School of Information Sciences
College of Communication and Information
University of Tennessee—Knoxville

COURSE INFORMATION

INSC 511-001/002 DE, Information Concepts & Foundations

Spring 2023 (Fully Synchronous via Zoom)

Tuesday, 6:30 – 9:10pm ET

Zoom Meeting ID/Passcode (must be logged in with UTK credentials)

    Meeting Room: 970 6473 9034
    Passcode: 049478
    Invite Link: https://tennessee.zoom.us/j/97064739034

Faculty Contact Information

    Joy-Marie Doan, Assistant Professor of Practice
    Email via Canvas Inbox
    451 Communications Bldg., Suite 440C, 1345 Circle Park Dr.
    https://sis.utk.edu/people
    Student Hours are by appointment via 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 Information Concepts & Foundations! I look forward to fostering our learning community together this term.

Class meets synchronously via Zoom on Tuesdays from 6:30pm until 9:10pm ET. The class meets from 24 January 2023 (first day of class) until 9 May 2023 (last day of class).

COURSE INFORMATION

Catalog Description

[*From Course Catalog*] Required course. Introduction to foundational concepts and theories, principles, and models of Information Sciences, including information behavior. History and nature of the discipline. Information policy, and the role of information in society. Evolution and scope of the information professions and their central issues, values, and ethical frameworks. (3 credits) https://tiny.utk.edu/rQ4sx

Student Learning Outcomes

It is our vision in SIS to provide a quality educational program, and for students to have the very best educational experience possible. Student learning outcomes in INSC 511 relate to the MSIS program outcomes; https://sis.utk.edu/outcomes . By the end of this course, students will;

1. Understand and explain the various types and definitions of information. (1,7)
2. Understand the conceptual, theoretical foundations of Information Sciences. (1)
3. Understand the history and evolution of the multi-disciplinary field of Information Sciences. (3,4)
4. Be able to discuss selected information behavior theories and models, and their implications for practice. (3,7,8)
5. Understand the history and evolution of the information professional, and the issues related to diversity and representation in the information professions. (1,2,4,5)
6. Be aware of relevant professional ethics and values. (3,4,5)
7. Understand the nature and content of information policy. (1,6)
8. Be conversant in modes for communicating information. (3,4)

Course Design

The course adopts an active learning approach. Students are expected to complete all required readings, watch all required recordings, attend all class sessions and participate in all class activities. All <u>required</u> <u>readings</u> (or viewings, for moving image resources) are listed in the Course Outline section of this syllabus.

Required Texts

Rubin, R.E. and Rubin, R.G. (2020). *Foundations of library and information science* (5th ed.). ALA: Neal-Schuman. The Rubin & Rubin text is available via UTK Libraries at the following permalink; https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/bcmt7h/alma9926124905802311.

All other readings and viewings listed in the **Course Outline** are available through different channels, including subscription databases from the University of Tennessee Libraries, unless otherwise noted in the **Course Outline**. If you have any access challenges, you are to: (1) contact a library staff member if it is an issue with accessing a resource listed in the library catalog or accessible from a library- licensed database; (2) look on Canvas to see if any scanned PDFs are provided there; and 3) check the Canvas Discussion Board to see if an alternative access point for the "unavailable" source has been posted. If said troubleshooting does not work, then, and only then, contact me via Canvas. All URLs in the **Course Outline** are checked at the start of the semester. Be aware that web content is dynamic, and URLs are subject to change or become unavailable (e.g., 404 "not found" error message).

Be sure to orient yourself to using library resources at the University. You are expected to retrieve the assigned journal articles etc., whether from the library's collection or elsewhere*.* I do not provide instruction in how to do so*.* Consult library resource pages, such as "[Information for Graduate](#) [Students](#)," "[Distance Education](#)," and "[Tutorials and Videos](#)."

Recommended Texts

All papers and projects are to utilize APA 7th ed. In addition to resources provided via Canvas course materials, you are strongly encouraged to engage with the following texts;

APA (2020). *Publication manual of the American Psychological Association*: *The official guide to APA style*. American Psychological Association (APA).

Hollister, C.V. (2014). *Handbook of academic writing for librarians* (revised edition). ACRL.

Both recommended texts are available for purchase through the VolShop (campus bookstore); https://www.utvolshop.com. The text may also be available for purchase and/or rental via Amazon Textbooks (https://www.amazon.com), BetterWorld Books (https://betterworldbooks.com), or Barnes & Noble Textbooks (https://www.barnesandnoble.com).

COMMUNICATION

Email

Email communication is encouraged and welcome. To best ensure that your inquiries are answered, I solely accept emails related to course content via Canvas. You can expect responses to occur between 24 – 72 business hours, excluding weekends, federal and University holidays.

Instructor Availability

In addition to Canvas email, students are encouraged to meet with me regarding course content. To this end, I hold student hours via Zoom by appointment only. Appointments should be requested at least 24 business hours in advance and are then scheduled at the liberty of the both the student and instructor schedules.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements

You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. In addition, you must have software installed on your computer to download and open the (pptx format) lecture notes from Canvas.

The Office of Information Technology (OIT) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv to insure you're made aware of course-related information.

Technical Support

Please review the SIS Technology Introduction website for help getting started with the tools you'll need in the program: https://sis.utk.edu/techintro/

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the Contact Form, or at the Walk-in HelpDesk,.

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations

Throughout the course you are expected to;

1. Attend all classes.
2. Actively participate in group activities in/outside of class.
3. Thoroughly engage with course materials.
4. Act in accordance with UT's Civility Statement and Honor Statement.

Instructor Expectations

Throughout the course the instructor of record, I, am expected to;

1. Prepare for all classes.
2. Respond to all student inquiries in 48 – 72 business hours.
3. Aim to provide an engaging learning community.
4. Act in accordance with UT's Title IX and FERPA guidelines.

Attendance and Participation

Class Participation

Class participation is a valued and graded aspect of this course. Whether discussions take place in the class or outside of class (e.g., via the discussion board on Canvas), they should be conducted in a respectful manner, in line with the University Civility Statement. Be considerate of your classmates by arriving to clas*s on time*; completing the required readings and viewings; and being an active participant in class-related activities and discussions.

Class Attendance Policy

Class attendance is part of class participation. Students are expected to attend class each week and be fully prepared to *actively* participate. More than one unexcused absence will negatively affect your participation grade. If you do miss class, listen to the archived lecture/discussion, contact a classmate or me to receive missed content, and let me know if you have questions.

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, information is distributed to the campus community, shared with local media, and posted on the front page at *http://utk.edu*. SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

Class Cancellation

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. More information about the School's cancellation policy is available online. If UT cancels classes, then our class is automatically cancelled.

ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disabilities that may Impede Learning

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Civility

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/.

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.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

Students should be familiar and maintain their *Academic Integrity* described in https://hilltopics.utk.edu/academics/, p. 15 as: "*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.*"

Students should abide by the **Honor Statement** (https://hilltopics.utk.edu/student-code-of-conduct/ Section X. Honor Statement)

 "*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

Statement about plagiarism and penalties, e.g.,

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in <u>all</u> 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. (Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism.)

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

Assignments and Evaluation

Your final course grade is based on participation and six (6) assignments. Assignments are submitted via Canvas. Be aware: Not all due dates coincide with a class session. See "Assignments" on Canvas for instructions (and rubrics where available).

Assignment	Due Date	Max Points/Grade %	MSIS Program Outcome
Introduction	29 January	5/5%	
Journal Exploration	12 February	15/15%	
Five Laws Infographic (Group Assignment)	5 March	20/20%	3
Job Analysis	26 March	20/20%	4
Ethics & IS Professional	23 April	20/20%	5,7
Elevator Pitch/Final Project (Group Assignment)	14 May	20/20%	7

Evaluation

You are welcome to discuss your assignment evaluations with me. You should wait 24 business hours after receiving the grade to contact me, and present documentation for why you believe you have earned a different grade. Please note that as the instructor of record, I reserve the right to make the final decision.

The grade scale for calculating your final letter grade for the course is below. Please be aware that all MSIS students are required to complete and earn a grade of C or better in the three required courses for the MSIS, which includes this course (INSC 511), INSC 512, and INSC 514.

Semester grades will be assigned according to the following scale:

A	93≤	(4 quality points per semester hour) superior performance.

A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) 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 is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.
S/NC		(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the _Graduate Catalog_. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

Due Dates and Late Assignments

Late work will only be accepted under two (2) circumstances, that 1) you are involved in a UTK-approved emergency (https://prepare.utk.edu); or that 2) you have sought prior agreement from me at least 36-business hours before the assigned due date. Note that final projects are not considered for late submission unless there is a dire (https://www.dictionary.com/browse/dire) emergency.

Incompletes

Based on adopted University of Tennessee-Knoxville and SIS 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 to evaluate the course at the end of the term. Please participate in this valuable process, as I take your feedback into consideration when designing the course output for future terms. Course evaluations are anonymous. However, civil and professional comments and critiques are valued.

DISCLAIMER

Please be aware revisions may be made to this syllabus, including the Course Outline, over the course of the semester, and as such, the content contained within is subject to change. Be assured that I will never move an assignment due date earlier; if any due dates are moved, it will be to a later date.

COURSE OUTLINE

The course outline below is reproduced in its entirety in Canvas via modules.

Week	Dates	Topic	Objectives/Readings	Assignment
1	23 January – 27 January	Course Overview	**Objectives** • Discuss the purpose and outcome of an MSIS degree. • Define and discuss principles of self-discovery and • Build the foundations of an interactive, engaging, and safe learning environment. • Explore course materials. • Explore course delivery style. **To Dos** Locate Rubin, R.E. and Rubin, R.G. (2020). *Foundations of library and information science* (5th ed.). ALA: Neal-Schuman Via UTK Libraries (hint: https://utk.primo.exlibrisgroup.com/permalink/01UTN_KNOXVILLE/bcmt7h/alma9926124905802311) (Possibly) Purchase, rent, or check-out optional course texts APA (2020). *Publication manual of the American Psychological Association*: *The official guide to APA style.* American Psychological Association (APA). Hollister, C.V. (2014). *Handbook of academic writing for librarians* (revised edition). ACRL.	Introduction due 29 January @ 11:59pm ET

| | | | Read Class Syllabus

Read Canvas Site

(Review) College of Communication and Information: School of Information Sciences (2021). Current students. https://sis.utk.edu/current-students.

<u>Readings</u>

Rubin & Rubin, Ch. 1, Ch. 5 (p. 271 – 305), Appendices B & C

American Library Association. What is the difference between the MLS, the MLIS, the MILS, etc. In Accreditation frequently asked questions. *Education and careers*.

Information science. (23 November 2021). In *Wikipedia*.

Library science. (1 December 2021). In *Wikipedia.* | |
| 2 | 30 January – 3 February | Information | <u>Objectives</u>
● Define and distinguish the terms data, information, knowledge, and wisdom.
● Define and distinguish primary, secondary, and tertiary sources of recorded information.
● Identify different information interaction roles: seeker, innocent bystander, targeted audience, and prospector.
<u>Readings</u>
Bates, M. (2006). Fundamental forms of information. *Journal of the American Society for Information Science and Technology*, *57(*8*)*, 1033–1045. | None |

			Buckland, M. (1991). Information as thing. *Journal of the American Society for Information Science, 42(5),* 351–360. Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of information science 33*(2), 163 – 180. Zins, C. (2007). Conceptual approaches for defining data, information, and knowledge. *Journal of the American Society for Information Science and Technology*, *58(4),* 479–493.	
3	6 February – 10 February	Communication	<u>Objectives</u> • Describe a basic model for communication. • Identify different types of communication. • Identify key developments in the history of recorded information. • Define and discuss the system of scholarly communication. • Describe a generic model for scholarly publishing. • Distinguish among a variety of content types. <u>Readings</u> Rubin & Rubin, Ch. 2 Borgman, C.L. and Rice, R.E. (1992). The convergence of information science and communication: A bibliometric analysis. *Journal of the American society for information science*, *43(6)*, 397 – 411. Hollister, C. V. (2014). Elements of selecting the right journal. In C.V. Hollister (Au.), *Handbook of academic writing for librarians*: *Revised edition* (pp. 99 - 142). ACRL. Shedroff, N. (n.d.). A history of communications, 35,000 BC – 1998 AD.	Journal Exploration due 12 February @ 11:59PM ET

			Tenopir, C. (2014). The importance of data, information, and knowledge in scholarly communication. DataOne sociocultural and usability and assessment working groups.	
4	13 February – 17 February	LIS Resources & Access /Information has Value/ Scholarship as Conversation	<u>Objectives</u> • Introduce and familiarize students with UTK Libraries' resources and their access. • Define and discuss the threshold concepts of, "Information has Value" and provide an overview of APA citation guidelines. • Discuss the threshold concept of "Scholarship as Conversation" and how it applies to your coursework as an MSIS student. <u>Readings</u> APA (2020). Chapter 10: Reference examples. In APA (au.) *Publication manual of the American phycological association* (7th ed.). Association of the American Psychological Association. A static PDF is provided via Canvas. Graff, G. and Birkenstein, C. (2017)., chapter two, chapter five, chapter 8. In *They say, I say*: *The moves that matter in academic writing*. W.W. Norton. Hollister, C. V. (2014). Elements of good academic writing. In C.V. Hollister (Au.), *Handbook of academic writing for librarians*: *Revised edition* (pp. 1 – 8). ACRL. A static PDF is provided via Canvas. *They Say, I Say* Handout (see Canvas, Module 4) APA Guidance Materials (see Canvas, Module 4)	None
5	20 February – 24 February	Information Science	<u>Objectives</u> • Describe various definitions and conceptions of information science. • Distinguish among basic information research, applied information research, and information practice. • Explore various theoretical frameworks informing information science research.	None

			• Define and distinguish what is meant by principle, model, theory, and metatheory. Readings Rubin & Rubin, Ch. 7 Bates, M. (2005). An introduction to metatheories, theories, and models. In K. Fisher, S. Erdelez, & L. McKechni (Eds.), *Theories of information behavior* (pp. 1-24). New Medford, NJ: Information Today. Pomerantz. J. (2017, January 9). Introduction to information science [video]. In *Metadata MOOC*. {Video runs 11 min., 09 seconds}. Saracevic, T. (1999). Information science: The 50th anniversary of the Journal of the American Society for Information Science: Part 2: Paradigms, models, and methods of information science. *Journal of the American Society for Information Science*, *50(12)*, 1051–1063.	
6	27 February – 3 March	Information Sciences Applied	Objectives • Explore the variety of professional practice areas within information sciences. • Identify key developments in the professionalization of information services. Readings Cooke, N.A. (2017, April). *Let's talk about power: Why diversity and cultural competence are important to LIS.* The American Theological Library Association [Webinar]. {Video runs 44 min., 30 seconds} Coyle, K. (4 January 2016). The evolving catalog. American libraries. American Library Association. Retrieved 18 November 2020.	Five Laws Infographic (Group Project) Due 5 March @ 11:59pm ET

			Davis, D.M. and Hall, T.D., (2007). Diversity counts: Office for research and statistics. American Library Association: Office for diversity (33 pgs.). Ross, C. S. (2009). Reader on Top: Public libraries, pleasure reading, and models of reading. *Library trends 57(4)*, 632 - 656. Wiegand, W.A. (1999). Tunnel vision and blind spots: What the past tells us about the present: Reflections on the twentieth-century history of American librarianship. *The Library Quarterly, 69*(1), 1-32.	
7	6 March – 10 March	Information Professions	Objectives • Explore professional concentrations, competencies, duties and occupations across various information organizations. • Discuss trends in hiring and workforce projections for the field. <u>Readings</u> Rubin & Rubin, Ch. 5 (p. 305 – 335) Abels, E., Jones, R., Latham, J., Magnoni, D., & Marshall, J.G. (2003 June). Competencies for information professionals of the 21st century. Alexandria, VA: Special Libraries Association. ASIS&T. (n.d.). Careers in information science, including: Job descriptions and Career resources. (Thoroughly browse) Dority, G.K. (2006). *Rethinking information work: A career guide for librarians and other information professionals.* Westport, CT: Libraries Unlimited.	None
8	13 March — 17 March	**Spring Break**		None

| 9 | 20 March – 24 March | Trends in Information Sciences | **Objectives**
• Explore recent and emerging trends in LIS.
• Discuss how said trends in LIS influence the education and work of LS and IS professionals.
• Discuss the importance of finding your specialization and/or core area of contributions in LIS.

Readings

Rubin & Rubin, Ch. 3

American Library Association (8 August 2014). Trends. *Center for the future of libraries*. Document ID: 8fbf22e4-7906-19a4-3952-5e79077a9596.

Association for Information Science and Technology (2021). Proceedings of the association for information science and technology, 58(1).
    Read any two (2) poster selections.
    Read any two (2) short paper selections.

Chamorro-Premuzic, T. (20 August 2019). Why are we so bad at choosing the right job?. *Harvard business review*.

Grant, H, (8 April 2013). The key to choosing the right career. *Harvard business review*. | Job Analysis Due 26 March @ 11:59pm ET |
| 10 | 27 March – 31 March | Information Associations, Ethics & Values | **Objectives**
• Identify and describe prominent professional associations and their respective specializations.
• Explore and discuss value propositions and ethical conventions that inform the work of information professionals.
Readings | None |

			Rubin & Rubin, Ch. 9, Ch. 10, Appendix A ALA Committee on Professional Ethics. (2009, January). Questions and answers on the enforcement of the Code of Ethics. ALA Committee on Professional Ethics. (2013, July). Questions and answers on ethics and social media. ALA Committee on Professional Ethics. (2014, July 1). Questions and answers on speech in the workplace. ALA Council. (2004, June 29). Core values of librarianship. ALA Council. (2008, January 22). Professional ethics. American Library Association, & Association of American Publishers. (2004, June 30). The freedom to read statement. ASIS&T. (1992, May 30). ASIS&T professional guidelines. SAA Council. (2020, August). SAA core values statement and code of ethics. SLA Information Ethics Advisory Council. (2010, December). Professional ethics guidelines.	
11	3 April – 7 April	Information Behavior Research	<u>Objectives</u> • Identify key information behavior concepts, principles, and models. • Explore motivating factors and barriers encountered when seeking information. • Explain how situational relevance impacts our information seeking behaviors. <u>Readings</u>	None

			Belkin, N.J. (1980). Anomalous states of knowledge as a basis for information retrieval. *Canadian journal of information and library science*, *5*, 133 – 143. Retrieved from Choo, C.W., Detlor, B., & Turnbull, D. (2000). Information seeking on the Web: An integrated model of browsing and searching. *First Monday, 5*(2). Connaway, D. (2011). "If it is too inconvenient I'm not going after it:" Convenience as a critical factor in information-seeking behaviors. *Library & Information Science Research*, *33(3),* 179–190. Dervin, B. (1998). Sense-making theory and practice: An overview of user interests in knowledge seeking and use. *Journal of Knowledge Management, 2*(2), 36-46. Foster, A. (2004). A nonlinear model of information-seeking behavior. *Journal of the American Society for Information Science and Technology, 55(3),* 228–237 Kuhlthau, C.C. (1991). Inside the search process: Information seeking from the user's perspective. *Journal of the American Society for Information Science, 42*(5), 361-371.	
12	10 April – 14 April	Information Use	<u>Objectives</u> • Describe information and reference services and identify standards for good practice. • Identify different frameworks for defining an information society. • Define information literacy and associated sub-literacies. <u>Readings</u> Behrens, S.J. (1994). A conceptual analysis and historical overview of information literacy. *College and Research Libraries, 55*(4), 309-322.	None

			Dewdney, P., & Michell, G. (1996). Oranges and peaches: Understanding communication accidents in the reference interview. *RQ, 35(4),* 520-535. Elmborg, J. (2006). Critical Information Literacy: Implications for Instructional Practice. *The Journal of Academic Librarianship, 32(2),* 192–199. Institute of Museum and Library Services (2009). *Museums, libraries, and 21st century skills: Definitions.* IMLS: Washington, DC. Radford, M.L. (1996). Communication theory applied to the reference encounter: An analysis of critical incidents. *Library Quarterly*, *66*(2), 123-137. RUSA Board. (2013, May 28). Guidelines for behavioral performance of reference and information service providers (Rev.). RUSA: Chicago. RUSA Board. (2017, June 13). Guidelines for implementing and maintaining virtual reference services (Rev.). RUSA: Chicago.	
13	17 April – 21 April	Information Policy	Objectives • Define information policy. • Identify select regulations and emerging responses regarding issues of privacy, censorship, freedom of expression, fake news, and the freedom of information. • Describe challenges in facilitating access within information policy parameters. Readings Rubin & Rubin, Ch. 8, Ch. 9 (re-read) Dresang, E. (2006). Intellectual freedom and libraries: Complexity and change in the twenty-first-century digital environment. *The Library Quarterly (Chicago), 76(2)*, 169–192.	Ethics & the IS Professional due 23 April @ 11:59pm ET

			Lazer, D.M., et. al (2018). The science of fake news. *Science*, *359(*6380*)*, 1094 – 1096. Orna, E. (2008). Information policies: Yesterday, today, tomorrow. *Journal of information science*, *34(4)*, 547 – 565. Wilkinson, M.A. (1997). Perceptual differences in approaches to censorship: Information intermediaries and the implementation of law. *The Information Society*, *13*(2), 185-193.	
14	24 April – 28 April	Information Inequity	<u>Objectives</u> • Identify and explore sociocultural factors that impact information access and use. • Define and describe consequences of the digital divide. <u>Readings</u> Rubin & Rubin, Ch. 3 (re-read), Ch. 4 Floridi, L. (2002). Information ethics: An environmental approach to the digital divide. *Philosophy in the Contemporary World, 9*(1), 39-49. doi: 5840/pcw2002915**.** Hampton, K.N. (2010). Internet use and the concentration of disadvantage: Glocalization and the urban underclass. *American Behavioral Scientists, 53*(8), 1111-1132. Tavani, H.T. (2003). Ethical reflections on the digital divide. *Journal of Information, Communication and Ethics in Society, 1*(2), 99-108.	None
15	1 May – 5 May	Copyright/ Copyleft & Course Review	<u>Objectives</u> • Identify key components of the US Copyright Act. • Describe and discuss the emergence of the open access movement. • Explore Creative Commons licenses. • Revisit course student learning outcomes.	None

			Summarize current state and emerging schools of thought in LIS. • Share key impressions from the course. <u>Readings</u> ALA Council. (2014, July 1). Copyright: An interpretation of the Code of Ethics. American Library Association (12 April 2020). State of America's libraries 2020. *Issues and trends*, document ID: d84a214b-06f9-4f29-9f7a-f24b9f80714e. Gasaway, L. (1998). Copyright, the Internet, and other legal issues. *Journal of the American Society for Information Science*, *49*(11), 1003-1009. Hirtle, P.B. (2020, January 3). Copyright term and the public domain in the United States. Creative Commons. (2002). Get creative. Retrieved Office for Information Technology Policy, ALA. (n.d.). Copyright Advisory Network: Resources. Office of Scholarly Communication, Association of Research Libraries. (2004, May). Framing the issue: Open access. Vaidhyanathan, S. (2001). Introduction + Ch. 1: Copyright and American culture. In S. Vaidhyanathan (Au.), *Copyrights and copywrongs*: *The rise of intellectual property and how it threatens creativity*. (pp. 1 – 34). NYU Press. Wikimedia Foundation. (2017, February 7). What is Creative Commons? {Video runs 1 min., 23 seconds}.	
16	8 May –	Course Summary	<u>Objectives</u> • Revisit course student learning outcomes. • Summarize current state and emerging schools of thought in LIS.	Elevator Pitch (Group Project)

	9 May		• Share key impressions from the course. Readings American Library Association (12 April 2020). State of America's libraries 2020. *Issues and trends*, document ID: d84a214b-06f9-4f29-9f7a-f24b9f80714e. Aspray, W. (2019). Information history: Searching for Identity / The History of Information Science and Other Traditional Information Domains: Models for Future Research. *Information & Culture, 54(1)*, 69–94.	Due 14 May @ 11:59pm ET