

# INSC 201-002 Foundations of Information Science

## COURSE INFORMATION

INSC 201-002, Fall 2020, 3 Credit Hours  
University of Tennessee, Knoxville  
Course Mode: On-campus, in-person;  
Class Meetings: MOS 204, TR, 4:30PM – 5:45PM, EST  
ZOOM: <https://tennessee.zoom.us/j/6473366886>

### Faculty Contact Information

- Dr. Benjamin Horne, Assistant Professor
- he/him/his
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- Website: <https://benjamindhorne.github.io>
- 9am to 12pm on Tuesdays over Zoom



### SIS Office Information

- 450 Communications Bldg.
- 1345 Circle Park Drive
- Knoxville, TN 37996-0341
- SIS Office: 865.974.2148
- Fax (SIS): 865.974.4667

### Welcome Statement

Welcome to INSC 201 Foundations of Information Sciences. This course is a broad overview of concepts and practices in the field of information science (which is a very broad field in and of itself). So, you can imagine there are many ways to teach a broad class about a broad field! However, effort from multiple faculty members, each with different expertise, has went into this version of the class, and I hope it will not only get you thinking about different directions for your information career, but also make you a better information consumer.

This core of this class is made up of two parts: reading and reflection. Each class will have readings from various mediums: textbooks, academic papers, popular media articles, and blogs. All of these readings are available on the course Canvas site, so no textbook is required. Some weeks you will submit a reading reflection based on these readings (20% of your grade). On other weeks you will complete a short activity (another 20% of your grade). Both of these will serve as reflection opportunities. Your reading reflections or activity for the week will be due before class on Thursday each week. Reading and reflecting on what you have read is not only important for this class, but important in life long learning. So, I ask that you give your best effort in reading and writing your reflections. Other portions of your grade will include participation (10%), quizzes (10%), three homework assignments (30%), and a final exam (10%).

The plan for this class is to be face-to-face for each class session, although we will remain flexible to move online with no issues. Because the class is face-to-face, we have to take special precautions to be safe. Please read more about these precautions below.

### **COVID-19 Related Information**

As you already know, this semester will be different from other semesters with the continued COVID-19 outbreak. This outbreak will require us to be flexible as the semester moves along and follow some important safety rules, especially as we meet face-to-face. The following rules will apply to our class:

1. Masks must be worn at all times, even while you are socially distant from others in the classroom. Because of this rule, eating and drinking during class is prohibited (as an avid coffee drinker, particularly during lectures, I know this is a tough rule, but this must be followed).
2. Practice social distancing in the classroom. The university has worked hard to ensure all classrooms are setup with clear social distancing guidelines. In the case of our classroom, we will have node desks with must stay in the marked locations (despite the desks having wheels).
3. Speaking of where you will sit in the classroom, once your spot is chosen on the first day of class that is where you must sit the rest of the semester. I will be keeping a seating chart. This is to ensure that if an outbreak were to happen, contact tracing can be done.
4. When you arrive in the classroom, its best practice to wipe off your desk/work area with a sanitary wipe and use hand sanitizer on your way into the classroom. I will be doing the same as I enter the room.
5. If you are feeling ill, do not come to class! I will be doing my best to ensure materials and lectures are available outside of the classroom, do not feel bad for missing class.

### **What constitutes an excused absence due to COVID-19?**

Examples of the need to self-isolate include:

- Having tested positive for COVID-19
- Developing symptoms of a COVID-19 infection
- Awaiting COVID-19 test results
- Having had close contact with someone known to be diagnosed with COVID-19
- Having been advised to self-isolate by a health authority
- Having recently returned to the US after traveling abroad
- Having recently returned from a cruise (ocean or river)

### **What does it mean for an absence to be excused?**

Scholars whose absence is excused may not receive an academic penalty for their absence and must be allowed to either make up any in-class assignment, quiz, or exam or to complete a substantially equivalent assignment, quiz, or exam.

### **When and how should scholars report they are self-isolating?**

If a scholar's self-isolation or health condition could affect their ability to participate in classes, they should communicate directly with their instructors before the scheduled class time. Self isolating students should also complete the online self-isolation form.

Scholars are being asked to follow the guidance on the coronavirus website on when to self-isolate and what to do if they feel sick.

- When to self-isolate: <https://www.utk.edu/coronavirus/guides/when-to-self-isolate>
- What to do if you feel sick: <https://www.utk.edu/coronavirus/guides/what-to-do-if-you-feel-sick>

## COURSE INFORMATION

### Catalog Description

This is an introductory course covering information representation, organization and retrieval, human information seeking and interaction; information consumer, information ethics and information literacy.

### Student Learning Outcomes

Students who complete this course will:

- Understand the history and foundations of information science, including the fundamental concepts, ideas, and practices.
- Cultivate scientific, computational, social scientific, and humanistic approaches to understanding information science.
- Develop critical and ethical perspectives of information technologies and systems.
- Relate information science concepts and ideas to current events, situations, and technologies.
- Reflect on, and critically exam, their own information practices and those of society.

### Required Text(s)

There is no required textbook for this course. I will ensure all reading materials are freely available.

## COMMUNICATION

### Email

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK email to your preferred address if you do not wish to check both accounts.

## **Instructor Availability**

Feel free to email me with any questions or concerns. I will typically respond in one to two days

## **COMPUTING REQUIREMENTS AND RESOURCES**

### **Requirements**

Bring your laptop to class. As our in-class quizzes and activities will be on Canvas, you will need a laptop to access those. Furthermore, my office hours (and if we have to move our class online), will be via Zoom.

### **Course Resources**

Everything for class will be hosted on Canvas.

## **COURSE ATTENDANCE AND PARTICIPATION POLICIES**

### **Learner Expectations**

- Be prepared for all classes
- Be respectful of others
- Actively contribute to the learning activities in class
- Abide by the UT Honor Code Instructor Expectations

### **Instructor Expectations**

- Be prepared for all classes
- Evaluate all work fairly and equitably
- Provide timely feedback
- Be respectful of all students
- Be responsive to student emails and requests for meetings
- Create and facilitate meaningful learning activities
- Behave according to University codes of conduct

### **Attendance and Participation**

As described in the Assignments section, you are expected to attend class and participate, but please do not come to class if you feel ill. The class lectures will be recorded for you to catch up.

### **Inclement Weather**

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 made, it applies to all classes (whether on-campus or online). The information is distributed to the campus community, shared with local media, and posted on the University homepage at <http://utk.edu>.

## **ADDITIONAL POLICIES AND POINTS OF INFORMATION**

## **Disability Services**

Any student who feels they 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.

## **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. For more information, see the [UT Principles of Civility and Community](#).

## **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.

## **Instructor Status as a Title IX Mandatory Reporter**

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](http://titleix.utk.edu).

## **ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS**

### **Academic Integrity**

Students should be familiar with the [Hilltopics Student Handbook](#), and comply with all academic policies. This includes the University of Tennessee Honor Statement and the Academic Integrity Policy.

The Honor Statement reads: *“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.’” For more information, see the Honor Statement on the Academic Policies and Procedures page of the current [catalog](#) for student and faculty responsibilities.

The Academic Integrity policy reads: “Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.” For additional information, see the [Student Code of Conduct](#).

### Plagiarism

Plagiarism in any of its forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, 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).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. Resources are available through the University Libraries, including a [Citing Sources guide](#).

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

### Assignments

This table provides a brief summary of assignment by name, due date, point value and percentage of final grade. A brief description of each assignment follows the table.

Assignment	Point Value	Percentage of Final Grade	Due Date
Attendance & Participation	50	10%	various
Quizzes (5)	50	10%	various
Reading Reflections (6)	100	20%	various

Assignment	Point Value	Percentage of Final Grade	Due Date
Activities (6)	100	20%	various
Homework (3 @ 10%)	150	30%	#1 - 9/30 #2 - 10/23 #3 - 11/18
Final Exam	50	10%	?
<b>TOTAL</b>	<b>500</b>	<b>100%</b>	

### **Attendance & Participation (10%):**

Class attendance and participation is important for learning, particularly in a concepts-based class such as this (hence 10% of your grade). However, to promote the health and safety of scholars, the University of Tennessee, Knoxville will excuse COVID-19-related absences for the fall 2020 academic semester. Specifically, we must be very careful to self-isolate when needed. Examples of the need to self-isolate include:

- Having tested positive for COVID-19
- Developing symptoms of a COVID-19 infection
- Awaiting COVID-19 test results
- Having had close contact with someone known to be diagnosed with COVID-19
- Having been advised to self-isolate by a health authority
- Having recently returned to the US after traveling abroad
- Having recently returned from a cruise (ocean or river)

If you are going to miss class, you should communicate directly with with me before the scheduled class time. Self-isolating students should also complete the online self-isolation form: <https://veoci.com/veoci/p/form/ywn6ttdat855m#tab=entryForm>. If you miss class, you should submit any work due from the missed class period and obtain notes, handouts, and so forth from Canvas. I will be recording each lecture to ensure you have access to all material.

### **Quizzes (10%)**

During some of our class meetings, we will have in-class quizzes. We might use these to stimulate or conclude a discussion. The format of these 'quizzes' will vary, with some essay and some multiple-choice questions. Quizzes cannot be made-up.

### **Reading Reflections (20%)**

One of the best ways for me to evaluate the extent to which you understand this course content is through reading your thoughts and understandings. The reflections allow you to synthesize, consolidate, integrate, and subsequently retain the material and be better prepared for class. By writing regularly you will also have a wealth of material and ideas to draw on for other class assignments.

Your entries will allow you to summarize and reflect on the course readings, connect them together, and to your own personal experiences. Again, do not plagiarize the readings and remember that I've read them so you don't need to give me a summary. Instead, consider incorporating the following into your entries: connections you see between the readings and prior readings and class discussion, and/or your personal experiences; questions you have about the readings and/or points of confusion; things you'd like to learn more about in the future; reflections about how the readings changed your ideas about information science; revisions to your earlier thinking after having the benefit of additional time for reflection, or because of new ideas introduced in the readings.

**Length.** It is difficult to provide a specific length requirement because of variability in writing style and I want you to focus on quality not quantity. As a rough guide, each entry should be about 200-400 words.

**Evaluation.** Your entries will be evaluated based on quality, depth and thoughtfulness. I will look for evidence of learning, including substantial analysis of the readings, integration of the readings with prior course content and personal experiences. If I see ways your entries could be improved, then I will provide you with feedback. If you do not incorporate the feedback, then I will lower your grade for subsequent entries.

### **Activities (20%)**

Activities will occur in Discussions in Canvas. These will occur in weeks without a Reading Reflection. You will complete the activity prior to the Thursday class meeting and we will discuss the results of the activities as a group. These will stimulate discussions and relate to course content. Late activities will be accepted as these are discussed live each week the day they are due.

### **Homework (30%)**

Homework assignments are designed to give you an opportunity to apply, and engage with, the material from different sections of the class (roughly 1/3 for each homework).

- You will complete three homework assignments.
- Each homework assignment is worth 10% of your grade.
- You will work with at least one other person on these assignments.
- I will assign your homework partners.
- Only one group member needs to submit each assignment.
- Your partners will be different for each assignment.

### **Final Exam (10%)**

- Your final exam is scheduled for ?
- Your final exam will be a mix of essay questions and multiple-choice.
- More details will be provided later in the semester.

### **Submitting Assignments, Late Assignments**

Assignments should be submitted to the "assignments" area of Canvas and are due (officially) at 11:59 p.m. EST on the due date listed on the Syllabus. Late assignments are not accepted unless

prior arrangements have been made, or if you have an unexpected emergency. Quizzes, reading reflections, and activities have firm due dates and cannot be made-up.

### Grading Scale

Semester grades will be assigned according to the following scale:

A	93-100	Superior performance (4 quality points)
A-	90-92.99	Intermediate superior performance (3.7 quality points)
B+	88-89.99	Very good performance (3.3 quality points)
B	83-87.99	Good performance (3.0 quality points)
B-	80-82.99	Intermediate good performance (2.7 quality points)
C+	78-79.99	Fair performance (2.3 quality points)
C	73-77.99	Satisfactory performance (2.0 quality points)
C-	70-72.99	Unsatisfactory performance (1.7 quality points)
D+	68-69.99	Unsatisfactory performance (1.3 quality points)
D	63-67.99	Unsatisfactory performance (1.0 quality points)
D-	60-62.99	Unsatisfactory performance (0.7 quality points)
F	0-59.99	Failure performance (0.0 quality points)
S		Satisfactory; only assigned for C or better work when a course is taken on a S/NC grading basis. Carries no point value.
NC		No Credit; indicates failure to complete a course satisfactorily, and is only assigned for C- or worse work when a course is taken on a S/NC grading basis. Carries no point value.
I		Under extraordinary circumstances and at the discretion of the instructor, the grade of I (Incomplete) may be awarded to students who have satisfactorily completed a substantial portion of the course but cannot complete the course for reasons beyond their control. An I carries no quality points. If the I grade is not removed within one calendar year or upon graduation, it shall be changed to an F and count as a failure in the computation of the grade point average.
W		Indicates student has officially withdrawn from the course or the university. Carries no point value.

### Incompletes

Based on adopted University of Tennessee-Knoxville policy, a grade of *I* (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances" and solely at the discretion of the instructor. Plan your semester's course of study carefully to insure sufficient time to complete the required work. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

## COURSE EVALUATION

You will be invited by email to evaluate the course at the end of the term via TNVoice. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations.

## **DISCLAIMER**

***The instructor reserves the right to revise, alter or amend this syllabus as necessary. Students will be notified in writing / email of any such changes.***

***Portions of this syllabus and class design were taken from Dr. Diane Kelly's Spring 2020 version of this class and Dr. Wade Bishop's Fall 2019 version of this class.***

## COURSE OUTLINE

Week	Date	Topic	Class Activities
1	08/20	Course Overview	No required readings for this session
2	08/25	Information Science(s): What is information?	<ul style="list-style-type: none"> <li>• Davis, C. H. &amp; Shaw, D. (2011). Chapter 2: Foundations of information science and technology. In C. H. Davis &amp; D. Shaw (Eds.) Introduction to information science and technology (pp. 9-14). Medford, NJ: Information Today.</li> <li>• Buckland, M. (2017). Document and evidence. In: M. Buckland, Information and Society (pp. 21-49). MIT Press.</li> </ul>
--	08/27	Information Science(s): A Brief History  <b>#Reading Reflection Due</b>	<ul style="list-style-type: none"> <li>• Saracevic, T. (1992). Information science: Origin, evolution and relations. In P. Vakkari, B. Cronin (Eds.) Conceptions of library and information science (pp., 1-16). London: Taylor Graham.</li> <li>• Hoffman, A. L. (2018). Data violence and how bad engineering choices can damage society. Retrieved from: <a href="https://medium.com/s/story/data-violence-and-how-badengineering-choices-can-damage-society-39e44150e1d4">https://medium.com/s/story/data-violence-and-how-badengineering-choices-can-damage-society-39e44150e1d4</a> Medium</li> </ul>
3	09/01	Misinformation & Disinformation	<ul style="list-style-type: none"> <li>• Southwell, B. G., Thorson, E. A., &amp; Sheble, L. (2018). Misinformation among mass audiences as a focus for inquiry. In B. G. Southwell, E. A. Thorson, &amp; L. Sheble (Eds.) Misinformation and Mass Audiences (pp. 1-6). Austin, TX: University of Texas Press.</li> <li>• Marsh, E. J. &amp; Yang, B. W. (2018). Believing things that are not true. In B. G. Southwell, E. A. Thorson, &amp; L. Sheble (Eds.) Misinformation and Mass Audiences (pp. 15-34). Austin, TX: University of Texas Press.</li> <li>• boyd, danah. (2017) "Google and Facebook</li> </ul>

			<p>Can't Just Make Fake News Disappear”  <a href="https://points.datasociety.net/google-and-facebook-cant-just-make-fake-news-disappear-48f4b4e5fbe8">https://points.datasociety.net/google-and-facebook-cant-just-make-fake-news-disappear-48f4b4e5fbe8</a>. Medium.</p>
--	09/03	<p>Misinformation, Disinformation, &amp; Trolls</p> <p><b>#Reading Reflection Due</b></p>	<ul style="list-style-type: none"> <li>Starbird, Kate. “The Surprising Nuance Behind the Russian Troll Strategy.” Medium, 20, Oct. 2018. <a href="https://medium.com/s/story/the-trolls-within-how-russian-information-operations-infiltrated-online-communities-691fb969b9e4">https://medium.com/s/story/the-trolls-within-how-russian-information-operations-infiltrated-online-communities-691fb969b9e4</a></li> <li>Thompson, N. (2018). How Russian trolls used meme warfare to divide America. <a href="https://www.wired.com/story/russia-ira-propaganda-senatereport/">https://www.wired.com/story/russia-ira-propaganda-senatereport/</a> Wired.</li> </ul>
4	09/08	<p>Information during Crisis Events</p>	<ul style="list-style-type: none"> <li>Starbird, Kate. “How a Crisis Researcher Makes Sense of Covid-19 Misinformation.” Medium, OneZero, 19 Mar. 2020, <a href="https://onezero.medium.com/reflecting-on-the-covid-19-infodemic-as-a-crisis-informatics-researcher-ce0656fa4d0a">onezero.medium.com/reflecting-on-the-covid-19-infodemic-as-a-crisis-informatics-researcher-ce0656fa4d0a</a></li> <li>Lytvynenko, Jane. “After The "Plandemic" Video Went Viral In The US, It Was Exported To The Rest Of The World” BuzzFeed News. <a href="https://www.buzzfeednews.com/article/janelytvynenko/coronavirus-plandemic-translation">https://www.buzzfeednews.com/article/janelytvynenko/coronavirus-plandemic-translation</a></li> </ul>
--	09/10	<p>Mental Shortcuts in Information Consumption</p> <p><b>#Activity Due</b></p>	<ul style="list-style-type: none"> <li>Lewandowsky, Stephan, et al. "Misinformation and its correction: Continued influence and successful debiasing." Psychological science in the public interest 13.3 (2012): 106-131.</li> <li>Metzger, Miriam J., and Andrew J. Flanagin. "Credibility and trust of information in online environments: The use of cognitive heuristics." Journal of pragmatics 59 (2013): 210-220.</li> </ul>
5	09/15	<p>Information Literacy, Digital Literacy &amp; Digital Inclusion</p>	<ul style="list-style-type: none"> <li>Horton, F. W. (2008). Understanding information literacy: A primer, Part I – background and introduction – A 21st century paradigm (pp. 1-13). UNESCO: France. Retrieved from: <a href="https://unesdoc.unesco.org/ark:/48223/pf0000157020">https://unesdoc.unesco.org/ark:/48223/pf0000157020</a></li> <li>Association of College &amp; Research Libraries (2015). Framework for information literacy for</li> </ul>

			<p>higher education (pp. 7-23). Retrieved from: <a href="http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf">http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/framework1.pdf</a></p> <ul style="list-style-type: none"> <li>Thompson, K. M., Jaeger, P. T., Taylor, N. G., Subramaniam, M., &amp; Bertot, J. C. (2014). Digital literacy and digital inclusion: Information policy and the public library (Chapter 1). Lanham, MD: Rowman &amp; Littlefield.</li> </ul>
--	09/17	Information & data literacy  <b>#Activity Due</b>	<ul style="list-style-type: none"> <li>Gross, M. &amp; Latham, D. (2012). What's skill got to do with it?: Information literacy skills and self-views of ability among first-year college students. <i>Journal of the American Society for Information Science &amp; Technology</i>, 63(3), 574-583.</li> <li>Video:</li> <li>How Wikipedia Works <a href="https://www.youtube.com/watch?v=xt4X80TcJlM">https://www.youtube.com/watch?v=xt4X80TcJlM</a></li> </ul>
6	09/22	Information Seeking Behavior	<ul style="list-style-type: none"> <li>Hearst, M. A. (2009). Chapter 3: Models of the information seeking process. Search user interfaces. Cambridge University Press. Retrieved from: <a href="https://searchuserinterfaces.com/book/sui_ch3_models_of_information_seeking.html">https://searchuserinterfaces.com/book/sui_ch3_models_of_information_seeking.html</a></li> <li>Dervin, B. (1998). Sense-making theory and practice: An overview of user interests in knowledge seeking and use. <i>Journal of Knowledge Management</i>, 2(2), 36-46.</li> </ul>
--	09/24	Information Theory  <b>#Reading Reflection Due</b>	<ul style="list-style-type: none"> <li>Case, D. O., Given, L. M., &amp; Mai, J.-E. (2016). Looking for Information : A Survey of Research on Information Seeking, Needs, and Behavior. Bingley, UNITED KINGDOM: Emerald Publishing Limited.</li> </ul>
7	09/29	Categorization and Classification  <b>*09/30 Homework #1 due*</b>	<ul style="list-style-type: none"> <li>Hunter, E. J. (2009). What is classification? / Classification in information systems / Faceted classification / Hierarchical classification (Chapters 1-3; 5-6). Classification made simple: An introduction to knowledge organization and information retrieval. UK: MPG Books Groups.</li> </ul>
--	10/01	Information	<ul style="list-style-type: none"> <li>Angwin, J., Mattu, S., &amp; Parris, T. (2016).</li> </ul>

		<p>Organization: Making Distinctions in Everyday Life and in Practice</p> <p><b>#Reading Reflection Due</b></p>	<p>Facebook doesn't tell users everything it really knows about them. ProPublica. Retrieved from: <a href="https://www.propublica.org/article/facebook-doesnt-tell-users-everything-it-really-knows-about-them">https://www.propublica.org/article/facebook-doesnt-tell-users-everything-it-really-knows-about-them</a></p> <ul style="list-style-type: none"> <li>Zerubavel, E. (1991). Introduction / Islands of Meaning / The Great Divide / The Social Lens. The Fine Line (pp. 1-17, 21-24, 61-80). New York: Free Press.</li> </ul>
8	10/06	<p>Information Systems and Structures: Databases</p>	<ul style="list-style-type: none"> <li>Wallace, P. (2018). Databases and data warehouses (Chapter 4). Introduction to information systems (3rd edition). New York, NY: Pearson Publishing.</li> <li></li> </ul>
--	10/08	<p>Information Systems and Structures: Graphs</p> <p><b>#Activity Due</b></p>	<ul style="list-style-type: none"> <li>Easley and Kleinberg (2010) (Chapter 2.1 – 2.3). Graphs. Cambridge University Press.</li> </ul>
9	10/13	<p>Machine Learning</p>	<ul style="list-style-type: none"> <li>O'Neil, C. (2017). Introduction / What is a model? (Chapter 1). Weapons of math destruction (pp. 1-31). New York, NY: Broadway Books.</li> <li>Kosinski, M., Stillwell, D. &amp; Graepel, T. (2013). Private traits and attributes are predictable from digital records of human behavior. PNAS 110(15), 5802-5805.</li> <li>Thompson, S. A., &amp; Warzel, C. (2019). Twelve million phones, one dataset, zero privacy. Retrieved from: <a href="https://www.nytimes.com/interactive/2019/12/19/opinion/location-tracking-cellphone.html">https://www.nytimes.com/interactive/2019/12/19/opinion/location-tracking-cellphone.html</a> New York Times, One Nation Tracked.</li> </ul>
--	10/15	<p>The Limitations of Machine Learning</p> <p><b>#Activity Due</b></p>	<ul style="list-style-type: none"> <li>Stewart M. (2019). The Limitations of Machine Learning. <a href="https://towardsdatascience.com/the-limitations-of-machine-learning-a00e0c3040c6">https://towardsdatascience.com/the-limitations-of-machine-learning-a00e0c3040c6</a></li> <li>Buranyi, S. (2017). Rise of the racist robots – how AI is learning all our worst Impulses. Retrieved from: <a href="https://www.theguardian.com/inequali">https://www.theguardian.com/inequali</a></li> </ul>

			<p><a href="https://www.theguardian.com/technology/2017/aug/08/rise-of-the-racist-robots-how-ai-is-learning-all-our-worst-impulses">ty/2017/aug/08/rise-of-the-racist-robots-how-ai-is-learning-all-our-worst-impulses</a> The Guardian.</p> <ul style="list-style-type: none"> <li>• Barocas, S. &amp; Selbst, A. D. (2016). Big data's disparate impact. 104 California Law Review 671 (2016). Available at: <a href="https://ssrn.com/abstract=2477899">https://ssrn.com/abstract=2477899</a></li> <li>• or <a href="http://dx.doi.org/10.2139/ssrn.2477899">http://dx.doi.org/10.2139/ssrn.2477899</a></li> <li>• Buranyi, S. (2017). Rise of the racist robots – how AI is learning all our worst impulses. Retrieved from: <a href="https://www.theguardian.com/inequality/2017/aug/08/rise-of-the-racist-robotshow-ai-is-learning-all-our-worst-impulses">https://www.theguardian.com/inequality/2017/aug/08/rise-of-the-racist-robotshow-ai-is-learning-all-our-worst-impulses</a></li> <li>• Statement on Algorithmic Transparency and Accountability (2017). ACM US Public Policy Council. Retrieved from: <a href="https://www.acm.org/binaries/content/assets/publicpolicy/2017_joint_statement_algorithms.pdf">https://www.acm.org/binaries/content/assets/publicpolicy/2017_joint_statement_algorithms.pdf</a></li> </ul>
10	10/20	Research Data Management	<ul style="list-style-type: none"> <li>• Ray, J. M. (2013). Introduction to research data management (Chapter 1). Research data management: Practical strategies for information professionals. Ashland: Purdue University Press.</li> </ul>
--	10/22	Information Ethics  <b>#Reading Reflection Due</b>  <b>*10/23 Homework #2 due*</b>	<ul style="list-style-type: none"> <li>• Wallace, P. (2018). Ethics, privacy, and security (Chapter 10). Introduction to information systems (3rd edition). New York, NY: Pearson Publishing.</li> <li>• Skim: ACM Code of Ethics: <a href="https://ethics.acm.org">https://ethics.acm.org</a></li> <li>• Singer, N. (July 9, 2018). <a href="#">Facebook's Push for Facial Recognition Prompts Privacy Alarms</a>. New York Times.</li> <li>• Swanlund, David, &amp; Schuurman, Nadine. (2018). Resisting geosurveillance: A survey of tactics and strategies for spatial privacy. <i>Progress in Human Geography</i>, 0309132518772661. doi: <a href="https://doi.org/10.1177/0309132518772661">10.1177/0309132518772661</a></li> <li>•</li> </ul>
11	10/27	User Experience	<ul style="list-style-type: none"> <li>• Shneiderman, B., Plaisant, C., Cohen, M., &amp;</li> </ul>

		Design, Part 1	<p>Jacobs, S., Elmqvist, N., &amp; Diakopoulos, N. (2016). Usability of interactive systems (Chapter 1). Designing the user interface: Strategies for effective human-computer interaction (6th edition) (pp. 5-25). New York, NY: Pearson Publishing.</p> <ul style="list-style-type: none"> <li>• Shneiderman, B., Plaisant, C., Cohen, M., &amp; Jacobs, S., Elmqvist, N., &amp; Diakopoulos, N. (2016). Case study 3: Data-Driven design at Volvo. Designing the user interface: Strategies for effective human-computer interaction (6th edition) (pp. 188-191). New York, NY: Pearson Publishing.</li> </ul>
--	10/29	User Experience Design, Part 2 <b>#Activity Due</b>	<ul style="list-style-type: none"> <li>• Shneiderman, B., Plaisant, C., Cohen, M., &amp; Jacobs, S., Elmqvist, N., &amp; Diakopoulos, N. (2016). Universal usability (Chapter 2). Designing the user interface: Strategies for effective human-computer interaction (6th edition) (pp. 35-53). New York, NY: Pearson Publishing.</li> <li>• Chilana, P. K., Holsberry, C., Oliveira, F., &amp; Ko, A. J. (2012). Designing for a billion users: A case study of Facebook. Proceedings of the ACM Conference on Computer Human Interaction (CHI '12), 419-431. Mitchum, R. (2019). 'Dark Patterns' trick you into spending more online. Retrieved from: <a href="https://www.nextgov.com/emerging-tech/2019/12/dark-patterns-trick-youspending-more-online/161859/">https://www.nextgov.com/emerging-tech/2019/12/dark-patterns-trick-youspending-more-online/161859/</a></li> <li>• Nextgov.com.</li> </ul>
12	11/03	Search Engines	<ul style="list-style-type: none"> <li>• How Google Search Works <a href="https://www.youtube.com/watch?v=LVV_93mBfsU">https://www.youtube.com/watch?v=LVV_93mBfsU</a></li> <li>• Croft, W. B., Metzler, D., &amp; Strohman, T. (2010). Search engines: Information Retrieval in Practice (Chapters 1 and 2). Boston, MA: Addison-Wesley.</li> </ul>
--	11/05	Search Algorithms & Evaluation <b>#Activity Due</b>	<ul style="list-style-type: none"> <li>• Database search tips: Boolean operators. MIT Libraries. Retrieved from: <a href="https://libguides.mit.edu/c.php?g=175963&amp;p=1158594">https://libguides.mit.edu/c.php?g=175963&amp;p=1158594</a></li> <li>• Ranking (information retrieval). Wikipedia. Retrieved from: <a href="https://en.wikipedia.org/">https://en.wikipedia.org/</a></li> </ul>

			<a href="#">wiki/Ranking_(information_retrieval)</a>
13	11/10	Critical Perspectives on Search	<ul style="list-style-type: none"> <li>Noble, S. (2018). A society, searching (Chapter 1). Algorithms of oppression: How search engines reinforce racism (1st edition). New York: NY: NYU Press.</li> <li>Kaplan, S. (2018). Encouraging information to search to counteract misinformation. In B. G. Southwell, E. A. Thorson, &amp; L. Sheble (Eds.) Misinformation and Mass Audiences (pp. 274-288). Austin, TX: University of Texas Press.</li> </ul>
--	11/12	Brain-hacking, Digital Well-Being and Deep Work	<ul style="list-style-type: none"> <li>What is “Brain-hacking”? Tech insiders on why you should care. 60 Minutes, June 11, 2017. Retrieved from: <a href="https://www.youtube.com/watch?v=ML55uumOgza">https://www.youtube.com/watch?v=ML55uumOgza</a></li> <li>Churchill, E. F. (2020). Designing for digital well-being. Interactions, 27(1), 26-28.</li> <li>Newport, C. (2016). Introduction / Deep work is valuable / Deep work is rare. Deep work: Rules for focused success in a distracted world. New York, NY: Grand Central Publishing</li> </ul>
14	11/17	Information Policy	<ul style="list-style-type: none"> <li>Pasek, J. E. (2015). Defining information policy: Relating issues to the information cycle. New Review of Academic Librarianship, 21(3), 286-303.</li> <li>Chen, A. (2014). The laborers who keep dick pics and beheadings out of your Facebook feed. Retrieved from: <a href="https://www.wired.com/2014/10/contentmoderation/">https://www.wired.com/2014/10/contentmoderation/</a></li> <li>Wired. <b>Note:</b> As the title of this article suggests, the content of this article might be difficult for some students. If you have questions about this article, or concerns about reading it, please let me know and I will find an alternative.</li> </ul>
--	11/19	Information Policy  <b>#Reading Reflection Due</b>  <b>*11/19 Homework #3 due*</b>	<ul style="list-style-type: none"> <li>Bridle, J. (2017). Something is wrong on the internet. Retrieved from: <a href="https://medium.com/@jamesbridle/something-is-wrong-on-the-internetc39c471271d2">https://medium.com/@jamesbridle/something-is-wrong-on-the-internetc39c471271d2</a> Medium.</li> <li>Steinmetz, K. (2019). Inside Instagram’s war on bullying. Retrieved from: <a href="https://time.com/5619999/instagram-mosseri-bullying-">https://time.com/5619999/instagram-mosseri-bullying-</a></li> </ul>

			<ul style="list-style-type: none"> <li> <a href="https://www.theatlantic.com/technology/archive/2016/09/thealgorithms-that-tell-bosses-how-employees-feel/502064/">artificial-intelligence/</a> Time.            Waddell, K. (2016). The algorithms that tell bosses how employees are feeling. Retrieved from:  <a href="https://www.theatlantic.com/technology/archive/2016/09/thealgorithms-that-tell-bosses-how-employees-feel/502064/">https://www.theatlantic.com/technology/archive/2016/09/thealgorithms-that-tell-bosses-how-employees-feel/502064/</a> The Atlantic         </li> </ul>
15	12/2-9	Finals	No required readings for this session