field, but much more personal and containing a series of editorial perspectives. While I will be explaining more on these BB assignments throughout the semester a brief summary of these three assignments can be found below.

Building Block 1: Initial Overview of Information (5 points)

Students will begin to formulate a definition of information science, spanning a definition that may or may not align with current perspectives of information science, a "state of the field" that previews (for now, as we'll be learning more *throughout the semester*) the scope and current topical issues being examined/interrogated/discussed in information science, as well as a career field analysis that includes potential employment opportunities for those within the field inside and outside of the academy. There will be an opportunity for students to discuss their own career hopes as to where they may end up after school, or for those currently employed, where they *could* go with the additional knowledge of information science. This submission should be *no longer than five double-spaced pages*.

Building Block 2: Information Literacy Repository and Individual Guidelines (12 points)

After receiving feedback from Building Block 1, students will be asked to apply that feedback to their initial submission. Then, students will build upon their BB1 by adding several sources of additional content. First, students will be asked to work together in groups and create a repository of information by using *Zotero*. Second, an individual element will be assigned that will task students to discern guidelines for information literacy in a specific field, such as computer science, healthcare, law, marketing, computer engineering, or elsewhere. This set of individual guidelines should be tailored to the career discussed in Building Block 1 and should be formatted in the style of a guide rather than a traditional essay. This guide should be no longer than *10 double spaced pages*. Finally, there will be an opportunity for students to

complete a group evaluation. See the heading titled “Group Evaluation” for more information as to what to expect.

Building Block 3: Progress Report (13 points)

After receiving feedback from Building Block 2, students will be asked to compile a final booklet of information science and information literacy, incorporating *all* of the work that was conducted throughout the semester. In compiling this work, students should be able to *reflect on their journeys* and answer overarching questions that connect with course concepts and general theoretical inquiries of the field. Finally, students will be asked to review their submissions made throughout the semester in a progress report and assign themselves a grade. It is expected that students *reorganize and condense* content from prior submissions into the structure that will be provided to students.

Important: Although these papers have set due dates (as outlined above, as well as the end of the syllabus), you are free to submit these papers on Canvas earlier than the deadlines. I cannot guarantee that I will grade them immediately if you submit early, but I most certainly will try. I also cannot guarantee that I will be able to provide detailed feedback until I grade these assignments. **Therefore, if a document is submitted to me early, I will assume that your document is a final draft and will grade it accordingly. I cannot offer make-up opportunities for assignments submitted early and graded early. If you have questions about your assignments and/or want feedback, I will be more than happy to go over your questions during my office hours. I am unable to offer feedback via email.**

Weekly Course Calendar

Additional Readings will be made available on Canvas under the “Modules” section, as well as the files section. This schedule is subject to change, and any and all changes will be announced on Canvas as well as shown in an updated document.

Module/Date	Topic	Reading Assignments
Part I: What is Information?		
1 / Jan 9	Course Introduction.	Syllabus Quiz
2 / Jan 16	Information, Data, Knowledge?	<p>Adriaans, P. (2020). Information. <i>The Stanford Encyclopedia of Philosophy</i> (Fall 2020 Edition). URL = https://plato.stanford.edu/entries/information</p> <p>Barlow, J. P. (1994). A taxonomy of information. <i>Bulletin of the American Society for Information Science</i>, 20(5), 13-17.</p> <p>Davis, C. H., & In Shaw, D. (2013). Our world of information. <i>Introduction to information science and technology</i>. (pp. 1-7).</p> <p>Lester, J., & Koehler, W. C. (2007). The impact of information in society. <i>Fundamentals of information studies: Understanding information and its environment</i>. New York: Neal-Schuman. (pp. 1-14).</p> <p>Postman, N. (2013). Informing ourselves to death. <i>The nature of technology</i>. SensePublishers, Rotterdam. (pp. 7-14)</p>
3 / Jan 23	What is Information Science?	<p>Borko, H. (1968). Information science: what is it?. <i>American documentation</i>, 19(1), 3-5. Available through UK Libraries here: https://bit.ly/2wgmvl5</p> <p>Dillon, Andrew. "What it means to be an iSchool." <i>Journal of education for library and information science</i> (2012): 267-273. Available through UK Libraries here: https://bit.ly/2PaEQ0h</p> <p>Davis, C. H., & In Shaw, D. (2013). Ch. 2 Foundation of Information Science and Technology. <i>Introduction to information science and technology</i>. (pp9-26).</p> <p>Editors Encyclopedia Britannica. (2015). Information Science in Encyclopedia Britannica. Encyclopedia Britannica, inc. https://www.britannica.com/science/information-science</p>
4 / Jan 30	History of Information Science and Depiction of the Field including Careers	<p>Lester, J., & Koehler, W. C. (2007). Ch 4. History of Information Technology. <i>Fundamentals of information studies: Understanding information and its environment</i>. New York: Neal-Schuman. (pp. 59-84)</p> <p>Davis, C. H., & In Shaw, D. (2013). Ch. 13 The Information Professions. <i>Introduction to information science and technology</i>. (pp 207-221).</p>

		<p>Duarte, M. E., & Belarde-Lewis, M. (2015). Imagining: creating spaces for indigenous ontologies. <i>Cataloging & Classification Quarterly</i>, 53, 677-702. Found on UK Libraries.</p> <p>Lester, J., & Koehler, W. C. (2007). Ch 7. The information Professions. <i>Fundamentals of information studies: Understanding information and its environment</i>. New York: Neal-Schuman. (pp. 59-84)</p> <p>Stockwell, F. (2000). Ch. 11 Organizing Knowledge. A history of information storage and retrieval. McFarland.</p>
5 / Feb 6	In Sum	<p>Summary of Part I. Google and the World Brain Optional: BB1 Feedback Submission</p>
Part II: Information and Humans		
6 / Feb 13	Information Behaviors	<p>Davis, C. H., & In Shaw, D. (2013). Ch. 3 Information Needs, Seeking, and Use. <i>Introduction to information science and technology</i>. (pp 27-42).</p> <p>Lester, J., & Koehler, W. C. (2007). Ch 3. Information Needs and Information Seeking Behavior. <i>Fundamentals of information studies: Understanding information and its environment</i>. New York: NealSchuman. (pp. 39-57).</p> <p>Stockwell, F. (2000). Ch. 17. The Complexity of Learning. A history of information storage and retrieval. McFarland. (pp. 149-158)</p> <p>Bates, Marcia J. (2010) Information Behavior In <i>Encyclopedia of Library and Information Sciences</i>, 3rd Ed. https://pages.gseis.ucla.edu/faculty/bates/articles/informationbehavior.html</p> <p>Wilson, T. D. (2000). Human information behavior. <i>Informing Science</i>, 3(2), 49-56. https://www.researchgate.net/profile/Tom_Wilson25/publication/270960171_Human_Information_Behavior/links/57d32fe508ae601b39a42875/Human-Information-Behavior.pdf</p> <p>Wilson, T. (1997). Information behaviour: An interdisciplinary perspective. <i>Information Processing and Management</i>, 33(4), 551-572. https://bit.ly/2ORNCQM (Available through the UK library)</p> <p>BB1 Due!</p>
7 / Feb 20	Information Management	<p>Lester, J., & Koehler, W. C. (2007). Ch 6. Societal Institutions for Creation, Distribution, and Management of Information. <i>Fundamentals of information studies: Understanding information and its environment</i>. New York: Neal-Schuman. (pp. 111-144)</p> <p>Buckland, M. K. (1991). Ch. 6 Information in Information Systems. <i>Information and information systems</i> (No. 25). ABC-CLIO. (pp. 55-69)</p> <p>Buckland, M. K. (1991). Ch. 7 Information Technology in Information and information systems (No. 25). ABC-CLIO. (pp. 69-76)</p>

		Davis, C. H., & In Shaw, D. (2013). Ch. 10. Information Management. Introduction to information science and technology. (pp 143-153).
8 / Feb 27	Information Literacy	<p>Hong, & Kim. (2016). Political polarization on Twitter: Implications for the use of social media in digital governments. Government Information Quarterly, 33(4), 777-782. Available through UK library through https://saa-primo.hosted.exlibrisgroup.com/permalink/f/13ju48t/TN_elsevier_sdoi_10_1016_j_giq_2016_04_007</p> <p>Bail, C. A., Argyle, L. P., Brown, T. W., Bumpus, J. P., Chen, H., Hunzaker, M. F., ... & Volfovsky, A. (2018). Exposure to opposing views on social media can increase political polarization. Proceedings of the National Academy of Sciences, 201804840. Available through UK Libraries here: https://bit.ly/2zOGy2p</p> <p>Confirmation Bias Example: Why Men Don't Believe the Data on Gender Bias in Science https://www.wired.com/story/why-men-dont-believe-the-data-on-gender-bias-in-science/?mbid=email_onsiteshare</p> <p>Information literacy standard for higher education. http://www.ala.org/Template.cfm?Section=Home&template=/ContentManagement/ContentDisplay.cfm&ContentID=33553</p> <p>Chandler, D., & Munday, R. (2011). Information literacy. In (Ed.), A Dictionary of Media and Communication. : Oxford University Press. Retrieved 1 Oct. 2018, from http://www.oxfordreference.com.ezproxy.uky.edu/view/10.1093/acref/9780199568758.001.0001/acref-9780199568758-e-1333</p>
Part III: Information and Organizations		
9 / Mar 6	Information Retrieval	<p>Davis, C. H., & In Shaw, D. (2013). Ch. 7. Structured Information Systems. Introduction to information science and technology. (pp. 95-107).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>BB2 Group Portion Due</p>

B / Mar 13	SPRING BREAK	NONE
10 / Mar 20	Information Representation and Visualization	<p>Buckland, M. K. (1991). Ch. 12 Information Processing and Representation in Information and information systems (No. 25). ABCCLIO. (pp. 115-125)</p> <p>SupercomPuting: The power of visualization [Video file]. (2005). Retrieved October 30, 2018, from https://digital-filmscom.ezproxy.uky.edu/PortalPlaylists.aspx?wID=103668&xtid=35104</p> <p>TedTalks: David McCandless—the beauty of data visualization [Video file]. (2010). Retrieved October 30, 2018, from https://digital-filmscom.ezproxy.uky.edu/PortalPlaylists.aspx?wID=103668&xtid=48546</p> <p>BB2 Individual Portion Due</p>
Part IV: Information and Society		
11 / Mar 27	Big Data	<p>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).</p> <p>Weigend, A. S. (2017). Data for the People: How to make our postprivacy 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</p> <p>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</p> <p>Cathy, O. N. (2013). On Being a Data Skeptic. Full text available for freedownload here https://www.oreilly.com/data/free/being-a-dataskeptic.csp, and to read partially in Google Books: https://tinyurl.com/y8kddesr</p>
12 / Apr 3	Artificial Intelligence and Social Networks	<p>The AI race [Video file]. (2017). Segment "The AI Boom Explained" Retrieved November 18, 2019, from http://ezproxy.uky.edu/login?url=https://digital.films.com/PortalPlaylists.aspx?wID=103668&xtid=188125&loid=56193</p> <p>Jordan, M., & Mitchell, T. (2015). Machine learning: Trends, perspectives, and prospects. Science (New York, N.Y.), 349(6245), 255-260. Found from UK Libraries: https://saalck-uky.primo.exlibrisgroup.com/permalink/01SAA_UKY/ija67f/cdi_proquest_miscellaneous_169722_0242</p> <p>Brynjolfsson, E., & Mitchell, T. (2017). What can machine learning do? Workforce implications: Profound change is coming, but roles for humans remain. Science, 358(6370), 1530-1534. Found from UK Libraries: https://saalck-uky.primo.exlibrisgroup.com/permalink/01SAA_UKY/ija67f/cdi_proquest_miscellaneous_197996_6620</p>

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13 / Apr 10	Information Policy	<p>Defining Information Policy. (2011). <i>Journal of Information Policy</i>, 1, 1-5. Available through the UK Library here: https://bit.ly/2RkPSBB</p> <p>Browne, Mairead. (1997). The Field of Information Policy: I. Fundamental Concepts. <i>Journal of Information Science</i>, 23(4), 261-75. Available through the UK Library here: https://bit.ly/2KEP5c4</p> <p>Akbarzadeh, A. (Director). (2015). Killswitch [Video file]. Random Media. Retrieved October 24, 2018, from Kanopy. https://uky.kanopy.com/video/killswitch</p>
Final Project		
14 / Apr 17	Bringing it All Together	TBA – Semester Review
15 / Apr 24	PREP WEEK: FINISH PROJECT!	BB3 Due!
Last day of classes: Apr 30!		
F / May 1	FINALS WEEK	