School of Information Sciences  
University of Tennessee  

Syllabus

INSC 201  
Foundations of Information Science – Fall 2019  
Tuesday/Thursday, 2:10 – 3:25 PM EST  
Class location: HSS-113  
Dates of Semester: August 21 – December 12

Instructor: Dr. Wade Bishop  
Office: 454 Communications Building  
Availability: Office Hours, Tuesday, 8:00-9:00 AM  
Contact: wade.bishop@utk.edu

Course Description:
(3) This is a required course for Information Science majors. It is an introductory course covering information representation, organization and retrieval, human information seeking and interaction; information consumer, information ethics and information literacy.

Prerequisites:
None.

Student Learning Outcomes:
At the conclusion of this course students will be able to:
- Define the fundamental concepts of information science;
- Discuss information representation, organization and retrieval;
- Differentiate between different theories that study human information seeking and interaction;
- Describe the information consumer;
- Identify issues and approaches to information ethics; and
- Demonstrate the ability to locate, evaluate, and use effectively information.

Course Materials:
This class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and World Wide Web, word processing, and presentation software. There are campus resources to support your use of technology (listed below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed to succeed.

Key Campus Resources for Students:
- Center for Career Development (Career counseling and resources; HIRE-A-VOL job search system)
- Course Catalogs (Listing of academic programs, courses, and policies)
- Hilltopics (Campus and academic policies, procedures and standards of conduct)
- OIT HelpDesk (865) 974-9900
- Schedule of Classes/Timetable
- Student Health Center (visit the site for a list of services)
- Student Success Center (Academic support resources)
- Undergraduate Academic Advising (Advising resources, course requirements, and major guides)
- University Libraries (Access to library resources, databases, course reserves, and services)

Reading Materials:
There is no book; however, several readings each week will be provided via the Canvas course site. Each student will be responsible for completing the readings and contributing in class discussions and meetings.
Grades:
At the end of the course, I will convert the points earned into a percentage:

93% and above = A
85% to 92% = B+
79% to 84% = B
75% to 78% = C+
70% to 74% = C
60% to 69% = D
below 60% = F

Incomplete—A temporary grade indicating that the student has performed satisfactorily in the course, but, due to unforeseen circumstances, has been unable to finish all requirements. An "I" will not enable a student to do additional work to raise a deficient grade. All incompletes must be removed within one semester, excluding the summer term.

Assignments and Evaluation Criteria:

Format: All assignments should be typed and turned-in via Canvas.

- **Self-Assessment Activity** 50 points (10%)
- **Analyzing Your Own Information Behavior Essay** 50 points (10%)
- **Information Literacy Exercise** 100 points (20%)
- **Quizzes (5)** 50 points (10%)
- **Participation activities** 100 points (20%)
- **Final Exam** 150 points (30%)
- **TOTAL** 500 points (100%)

**Note: All assignments are due on the day posted by 11:59pm**.

Penalty for Late Work
10 points per business day may be deducted for written or oral work not submitted by class time on the due date.
Self-Assessment Activity (10%):

1. Record your results of the Index of Learning Styles Questionnaire at: https://www.webtools.ncsu.edu/learningstyles/
3. Review the student learning outcomes and course schedule.
4. Prepare a written report with at least 500 words.

Analyzing Your Own Information Behavior (10%):

1. Pick and describe an information behavior from your life. For example, researching a paper for another class, planning a vacation, looking for a job, or any information need you may have. The task should be complex enough to include consulting multiple information sources.
2. Discuss what this behavior demonstrates about your information needs, how and where you look for and use information (e.g., what resources do you consult, who do you ask for help, and so forth), and the information problems you face in your life. Your discussion should make clear that you have thought about and understand the concepts of information, information needs, information seeking, and information behavior as discussed in course readings.
3. Select one of the models or theories we have read about and/or discussed and analyze your information behavior using the model or theory to interpret your behavior.
4. How did the model or theory affect your interpretation of your information behavior? How useful was the model or theory for explaining your information behavior?

To give full attention to the paper, please produce at least 1,000 words of content.

Information Literacy Exercise (20%):

1. Select any topic to research for this exercise. Perhaps, you have another class that requires you to research a topic. Any topic will work for this assignment because information literacy is how you demonstrate the ability to locate, evaluate, and use effectively information, but you must get instructor approval.
2. After approval of your topic from the instructor, locate 10 resources that provide information about your topic. At least 5 of the resources, must be from University of Tennessee Libraries (www.lib.utk.edu) resources (e.g., databases).
3. For each resource listed, explain the following about how you located, evaluated, and used that resource.
   1. sources you consulted (be specific and provide URLs when applicable (e.g., Google));
   2. search terms attempted (e.g., what you typed); and
   3. confidence in validity of the resource (and why).
4. Ask a University of Tennessee librarian via f2f, phone, chat, or email for help researching the same topic.
5. Compare and contrast your approach and the librarian’s approach.

To give full attention to the paper, please produce at least 2,000 words of content.

Quizzes (5) (10%)

Throughout the semester there will be five short quizzes review your understanding of sections of the course. These were added as a result of student evaluation feedback! The quizzes should prepare you for the format and style of final exam questions.

Participation activities (20%):

It is important to note that class participation is twenty percent of your grade because participation is an important component of facilitating learning in this class. Half the participation points come from both quantity and quality of discussions both in-class and in Canvas activities.
Final Exam (30%):

The final exam consists of multiple choice, true/false, and/or case-study questions that will test your knowledge of the subject matter of the course. This exam will cover the full course.

Class Attendance Policy:

It is assumed that each student will miss no more than one session and will speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you must be absent from class, you must:

- Inform me in advance or as soon as possible after class
- Submit any work due from the missed class period
- Obtain notes, handouts, and so forth from Canvas

Acceptable reasons for absence from class include:

- Illness
- Serious family emergencies,
- Military obligation,
- Severe weather conditions,
- Religious holidays and
- Obligations for court imposed legal obligations (i.e., jury duty, subpoena)

Other reasons may also be approved.

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade.

Class Cancellations:

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via Canvas.

Inclement Weather:

“The University of Tennessee will remain open except in the most severe weather conditions. The Chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is reached, campus and local radio and TV stations will be notified and a UTAlert will be issued. The notice will also be posted on the front page at www.utk.edu...” (Hilltopics) SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSI-S-L@LISTSERV.UTK.EDU) for messages about closing.

CCI Diversity Statement:

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity, and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are
foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

**Title IX Statement:**

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu (Links).

**Academic Integrity:**

“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

**Plagiarism:**

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadverrence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

*Specific examples of plagiarism are:*

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of “F.” Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports.

**University Civility Statement:**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

**Disability Services:**

“Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in Dunford Hall, at 865-974-6087, or by video relay at, 865-622-6566, to coordinate reasonable academic accommodations.
Your Role in Improving Teaching and Learning Through Course Assessment:
At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.
# Course schedule (subject to change due to unforeseen circumstances)

| Module 1 | Introduction to Foundations of Information Science  
Read: Syllabus |
|---|---|
| **Module 2**  
(Aug. 27 & 29)  
**Quiz 1** | **What is information?**  
[https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/](https://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/306868/)  
| **Module 3**  
(Sept. 3 & 5)  
DUE Sept 5: **Self-Assessment Activity** | **Human information seeking and interaction**  
Activity: Self-Assessment Activity Due Sept 4 and in-class review on Sept 6  
Video: Zipf Mystery  
| **Module 4**  
(Sept. 10 & 12)  
attend graduate level foundations class in Room 434-JDT  
(John D. Tickle Engineering Building)  
Bishop at USGS CDI Workshop in Ft. Collins | **Scholarly Communication & Information Science**  
Video:  
| **Module 5**  
(Sept. 17 & 19)  
**Quiz 2** | **Information Theory**  
| **Module 6**  
(Sept. 24 & 26) | **Information consumer & History of Information Science**  
Read: Kim, Kyung-Sun, Sin, Sei-Ching Joanna, & Tsai, Tien- I. (2014). Individual Differences in Social Media Use for Information Seeking. The Journal of Academic Librarianship, 40(2), 171-178. doi: [https://doi.org/10.1016/j.acalib.2014.03.001](https://doi.org/10.1016/j.acalib.2014.03.001)  
Videos: Paul Otlet, Visioning a web in 1934; Memex animation  
History of Dictionary;  
Drunk History Season 5 Episode 2 [Oxford English Dictionary](https://www.oxforddictionaries.com/definition/english/dictionary) |
<table>
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<tr>
<th>Module 7</th>
<th>Analyzing Your Own Information Behavior Essay**</th>
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<tr>
<td>Oct. 1 &amp; 3</td>
<td><strong>Information retrieval</strong></td>
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<tr>
<td><strong>DUE Oct. 1:</strong></td>
<td>Activity: Turn in Analyzing Your Own Information Behavior Essay on Sept 25 and in-class review Sept 27</td>
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<tr>
<td>**<strong>Analyzing Your Own Information Behavior Essay</strong></td>
<td>Video: How Search Works</td>
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<td>Site: <a href="http://www.searchenginehistory.com/">http://www.searchenginehistory.com/</a></td>
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<td>Module 8</td>
<td>User Experience Design (UXD)</td>
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<td>Oct. 8 &amp; 10</td>
<td><strong>Read:</strong></td>
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<td><em>Guest Speaker Kevin Mallary</em></td>
<td><a href="https://www.usability.gov/what-and-why/user-centered-design.html">https://www.usability.gov/what-and-why/user-centered-design.html</a></td>
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<td><strong>Quiz 3</strong></td>
<td><a href="http://www.usabilityfirst.com/about-usability/introduction-to-user-centered-design/">http://www.usabilityfirst.com/about-usability/introduction-to-user-centered-design/</a></td>
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<td><a href="https://www.interaction-design.org/literature/topics/user-centered-design/">https://www.interaction-design.org/literature/topics/user-centered-design/</a></td>
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<td>Module 9</td>
<td>Information Literacy</td>
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<td>Oct. 15 &amp; 24</td>
<td><strong>Read:</strong></td>
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<td>Oct. 17-18</td>
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<td>Fall break</td>
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<td>Module 10</td>
<td>Information Ethics</td>
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<td>Oct. 29 &amp; 31</td>
<td><strong>Read:</strong></td>
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<td>Module 11</td>
<td>Information Policy</td>
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<td>Nov. 5 &amp; 7</td>
<td><strong>Read:</strong></td>
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<td>Tiku, N. (May 24, 2018). <em>Why your inbox is crammed full of privacy policies</em></td>
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<td>Module 12</td>
<td>Data Information Management and Analytics (DIMA)</td>
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<td>Nov. 12 &amp; 14</td>
<td>Database basics, Information visualization</td>
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<td><strong>Quiz 4</strong></td>
<td>Module 13</td>
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<td>Nov. 19 &amp; 21</td>
<td><strong>Read:</strong></td>
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<td>The Algorithms that Tell Bosses How Employees Are Feeling</td>
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<td>No Class meeting on Nov 26</td>
<td><strong>Thanksgiving Break (Nov. 28-29)</strong></td>
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<td>no class meetings this week – review for exam</td>
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<td>Module 14</td>
<td>Metrics &amp; Final Exam review</td>
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<td>(Dec. 3 &amp; 5)</td>
<td><strong>Quiz 5</strong></td>
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<tr>
<td>Final Exam TBD</td>
<td>**Due: **Final Due **</td>
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