LIS 600 Information in Society

Format: online
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I. Overview

Official Course Description: Students investigate the Information Society and its relationships with our world including the impact on information organizations and communities. Students focus on the discipline's ethics, values, and core concepts. No prerequisites.

Course goals: LIS 600 addresses the "Foundations of the profession" core competency area, as defined by the American Library Association. The course provides the following content: the history of library science and information science; core concepts of the field; the ethics and foundational principles of the field; key issues faced by LIS practitioners, and relevant social, economic, and cultural trends.

Contact Information: I am most accessible through email: **shannon.oltmann@uky.edu.** As a general rule, I will respond to course-related email correspondence within 24 business hours (it may be longer over weekends and during holidays). Please include the course number in brackets [600] in the subject line for all messages. I am happy to meet face to face or via technology with students, but you should set up the appointment in advance via email. Please note that **class communication is done via your official UK email address and/or Canvas messages.** You must check these frequently.

Schedule: Course weeks start on Sunday and end on Saturday. **The reading(s) (and any other activities) listed for a particular week should be completed before the class begins.**

Textbook: Hirsh, S. (Ed.) (2015). *Information services today: An introduction.* Lanham, MD: Rowman & Littlefield. ISBN: 978-1-4422-3958-6. Note: Many readings come from this book; it is necessary to purchase it for this course.

Course Objectives: Upon successful completion of this course, students will be able to:
1. Explain the concepts of information society and information ecosystem and how these relate to specific information organizations.
2. Articulate the role of diverse information organizations within various communities.
3. Apply the core values and ethics of the discipline as appropriate.
4. Communicate the function and value of information professionals.

Program Learning Objectives	Course Objectives	Assignment that ties in
Describe how communities & individuals interact with/in information ecosystems.	Explain the concepts of information society and information ecosystem and how these relate to specific information organizations.	Information ecology project
Analyze the major tenets of information practice and apply them in multiple contexts.	Apply the core values and ethics of the discipline as appropriate.	Information ecology project
	Communicate the function and value of information professionals.	Elevator pitch
Connect diverse communities & individuals with appropriate resources.	Articulate the role of diverse information organizations within various communities.	Information ecology project

Diversity: The School of Information Science defines diversity as "*embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community*." In this course, we address diversity in several ways. Many readings that discuss countries other than the U.S. are included in several different weeks. We spend a full week focusing on diversity in information professions. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization's community. Readings which are especially relevant to the theme of diversity are marked with a ☝ symbol.

Technology: The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. In this course, we incorporate technology in a variety of ways. We discuss technology infrastructure and its importance in information organizations, as well as the role of technology in information ecosystems. We spend a week discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course. Readings that are particularly relevant to the theme of technology are marked with a ☝ symbol.

II. Assignments & Grading

Reading. Completing the required reading each week is essential for doing well in the class. Many readings can be found through the UK Libraries; other readings will be made available online. Other material may also be required, such as PowerPoint slides, news articles, or videos. It is your responsibility to read/view this material as well. If you encounter a broken link or trouble accessing something, contact me.

Assignments. All assignments are due by 11:59 p.m. (Eastern time) on Saturday, unless otherwise noted. Assignments may be turned in early (though no extra credit is received for this). I will return graded assignments to you in a timely fashion. More details about each assignment can be found in the Assignments tab in the online environment. Detailed information will become available as the assignment due date nears. All assignments will be turned in online and returned to students online.

Pre- and Post-test completion: In this course, we require you to complete a pre-test in the first week of class and a post-test in the last week of class. Your answers are used only to evaluate the teaching of the material in the course, and you will receive the full five points upon completion, regardless of how many questions you actually get right or wrong. Do the best you can on these tests.

Participation: In this course, participation is measured by your contributions to the online discussions each week. Each class member must contribute regularly (i.e., at least 3 postings) to each set of Discussion Board questions—the equivalent of a "B" grade for "participation." (Note: this means at least three posts per module, not three posts for each question each module.) Less participation will lower the grade; frequent, informed participation will raise it. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Participation is worth 20% of your final grade. Due weekly.

Information Ecology Project: This project will contextualize what we learn about information ecology and apply it to a specific information organization. It is broken into multiple components.

Elevator Speech: This will be a short recorded presentation in which you make connections throughout the semester's readings and argue for the importance of our discipline.

Grading. The final grade in this course is determined according to the following percentages:

Participation (20 points):	20%
Information Ecology Project (65 points):	65%
Elevator Speech (10 points):	10%
Completion of pre/post test (5 points)	5%

Grades are based on a percentage scale. There are 100 points available. Grading will not be done on a curve, but on a strict points basis. You can check your grade at any time or email me with any questions regarding grading. Late assignments will lose 10% for each day they are late. For example, if an assignment is worth 10 points, and it is one day late, you will lose 1 point. Exceptions will be granted rarely—in advance and in writing. If you are going to turn in a late assignment, contact me as soon as possible to discuss the situation. At the end of the course, I will convert the points earned into a percentage:

90% and above = A
80% to 90% = B
70% to 80% = C
below 70% = E

I assign the grade of I (incomplete) rarely, only when I am convinced the student's circumstances warrant it. This must be discussed in advance with me and approved in writing.

III. Important Class Policies

Attendance
Regular attendance is essential to doing well in the class—and is also important to build a community and to help your classmates succeed. Unexcused absences will have a detrimental effect on your grade. Acceptable reasons for an excused absence from course activities include serious illness or bereavement. If in doubt, please contact the instructor as soon as possible to discuss your situation. It is UK policy to grant incompletes (I grade) only for such reasons; see the UK Student Code for details (www.uky.edu/StudentAffairs/Code/).

Excused Absences
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

More information about relevant policies is available here: https://ci.uky.edu/sis/sites/default/files/policies.pdf

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at http://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012_clean.pdf.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 exactly 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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.
Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:
http://download.uky.edu/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-218-4357

Library Services & Distance Learning Services
http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
  http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit
http://www.uky.edu/ukonline/

The School of Information Science has a page with a comprehensive list of technology resources
here: http://ci.uky.edu/sis/students/techtips

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student.
If you are a member of the military or a military veteran or dependent, please inform your
instructor if you are in need of special accommodations. Drill schedules, calls to active duty,
mandatory training exercises, complications with GI Bill disbursement, and other unforeseen
military and veteran related developments can complicate your academic life. If you are aware of
a complication, we will work with you and put you in contact with university staff members who
are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans
Resource Center at (859) 257-1148 for additional assistance. Visit
http://www.uky.edu/veterans for more available resources.

IV. Weekly Schedule

Part I: Contextualizing the Field

Week One (8/23-8/29): The Information Society & Contextualizing the Field
- ✋ Webster, F. (2002). The information society revisited. In *Handbook of New Media: Social Shaping and Consequences of ICTs* (Eds. L.A. Lievrouw & S. Livingstone): pp. 22-33. Thousand Oaks, CA: Sage.
- Feather, J.P. (2013). Introduction: The information society: Myth and reality (pp. xiii-xxi). In *The Information Society: A study of continuity and change (6th ed).* London: Facet Publishing.
- ✍ Bornman, E. (2016). Information society and digital divide in South Africa: Results of longitudinal surveys. *Information, Communication, & Society, 19*(2), 264-278.
- ✍ Einasto, O. (2015). Transforming library communication: From Gutenberg to Zuckerberg. *New Library World, 116*(5/6), 247-263.
- *Optional:* Sims, J. (2008). Librarianship in the 21st century: A British Library perspective. *Legal Information Management, 8*(2), 1-8.
- *Optional:* Wyatt, S. (2008). Feminism, technology and the information society: Learning from the past, imagining the future. *Information, Communication & Society, 11*(1), 1111-1130.

Week Two (8/30-9/05): Commodification & Privatization of Information
Part A of Information Ecology Project due at end of week
- ✋ Benkler, Y. (2016). Degrees of freedom, dimensions of power. *Daedalus, the Journal of the American Academy of Arts & Sciences, 145*(1), 18-32.

- Andrejevic, M. (2009). Control over personal information in the database era. *Surveillance & Society, 6*(3), 322-326.
- Zuboff, S. (2015). Big other: Surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology, 30*(1), 75-89.
- *Optional:* ⬧ Manzerolle, V., & Smeltzer, S. (2011). Consumer databases and the commercial mediation of identity: A medium theory. *Surveillance & Society, 8*(3), 323-337.
- *Optional:* ⬧ Corbett, S. (2014). Challenging the commodification of public spheres: The hacker work ethic in a free media lab. *First Monday, 19*(12). Available at: http://firstmonday.org/ojs/index.php/fm/article/view/3555/4182

Week Three (9/06-9/12): Information Ecology

- Nardi, B.A., & O'Day, V. (1999). Information ecologies: Using technology with heart. *First Monday, 4*(5). Available at: http://firstmonday.org/ojs/index.php/fm/article/view/672/582
- O'Day, V.L. (2000). Information ecologies. *Serials Librarian, 38*(1/2), 31-40.
- ✒ Detlor, B. (2001). The influence of information ecology on e-commerce initiatives. *Internet Research, 11*(4), 286-295.
- Chern, L.L. (2014). Towards dynamic and evolving digital libraries. *Electronic Library, 32*(1), 2-16.

Week Four (9/13-9/19): Information Policy

- Hirsh textbook: Chapter 29: Information policy (pp. 281-289).
- Pasek, J.E. (2015). Defining information policy: Relating issues to the information cycle. *New Review of Academic Librarianship, 21*(3), 286-303.
- ✒ Unsworth, K. (2014). Information policy: Global issues and opportunities for engagement. *Bulletin of the Association for Information Science & Technology, 40*(5), 46-49.
- ✒ Megnigbeto, E. (2010). Information policy: Content and challenges for an effective knowledge society. *The International Information & Library Review, 42*(3), 144-148.
- ✒ Jaeger, P.T., Bertot, J.C., Thompson, K.M., Katz, S.M., & DeCoster, E.J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. *Public Library Quarterly, 31*(1), 1-20.

Part II: Information Organizations in Their Communities

Week Five (9/20-9/26): Information Organizations
Part B of Information Ecology Project due at end of week

- Hirsh textbook: Chapter 6: Literacy and media centers in the 21st century: School libraries (pp. 53-61); Chapter 7: The learning and research center: Academic libraries (pp.

62-69); Chapter 8: Community anchors for lifelong learning: Public libraries (pp. 70-81); Chapter 9: Information centers: Special libraries (pp. 82-93).

- Dalrymple, P.W. (2011). Data, information, knowledge: The emerging field of health informatics. *Bulletin of the American Society for Information Science & Technology, 37*(5), 41-44.
- *Optional:* Gardner, B., Napier, T.L., & Carpenter, R.G. (2013). Reinventing library spaces and services: Harnessing campus partnerships to initiate and sustain transformational change. *Advances in Librarianship, 37*, 135-151.
- *Optional:* ⌐ Hirsh textbook, Chapter 9: Digital resources: Digital libraries (pp. 94-105).

Week Six (9/27-10/03): Community Engagement
Part C of Information Ecology Project due at end of week
- Hirsh textbook: Chapter 3: Information communities: Defining the focus of information service (pp. 20-26).
- ✎ Blessinger, K., Braunstein, S., Cramer, J.A., Griffen, L.S., & Hrycaj, P. (2015). Implementing a film series for community engagement. *Codex, 3*(2), 25-46.
- ⌐ Stout, R. (2015). Hand in hand: Teens, tech, and community engagement. *Young Adult Library Services, 13*(2), 21-24.
- ✎ Sung, H.-Y., Hepworth, M., & Ragsdell, G. (2013). Investigating essential elements of community engagement in public libraries: An exploratory qualitative study. *Journal of Librarianship & Information Science, 45*(3), 206-218.
- *Optional:* Hoyer, J. (2011). Information is social: Information literacy in context. *Reference Services Review, 39*(1), 10-23.
- *Optional:* ✎ Daniels, C., Fox, H., Poindexter-S.J., & Reilly, E. (2015). Saving all the freaks on the life raft: Blending documentation strategy with community engagement to build a local music archives. *American Archivist, 78*(1), 238-261.

Week Seven (10/04-10/10): Community Informatics
- Gurstein, M. (2007). What is community informatics and why that matters (pp. 11-21; 35-38). Available at: http://eprints.rclis.org/10919/1/WHAT_IS_COMMUNITY_INFORMATICS_reading.pdf
- Ritzo, C., Nam, C., & Bruce, B. (2009). Building a strong web: Connecting information spaces in schools and communities. *Library Trends, 58*(1), 82-94.
- ✎ ⌐ Hui, Y., Zhou, W., & Han, S. (2013). Social capital, digital inequality, and a "glocal" community informatics project in Tianzhu Tibetan Autonomous County, Gansu Province. *Library Trends, 62*(1), 234-260.
- Sweeney, M.E., & Rhinesmith, C. (2016). Creating caring institutions for community informatics. *Information, Communication, and Society*, x(x), 1-16.

Week Eight (10/11-10/17): Diversity & Inclusion
Part D of Information Ecology Project due at end of week
- ✎ Hirsh textbook: Chapter 4: Diversity, cultures, and equity of access (pp. 27-38).

- ✎ Frostick, C.M. (2009). The myth of equal access: Bridging the gap with diverse patrons. *Children & Libraries: The Journal of the Association for Library Service to Children, 7*(3), 32-37.
- ✎ Helton, R. (2010). Diversity dispatch: Increasing diversity awareness with cultural competency. *Kentucky Libraries, 74*(4), 22-24.
- ✎ Cooke, N.A. (2017). Chapter 4: Services to diverse populations (pp. 47-78). In *Information services to diverse populations: Developing culturally competent library professionals*. Santa Barbara, CA: Libraries Unlimited.
- ✎ Alabi, J. (2015). Racial microaggressions in academic libraries: Results of a survey of minority and non-minority librarians. *Journal of Academic Librarianship, 41*, 47-53.
- *Optional:* ✎ 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.
- *Optional:* ✎ Eannance Lazzaro, A., Mills, S., Garrard, T., Ferguson, E., Watson, M., & Ellenwood, D. (2014). Cultural competency on campus. *College & Research Libraries News, 75*(6), 332-335.

Part III: Foundations of LIS Professions

Week Nine (10/18-10/24): Core Values & Competencies
Part E of Information Ecology Project due at end of week
- American Library Association. (2009). ALA's core competencies of librarianship. Available at: http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf
- Field, J.J. (2008). Understanding your competencies to create a successful career. *Science & Technology Libraries, 28*(1/2), 1-10.
- McMenemy, D. (2007). Ranganathan's relevance in the 21st century. *Library Review, 56*(2), 97-101.
- Barbakoff, A. (2010). Libraries build autonomy: A philosophical perspective on the social role of libraries and librarians. *Library Philosophy & Practice*.
- American Library Association. (2016). Core values of librarianship. Available at: http://www.ala.org/advocacy/intfreedom/statementspols/corevalues (also read the linked Freedom to Read statement, the Library Bill of Rights, and Libraries: An American Value).
- *Optional:* Seale, M. (2016). Compliant trust: The public good and democracy in the ALA's "Core values of librarianship." *Library Trends, 64*(3), 585-603.
- *Optional:* Campbell, D.G., & Cowan, S.R. (2016). The paradox of privacy: revisiting a core library value in an age of big data and linked data. *Library Trends, 64*(3), 492-511.

Week Ten (10/25-10/31): LIS Ethics

- Hirsh textbook: Chapter 30: Information ethics (pp. 289-300); Chapter 31: Copyright and creative commons (pp. 300-314); Chapter 36: Intellectual freedom (pp. 357-364).
- Mathiesen, K., & Fallis, D. (2008). Information ethics and the library profession. In K.E. Himma & H.T. Tavani (Eds.), *The handbook of information and computer ethics* (pp. 221-244). Hoboken, NJ: Wiley.
  - Cooper, L.B, & Beman-Cavallaro, A.D. (2017). We've come a long way (baby)! Or have we? Evolving intellectual freedom issues in the United States and Florida. *Journal of Intellectual Freedom and Privacy, 1*(4). Available at: https://journals.ala.org/index.php/jifp/article/view/6317/8264
  - American Library Association. (2016). Code of ethics of the American Library Association. Available at: http://www.ala.org/advocacy/proethics/codeofethics/codeethics
- *Optional:* Himma, K.E. (2007). Foundational issues in information ethics. *Library Hi Tech 25*(1), 79-94.

Week Eleven (11/01-11/07): Impact of Technology
Part F of Information Ecology Project due at end of week
- ↷ Hirsh textbook: Chapter 18: Hyperlinked libraries (pp. 184-191); Chapter 26: Managing technology (pp. 250-261).
- ↷ Cervone, F.H. (2010). Emerging technology, innovation, and the digital library. *OCLC Systems & Services, 26*(4), 239-242.
- ↷ Becker, B.W. (2015). Advances in technology and library space. *Behavioral & Social Sciences Librarian, 34*(1), 41-44.
- *Optional:* Nielsen, J.M. (2013). The blended business librarian: Technology skills in academic business librarian job advertisements. *Journal of Business & Finance Librarianship, 18*(2), 119-128.

Week Twelve (11/08-11/14): Professionalism & Significance of LIS Professions
- Hirsh textbook: Chapter 1: The transformative information landscape: What it means to be an information professional today (pp. 3-7); Chapter 11: Expanding the horizon of the MLIS (pp. 106-116).
- Hicks, D. (2016). Advocating for librarianship: The discourses of advocacy and service in the professional identities of librarians. *Library Trends, 64*(3), 615-640.
- ✍ Three-part series on library professionalism:
  - Weihs, J. (2009). The professional status of librarianship, part 1. *Technicalities, 29*(3), 15-17.
  - Weihs, J. (2009). The professional status of librarianship, part 2. *Technicalities, 29*(4), 18-20.
  - Weihs, J. (2009). The professional status of librarianship, part 3. *Technicalities, 29*(5), 16-19.
- Ross, K.M. (2013). Purposeful mentoring in academic libraries. *Journal of Library Administration, 53*(7/8), 412-428.

Part IV: LIS Topics & Perspectives

Week Thirteen (11/15-11/21): Information Overload & Literacy
- Hirsh textbook: Chapter 16: Teaching users: Information and technology literacy instruction (pp. 159-172).
- Davis, N. (2011). Information overload, reloaded. *Bulletin of the American Society for Information Science & Technology, 37*(5), 45-49.
- ✎ Britz, J., & Lor, P. (2010). The right to be information literate: The core foundation of the knowledge society. *Innovation, 41*, 8-24.
- ✎ Wallis, J. (2005). Cyberspace, information literacy and the information society. *Library Review, 54*(4), 218-222.
- Johnson, M. (2010). Chapter 2: Information sickness (pp. 13-30). In *This book is overdue: How librarians and cybrarians can save us all.* New York: Harper.
- *Optional:* Reed, K.L. (2015). Square peg in a round hole? The framework for information literacy in the community college environment. *Journal of Library Administration, 55*(3), 235-248.

Week Fourteen (11/22-11/28): Preservation of Information
Note: University Holiday 11/22-11/25
Capstone of Information Ecology Project due at end of week
- ⌘ Hirsh textbook: Chapter 34: Analog and digital curation and preservation (pp. 334-344).
- Berger, S. (2009). The evolving ethics of preservation: Redefining practices and responsibilities in the 21st century. *Serials Librarian, 57*(1-2), 57-68.
- ✎ Driedger, K., & Mika, J.J. (2010). The preservation resource needs of Michigan's public libraries. *Library & Archival Security, 23*(2), 79-103.
- *Optional:* Connolly, D., Guthrie, K., Prochaska, A., & Dillon, A. (2009). Panel 2: The implications of digital scholarship for research libraries: Challenges of access and preservation. *Journal of Library Administration, 49*(3), 261-279.

Week Fifteen (11/29-12/05): Standardization, Retrieval, & Organization
Peer Review of Information Ecology Project due at end of week
- ⌘ Hirsh textbook: Chapter 14: Organizing information: Technical services (pp. 139-148); Chapter 15: Accessing information anywhere and anytime: Access services (pp. 149-158).
- Bradley, A., & Fox, U. (2011). Back to the future: Time-tested fundamentals meet challenges of technology. *Information Management Journal, 45*(1), 32-36.
- *Optional:* ⌘ Kim, Y., & Burns, C.S. (2016). Norms of data sharing in biological sciences: The roles of metadata, data repository, and journal and funding requirements. *Journal of Information Science, 42*(2), 230-245.

Week Sixteen (12/06-12/08): Challenges and Opportunities
Elevator Speech due at end of week
- 🖲 Hirsh textbook: Chapter 5: Librarianship: A continuously evolving profession (pp. 41-52); Chapter 27: Managing communications, marketing, and outreach (pp. 262-270); Chapter 37: Career management strategies for lifelong success (pp. 367-373).
- Cooke, N.A. (2012). Professional development 2.0 for librarians: Developing an online personal network (PLN). *Library Hi Tech News, 29*(3), 1-9.
- Stephens, W. (2013). For every learner, everywhere, all the time: The future of school libraries. *Young Adult Library Services, 12*(1), 4-8.
- *Optional:* Trinkaus-Randall, G. (2013). The good, the bad, and the ugly: The archival profession and future challenges. *American Archivist, 76*(1), 10-18.