

INSC 511-003: INFORMATION CONCEPTS & FOUNDATIONS

SPRING 2021 (DISTANCE/ZOOM)

Instructor: Ericka Patillo Ph.D., Clinical Assistant Professor

School of Information Sciences (SIS)

College of Communication and Information (CCI)

University of Tennessee

Thursday, 6:30 pm - 9:10 pm (EDT/EST)

Zoom Meeting ID: 91261031351 (must be logged in with UTK credentials)

COURSE OVERVIEW

Instructor Contact Information

Email: epatillo@utk.edu; Use Canvas Inbox for course-related communication

Office Hours: Virtual via Zoom, Tuesdays, 10-11 am, Wednesdays, 2-3 pm, and by appointment

SIS Location/Contact Information

451 Communications Bldg.
1345 Circle Park Drive

Knoxville, TN 37996-0341

SIS Office: 865.974.2148

Fax (SIS): 865.974.4667

Welcome and Course Timeline

Welcome to Information Concepts & Foundations during the time of the COVID-19 pandemic! I am looking forward to learning with you this semester. Although this course was planned for online-only delivery, it is impossible to ignore that the world around us is more chaotic, unpredictable, and dangerous than usual. We will occasionally hold space for this uncertainty, acknowledging that the outside world can have a serious impact on our planned activities.

Class meets via Zoom on Thursdays from 6:30pm until 9:10pm. You will be muted upon entry, but we will have activities during which you will be invited to share your audio and video. The class meets 14 times this semester, from 01/21/21 (first day of class) until 04/22/21 (last day of class). **No official breaks – we will meet every week.** Your final assignment for the semester is due 05/04/20. All times listed in this syllabus are for the **Eastern Time Zone**.

Course 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)

Student Outcomes¹

At the end of this course, students will ...

- 1) Understand and explain the various types and definitions of “information” (1, 7)

¹ The parenthesized numbers reflect the [SIS Program Outcomes](#) explicitly addressed in this course.

- 2) Understand the conceptual, theoretical foundations of the 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 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 (Readings, Activities and Expectations)

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 required readings (or viewings, for moving image resources) are listed in the **Course Outline** section of this syllabus, along with optional readings. An **Optional Readings Bibliography** is also posted to the class Canvas website (under “Other Course Materials”). These resources are provided to: (1) supplement the course’s required readings, (2) foster exploration of a particular topic(s) of interest to you, and (3) orient you to the profession. Again, these are optional resources; you are not required to read them.

There is **no required textbook** for this course. All 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, please let me know as soon as possible. It is assumed, however, that: (1) you have already contacted 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) you have looked on Canvas to see if any scanned PDFs are provided there; and (3) you checked the Canvas Discussion Board to see if an alternative access point for the “unavailable” source has been posted. 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](#).”

Materials shared in class, including lecture slides and handouts, are made available on Canvas before the start of class (typically the same day).

Assignments and Evaluation

Your final course grade is based on 6 assignments, including 2 small group 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.

Assignments	Due Date (day/mm/dd/yy)	Max. Pts (% Grade)	² MSIS Program Outcome #
Introduction	Thu 01/28/21	5 (5%)	--
Journal Exploration	Mon 02/15/21	10 (10%)	--
Five Laws Infographic (Group Assignment)	Thu 03/11/21	20 (20%)	3
Job Analysis	Mon 03/29/21	25 (25%)	4
Ethics & the Information Professional (Group Assignment)	Thu 04/15/21	25 (25%)	5,7
Elevator Pitch	Tue 05/04/21	15 (15%)	7
TOTAL		100 (100%)	

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), as well as INSC 512 and INSC 514.

A	93-100 pts	Superior performance (4 quality points per semester hour)
A-	90-92.75 pts	Intermediate grade performance (3.7 quality points per semester hour)
B+	88-89.75 pts	Better than satisfactory performance (3.5 quality points per semester hour)
B	83-87.75 pts	Satisfactory performance (3 quality points per semester hour)
B-	80-82.75 pts	Intermediate grade performance (2.7 quality points per semester hour)
C+	78-79.75 pts	Less than satisfactory performance (2.5 quality points per semester hour)
C	70-77.75 pts	Performance well below the standard expected of graduate students (2 quality points per semester hour)
D	60-69.75 pts	Clearly unsatisfactory performance and cannot be used to satisfy degree requirements (1 quality point per semester hour)
F	0-59 pts	Extremely unsatisfactory performance and cannot be used to satisfy degree requirements (0 quality points per semester hour)

You are welcome to discuss your evaluations with me. *You must wait 24 hours after receiving the grade to contact me*, and present documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

Penalty for Late Work

Except by prior agreement, 1 point per business day may be deducted for written or oral work not submitted by class time the day due. "Prior agreement" means at least 24 hours prior to the original time scheduled for the presentation or assignment.

Note on "Incompletes"

University of Tennessee policy states that an "Incomplete" is granted only under "the most unusual of circumstances" at the discretion of the instructor. An "F" is submitted for students who simply disappear. See [Academic Policies and Requirements for Graduate Students](#) for more information.

University, College and School Policy Statements

In addition to policies and guidelines detailed below, you may also refer to the [Campus Syllabus](#). Prepared by the University Provost, it provides a summary of key policy statements and related links.

² This mapping of assignments to one or more MSIS program outcomes is applicable to the [MSIS Degree Exit Requirements](#).

Honor Statement: Each student's work is to be the product of their own study and/or research, not a joint effort of any sort **unless the instructor gives explicit permission, such as for group assignments**. Per the Hilltopics Student Handbook, an essential feature of the University is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As such, the University utilizes an Honor Statement that reads, "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." The Honor Statement prohibits cheating, plagiarism or any other type of academic dishonesty.³

Plagiarism: Plagiarism in any of its forms is intolerable. Appropriate and accurate citation in written work is 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 written or spoken words, phrases, or sentences from any source **without proper documentation** (e.g., quotation marks and a citation).
2. Summarizing **without proper documentation** 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 or content is available for use without attribution, such as images distributed via Pixabay).
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 unsure of the nature of plagiarism should consult a librarian, a guide for writing research reports, your academic advisor or this instructor. Infractions of academic integrity are penalized according to the severity, but may include a course grade of "F" and instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

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.

CCI Diversity Statement: The College of Communication and Information recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When

³ For more academic policies and procedures, see the [Hilltopics Student Handbook](#).

all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community.

SIS Diversity & Inclusion Statement (Excerpted): The School of Information Sciences is committed to diversity, inclusion, and equal opportunity for all. Our commitment to promoting, protecting, and ensuring diversity and inclusion in our community builds on an understanding that a diverse and inclusive society is essential for the free exchange of ideas, debate, research, academic freedom, growth, responsibility, knowledge, integrity, cooperation, and success in the local and global context. Diversity and inclusion are also essential in developing the cultural competencies and effectiveness information professionals must have to serve the needs of increasingly diverse and pluralistic communities. *For the complete statement, see the [Diversity & Inclusion Statement of the School of Information Sciences](#).*

SIS Computing Requirements: You must have adequate computing skills, including but not limited to use of word processing and presentation software, Web browsers, email, Canvas, and Zoom. The Office of Information Technology (OIT) [provides help](#) and [training classes](#) in using various technologies for students at no charge.

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.

Class Conduct, Policies and Procedures

Assignments and Evaluation: The words or ideas of others must be properly cited. For in-text citations and reference lists for submitted work, students should adopt the style conventions of the ***Publication Manual of the American Psychological Association (APA), 6th Edition or 7th Edition***.

Citations in the **Course Outline** are in APA format (6th Ed.). Review these if you are unfamiliar with APA or need a refresher. I have also made guidance documentation available on Canvas under "**Other Course Materials**." You may request to use a style with which you are more familiar (e.g., Chicago, Blue Book). Contact me with your request via email before, **not on**, the assignment due date. Requests will be granted on a case-by-case basis. Be aware: making a request does not guarantee it will be honored.

Submit assignments on time. There are exceptions when I may accept a late assignment. If you will be late submitting an assignment, it is your responsibility to contact me **ASAP**, in advance of the assignment due date (when reasonably possible). I reserve the right to dock points for any late assignments.

If you will miss a class when you will be presenting as part of a group, you must inform your group and me ASAP, in advance of the date of the scheduled presentation (when possible). I reserve the right to dock points for missed presentations (for the individual only, not the group as a whole).

All assignment instructions come with a scoring rubric. Before beginning the assignment, be sure to read the rubric in addition to the detailed assignment instructions. Questions concerning the grading scale or a specific score you receive should be discussed first with me. If you remain dissatisfied, then refer to the Grade Appeal Procedures in the SIS Student Handbook and/or Graduate School Catalog.

After receiving your assignments, I make every effort to return your marked assignments within two weeks, though this is not a guarantee. Be aware it may take three or more weeks for my evaluation to be completed. Your scores and feedback for assignments are posted to Canvas.

Communicating via Email and Other Channels

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 mail to your preferred address if you don't wish to check both accounts.

Instructor Availability

I am available via Canvas Inbox and will respond within 24-48 hours. I also hold regular office hours; log in to the Canvas course site for current office hours. I also plan to hang out in my personal zoom room for the occasional informal get-together.

Class Participation: Class participation is a valued 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 class *on time*; completing the required readings and viewings; and being an active participant in class-related activities and discussions.

Class Attendance Policy

Students are expected to attend class each week and be fully prepared to *actively* participate. Please try to notify me in advance if you need to miss class. 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.

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. Information about the University of Tennessee weather-related closing policy is available [here](#).

Class Evaluation

At SIS, 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 SIS learning experience.

See the SIS Course Guidelines and Procedures for additional guidance for [addressing concerns about courses](#).

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 is organized by session number, date and topical theme. The following information is provided for each scheduled session, when applicable:

OBJECTIVES: Listed are the main topics and anticipated learning goals for the respective session. You may want to keep these in mind when you complete the required materials assigned for that session.

REQUIRED: You are expected to complete the reading(s) and/or viewing(s) listed here **before the start** of the respective session. Be prepared to apply these materials to class discussions as well as course assignments. (FYI: "After-Class" is indicated for Session 1 only).

OPTIONAL: Listed here are non-required suggestions for a more in-depth exploration of a topic of particular interest to you (these may also be useful in completing course assignments). Also, remember to see the *Optional Readings Bibliography* on Canvas for additional recommendations.

ASSIGNMENT: Indicated here are all assignment due dates, including those due on days that class meets. For others that do not coincide with a class session, the assignment is indicated in the session for the week that the assignment is due.

OTHER BUSINESS: Listed here are FYIs and other information pertinent to class business/logistics.

~ THE COURSE OUTLINE BELOW IS REPRODUCED IN ITS ENTIRETY IN CANVAS ~

SESSION 1: COURSE OVERVIEW (January 21, 2021)

OBJECTIVES:

- Review syllabus and course expectations.
- Explore other course materials, including assignments and the class Canvas site.
- Discuss the [SIS Diversity & Inclusion Statement](#).

REQUIRED (AFTER-CLASS):

- Class syllabus.
- Class Canvas site.
- (Skim) Assignments
- (Skim) Selected Resources in Information Sciences

OTHER BUSINESS:

- (Upcoming assignment) *Introduction* assignment **due next week**.

SESSION 2: INFORMATION (January 28, 2021)

OBJECTIVES:

- 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.

REQUIRED:

- Bates, M.J. (2006). Fundamental forms of information. *Journal of the American Society for Information Science and Technology*, 57(8), 1033-1045.

- Buckland, M.K. (1991). Information as thing. *Journal of the American Society for Information Science*, 42(5), 351-360.
- Pomerantz, J. (2017, January 9). What is information [video]. In *Metadata MOOC*. Retrieved from <https://youtu.be/vkPyJNEv1Dk> {Video runs 16 min., 35 seconds}
- (Skim) 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.

OPTIONAL:

- Belkin, N.J. (1978). Information concepts for information science. *Journal of Documentation*, 34(1), 55-85.
- Buckland, M.K. (1997). What is a document? *Journal of the American Society for Information Science*, 48(9), 804-809.
- Farradane, J. (1979). The nature of information. *Journal of Information Science*, 1(1), 13-17.
- Floridi, L. (2009). Philosophical conceptions of information. In G. Sommaruga (Ed.), *Formal theories of information: From Shannon to semantic information theory and general concepts of information*, LNCS, 5363 (pp. 13-53). Berlin: Springer.

ASSIGNMENT:

- Submit *Introduction* via Canvas

SESSION 3: COMMUNICATION (February 4, 2021)

OBJECTIVES:

- 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.

REQUIRED:

- Bush, V. (1945). As we may think. *Atlantic Monthly*, July 1945. Retrieved from <http://www.theatlantic.com/magazine/archive/1945/07/as-we-may-think/303881/>
- (Skim) Garvey, W.D., & Griffith, B.C. (1971). Scientific communication: Its role in the conduct of research and creation of knowledge. *American Psychologist*, 26(4), 349-362.
- Pierce, J. (1972). Communication. *Scientific American*, 227(3), 31-41.
- Shedroff, N. (n.d.). A history of communications, 35,000 BC – 1998 AD. Retrieved from <https://web.archive.org/web/20150729124314/http://www.nathan.com/projects/current/comtimeline.html>
- Wesch, M. (2007, January 31). Web 2.0: The machine is us/ing us [video]. Retrieved from <http://www.youtube.com/watch?v=6gmP4nk0EOE> {Video runs 4 min., 31 seconds}

OPTIONAL:

- Losee, R.M. (1999). Communication defined as complementary information processes. *Journal of Information, Communication, and Library Science*, 5(3), 1-15. Retrieved from <http://ils.unc.edu/~losee/ci/comminfo.html>

OTHER BUSINESS:

- (Upcoming assignment) *Journal Exploration* assignment **due next week**

SESSION 4: INFORMATION SCIENCE (February 11, 2021)

OBJECTIVES:

- 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.
- Define and distinguish what is meant by principle, model, theory and metatheory.

REQUIRED:

- Bates, M. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050.
- (Skim) 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. Retrieved from <https://pages.gseis.ucla.edu/faculty/bates/articles/metatheories.pdf>
- Pomerantz, J. (2017, January 9). Introduction to information science [video]. In *Metadata MOOC*. Retrieved from <https://youtu.be/Y-PbRKHKoU8>. {Video runs 11 min., 09 seconds}
- Thompson, K.A. (2009). Remembering Elfreda Chatman: A champion of theory development in library and information science education. *Journal of Education for Library and Information Science*, 50(2), 119-126.

OPTIONAL:

- Borko, H. (1968). Information science: What is it? *Journal of Documentation*, 19(1), 3-5.
- Hjørland, B. (2000). Library and information science: Practice, theory and philosophical basis. *Information Processing and Management*, 36(3), 501-531. doi: 10.1016/S0306-4573(99)00038-2.
- Pierce, S.J. (1992). Dead Germans and the theory of librarianship. *American Libraries*, 23(8), 641-643. Retrieved from JSTOR database.
- Saracevic, T. (1999). Information science. *Journal of the American Society for Information Science*, 50(12), 1051-1063.
- Zins, C. (2007). Conceptions of information science. *Journal of the American Society for Information Science and Technology*, 58(3), 335-350.

ASSIGNMENT:

- Submit *Journal Exploration* via Canvas

SESSION 5: INFORMATION SCIENCES APPLIED (February 18, 2021)

OBJECTIVES:

- Explore the variety of professional practice areas within information sciences.
- Identify key developments in the professionalization of information services.
- Examine critical need for diversity, equity and inclusion in consideration of past discriminatory practices in information services and the profession.

REQUIRED:

- Connaway, L.S., & Faniel, I.M. (2014). *Reordering Ranganathan: Shifting user behaviors, shifting priorities*. Dublin, OH: OCLC Research. Retrieved from <http://www.oclc.org/research/publications/library/2014/oclcresearch-reordering-ranganathan-2014-overview.html>

- 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]. Retrieved from <https://vimeo.com/215062869> {Video runs 44 min., 30 seconds}
- Poole, A.H. (2017). Harold T. Pinkett and the lonely crusade of African American archivists in the twentieth century. *The American Archivist*, 80(2), 296-335. doi: [10.17723/0360-9081-80.2.296](https://doi.org/10.17723/0360-9081-80.2.296)

OPTIONAL:

- Cotton, J.D. (1903). *A library primer* (3rd ed.). Chicago, IL: Library Bureau. Retrieved from <https://www.gutenberg.org/ebooks/15327>
- Leiter, R.A. (2003). Reflections on Ranganathan's Five Laws of library science. *Law Library Journal*, 95(3), 411-418.
- McNerney, C. (2002). Knowledge management and the dynamic nature of knowledge. *Journal of the American Society for Information Science and Technology*, 53(12), 1009-1018.
- Schwartz, J. M., & Cook, T. (2002). Archives, records, and power: The making of modern memory. *Archival Science*, 2, 1-19.
- Thomassen, T. (2001). A first introduction to archival science. *Archives and Museum Informatics*, 1(4), 373-385.
- 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. Retrieved from <http://www.jstor.org/stable/4309267>

OTHER BUSINESS:

- Begin work in class on small group assignment, *Five Laws Infographic*
- FYI: Session readings may be useful when completing the *Job Analysis* assignment

SESSION 6: INFORMATION ASSOCIATIONS, VALUES & ETHICS (February 25, 2021)

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.

REQUIRED:

- ALA Council. (2004, June 29). Core values of librarianship. Retrieved from <http://www.ala.org/advocacy/intfreedom/corevalues>
- ALA Council. (2008, January 22). Professional ethics. Retrieved from <http://www.ala.org/tools/ethics>
- (Skim) American Library Association, & Association of American Publishers. (2004, June 30). The freedom to read statement. Retrieved from <http://www.ala.org/advocacy/intfreedom/freedomreadstatement>
- ASIS&T. (1992, May 30). ASIS&T professional guidelines. Retrieved from <https://www.asist.org/about/asist-professional-guidelines/>
- SAA Council. (2020, August). SAA core values statement and code of ethics. Retrieved from <https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>
- SLA Information Ethics Advisory Council. (2010, December). Professional ethics guidelines. Retrieved from <https://www.sla.org/about-sla/competencies/sla-professional-ethics-guidelines/>

OPTIONAL:

- ALA Committee on Professional Ethics. (2009, January). Questions and answers on the enforcement of the Code of Ethics. Retrieved from <http://www.ala.org/tools/ethics/enforcementqa>
- ALA Committee on Professional Ethics. (2013, July). Questions and answers on ethics and social media. Retrieved from <http://www.ala.org/tools/ethics/socialmediaqa>
- ALA Committee on Professional Ethics. (2014, July 1). Questions and answers on speech in the workplace. Retrieved from <http://www.ala.org/tools/ethics/workplacespeechqa>

OTHER BUSINESS:

- FYI: Session readings may be useful when completing the *Ethics and the Information Professional* group assignment
- As time allows, continue work in class on small group assignment, *Five Laws Infographic*

SESSION 7: INFORMATION PROFESSIONS (March 4, 2021)

OBJECTIVES:

- Explore professional concentrations, competencies, duties and occupations across various information organizations.
- Discuss trends in hiring and workforce projections for the field.

REQUIRED:

- 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. Retrieved from <http://dbiosla.org/Competencies%20for%20Information%20Professionals%20of%20the%2021st%20Century.pdf>
- (Review/Skim) ASIS&T. (n.d.). Careers in information science, including: [Job descriptions](#) and [Career resources](#). Retrieved from <https://www.asist.org/about/careers-in-information-science/>
- Jaeger, P.T., Sarin, L.C., & Peterson, K.J. (2015). Diversity, inclusion, and library and information science: An ongoing imperative (or why we still desperately need to have discussions about diversity and inclusion). *Library Quarterly*, 85(2), 127-132. doi: <https://doi.org/10.1086/680151>
- Marshall, J.G., Marshall, V.W., Morgan, J.C., Barreau, D., Moran, B.B., Solomon, P, Rathbun-Grubb, S., & Thompson, C.A. (2009). Where are they now? Results of a career survey of library and information science graduates. *Library Trends*, 58(2), 141-154. doi: 10.1353/lib.0.0084
- Wesch, M. (2007, October 12). *Information R/Evolution* [video]. Retrieved from <http://youtu.be/-4CV05HyAbM> {Video runs 5 min., 29 seconds}

OPTIONAL:

- Dority, G.K. (2006). *Rethinking information work: A career guide for librarians and other information professionals*. Westport, CT: Libraries Unlimited.
- Jaeger, P.T., Subramaniam, M.M., Jones, C.B., & Bertot, J.C. (2011). Diversity and LIS education: Inclusion and the age of information. *Journal of Education for Library & Information Science*, 52(3), 166-183.
- Jaeger, P.T., Cooke, N.A., Feltis, C., Hamiel, M., Jardine, F., & Shilton, K. (2015). The virtuous circle revisited: Injecting diversity, inclusion, rights, justice, and equity into LIS from

- education to advocacy. *Library Quarterly*, 85(2), 150-171. doi: <https://doi.org/10.1086/680154>
- Radford, M.L., & Radford, G.P. (2003). Librarians and party girls. Cultural studies and the meaning of the librarian. *The Library Quarterly*, 73(1), 54-69. Retrieved from <http://www.jstor.org/stable/4309620>
 - (Review/skim) Special issue of Library Trends (2010): Workforce Issues in Library and Information Science, Part 2. *Library Trends*, 59(1-2). Retrieved from http://muse.jhu.edu/journals/library_trends/toc/lib.59.1-2.html

OTHER BUSINESS:

- As time allows, continue work in class on small group assignment, *Five Laws Infographic*
- FYI: Session readings may be useful when completing the *Job Analysis* assignment

SESSION 8: INFORMATION BEHAVIOR RESEARCH (March 11, 2021)

OBJECTIVES:

- 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.

REQUIRED:

- Case, D.O. (2012). Models of information behavior. In *Looking for information: A survey of research on information seeking, needs and behavior* (3rd ed., pp. 133-162). Emerald: Bingley, UK. (Available as PDF on Canvas).
- Connaway, L.S., Dickey, T.J., & Radford, M.L. (2011). "If it is too inconvenient I'm not going after it:" Convenience as a critical factor in information-seeking behaviors. *Library and 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.
- 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.

OPTIONAL:

- Choo, C.W., Detlor, B., & Turnbull, D. (2000). Information seeking on the Web: An integrated model of browsing and searching. *First Monday*, 5(2). Retrieved from <http://firstmonday.org/ojs/index.php/fm/issue/view/116>
- Lee, C.P., & Trace, C.B. (2009). The role of information in a community of hobbyist collectors. *Journal of the American Society for Information Science and Technology*, 60(3), 621-637.

ASSIGNMENT:

- Submit *Five Laws Infographic* via Canvas **on/by start of class**.

OTHER BUSINESS:

- Group presentations: Five Laws Minute Madness.
- Handout: Information seeking models. (Available as PDF on Canvas).

SESSION 9: INFORMATION SEEKING (March 18, 2021)

OBJECTIVES:

- Describe analytical information seeking techniques and strategies.
- Distinguish these from incidental information acquisition (IIA) and browsing behaviors.
- Define and describe consequences of “information overload.”

REQUIRED:

- Bawden, D., & Robinson, L. (2009). The dark side of information: Overload, anxiety, and other paradoxes and pathologies. *Journal of Information Science*, 35(2), 180-191. doi: 10.1177/0165551508095781
- Savolainen, R. (2008). Source preferences in the context of seeking problem-specific information. *Information Processing & Management*, 44(1), 274-293.
- Taylor, R.S. (1968). Question negotiation and information seeking in libraries. *College and Research Libraries*, 29(3), 178-194.
- Williamson, K. (1998). Discovered by chance: The role of incidental information acquisition in an ecological model of information use. *Library and Information Science Research*, 20(1), 23-40.

OPTIONAL:

- Duff, W. M., & Johnson, C. A. (2002). Accidentally found on purpose: Information-seeking behavior of historians in archives. *Library Quarterly*, 72(4), 472-496.
- Heinstrom, J. (2006). Psychological factors behind incidental information acquisition. *Library and Information Science Research*, 28(4), 579-594.
- Levy, D.M. (2005). To grow in wisdom: Vannevar Bush, information overload, and the life of leisure. In *Proceedings of the 5th ACM/IEEE-CS Joint Conference on Digital Libraries* (pp. 281-286).

OTHER BUSINESS:

- (Upcoming assignment) *Job Analysis* assignment **due next week**

SESSION 10: INFORMATION USE (March 25, 2021)

OBJECTIVES:

- 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.

REQUIRED:

- 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. *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. Retrieved from <https://www.ims.gov/issues/national-initiatives/museums-libraries-and-21st-century-skills/definitions>
- RUSA Board. (2013, May 28). Guidelines for behavioral performance of reference and information service providers (Rev.). RUSA: Chicago. Retrieved from <http://www.ala.org/rusa/resources/guidelines/guidelinesbehavioral>

OPTIONAL:

- Behrens, S.J. (1994). A conceptual analysis and historical overview of information literacy. *College and Research Libraries*, 55(4), 309-322. doi: https://doi.org/10.5860/crl_55_04_309
- Radford, M.L. (1996). Communication theory applied to the reference encounter: An analysis of critical incidents. *Library Quarterly*, 66(2), 123-137.
- RUSA Board. (2017, June 13). Guidelines for implementing and maintaining virtual reference services (Rev.). RUSA: Chicago. Retrieved from Retrieved from http://www.ala.org/rusa/sites/ala.org.rusa/files/content/resources/guidelines/GuidelinesVirtualReference_2017.pdf

ASSIGNMENT:

- Submit *Job Analysis* via Canvas

OTHER BUSINESS:

- Small group assignment, *Ethics and the Information Professional*, to be begun during class

SESSION 11: INFORMATION INEQUITY (April 1, 2021)

OBJECTIVES:

- Identify and explore sociocultural factors that impact information access and use, such as race, ethnicity, religion, gender, social class, language and others.
- Define and describe consequences of the digital divide.

REQUIRED:

- Chatman, E. (1996). The impoverished life-world of outsiders. *Journal of the American Society for Information Science*, 47(3), 193-206.
- [Imagining a future free from the algorithms of oppression \(Links to an external site.\)](#). 30 minute video overview of Dr. Safiya Noble's work.
- [Noble Algorithms and Invisibility.pdf](#). excerpt from Noble, S. Algorithms of oppression: how search engines reinforce racism
- Hastings, S.K. (2015). If diversity is a natural state, why don't our libraries mirror the populations they serve? *Library Quarterly*, 85(2), 133-138. doi: <https://doi.org/10.1086/680152>
- Weiss, J.W., Yates, D.J., & Gulati, G.J. (2016). Affordable broadband: Bridging the global digital divide, a social justice approach. In *Proceedings of the 49th Hawaii International Conference on System Sciences (HICSS)* (pp. 3848-3857). doi: [1109/HICSS.2016.480](https://doi.org/10.1109/HICSS.2016.480)

OPTIONAL:

- Chatman, E. (1999). A theory of life in the round. *Journal of the American Society for Information Science*, 50(3), 207-217.
- Fisher, K.E., Durrance, J.C., & Hinton, M.B. (2004). Information grounds and the use of need-based services by immigrants in Queens, New York: A context-based, outcome evaluation approach. *Journal of the American Society for Information Science and Technology*, 55(8), 754-766.
- 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.
- Schement, J.R. (2003). Measuring what Jefferson knew and DeTocqueville saw: Libraries as bridges across the digital divide. *IT & Society*, 1(4), 118-125.

- Tavani, H.T. (2003). Ethical reflections on the digital divide. *Journal of Information, Communication and Ethics in Society*, 1(2), 99-108. doi: [10.1108/14779960380000230](https://doi.org/10.1108/14779960380000230)

OTHER BUSINESS:

- As time allows, continue work in class on group assignment, *Ethics and the Information Professional*

SESSION 12: INFORMATION POLICY (April 8, 2021)

OBJECTIVES:

- Define information policy.
- Identify select regulations and emerging responses in regard to issues of privacy, censorship, freedom of expression and freedom of information.
- Describe challenges in facilitating access within information policy parameters.

REQUIRED:

- Braman, S. (2011). Defining information policy. *Journal of Information Policy*, 1, 1-5. Retrieved from <https://www.jstor.org/stable/10.5325/jinfopoli.1.2011.0001>
- Rainie, L., Anderson, J., & Albright, J. (2017, March 29). *The future of free speech: Trolls, anonymity and fake news online* (pp 1-28). Pew Research Center. Retrieved from <https://www.pewinternet.org/2017/03/29/the-future-of-free-speech-trolls-anonymity-and-fake-news-online/>
- Rosen, J. (2010, July 21). The Web means the end of forgetting. *New York Times Magazine*. Retrieved from <http://www.nytimes.com/2010/07/25/magazine/25privacy-t2.html>
- Toobin, J. (2014, September 22). The solace of oblivion: In Europe, the right to be forgotten trumps the Internet. *The New Yorker*. Retrieved from <https://www.newyorker.com/magazine/2014/09/29/solace-oblivion>

OPTIONAL:

- Dresang, E. (2006). Intellectual freedom and libraries: Complexity and change in the twenty-first-century digital environment. *Library Quarterly*, 76(2), 169-192.
- Fine, S. (1996). How the mind of a censor works: The psychology of censorship. *School Library Journal*, 42(1), 23.
- Wilkinson, M.A. (1997). Perceptual differences in approaches to censorship: Information intermediaries and the implementation of law. *The Information Society*, 13(2), 185-193.

OTHER BUSINESS:

- As time allows, continue work in class on small group assignment, *Ethics and the Information Professional*

SESSION 13: COPYRIGHT/COPYLEFT (April 15, 2021)

OBJECTIVES:

- Identify key components of the US Copyright Act, including the rights of copyright holders, and exceptions to those rights for individuals, libraries and archives.
- Describe and discuss the emergence of the open access movement.
- Explore Creative Commons licenses.

REQUIRED:

- (Watch) Creative Commons. (2002). Get creative. Retrieved from <https://creativecommons.org/about/videos/get-creative/> {Video runs 6 min., 37 seconds}

- Hirtle, P.B. (2020, January 3). Copyright term and the public domain in the United States. Retrieved from <https://copyright.cornell.edu/publicdomain>
- (Skim) Office for Information Technology Policy, ALA. (n.d.). Copyright Advisory Network: Resources. Retrieved from <http://librarycopyright.net/resources/>
- Office of Scholarly Communication, Association of Research Libraries. (2004, May). Framing the issue: Open access. Retrieved from <https://www.arl.org/wp-content/uploads/2004/05/framing-issue-open-access-may04.pdf>
- (Watch) Wikimedia Foundation. (2017, February 7). What is Creative Commons? Retrieved from <https://youtu.be/dPZTh2NKTm4> {Video runs 1 min., 23 seconds}

OPTIONAL:

- ALA Council. (2014, July 1). Copyright: An interpretation of the Code of Ethics. Retrieved from <http://www.ala.org/tools/ethics/copyright>
- Gasaway, L. (1998). Copyright, the Internet, and other legal issues. *Journal of the American Society for Information Science*, 49(11), 1003-1009.
- Hurd, J.M. (2000). The transformation of scientific communication: A model for 2020. *Journal of the American Society for Information Science*, 51(14), 1279-1283.
- Minnow, M. (2003, November 10). Digital preservation and copyright by Peter Hirtle. [Web log post]. Retrieved from https://fairuse.stanford.edu/2003/11/10/digital_preservation_and_copyr/

ASSIGNMENT:

- Submit *Ethics and the Information Professional* via Canvas **on/by start of class**.

OTHER BUSINESS:

- Group discussion: Ethics and the Information Professional.

OTHER BUSINESS:

- Handout: Assigning Creative Commons Licenses (Available as PDF in on Canvas).

SESSION 14: COURSE REVIEW (April 22, 2021)

OBJECTIVES:

- Revisit course student learning outcomes.
- Share key impressions from the course.

REQUIRED:

- Bawden, D., & Robinson, L. (2012). Chapter 15: The future of information science. In *Introduction to information science* (pp. 327-338). New York: Neal-Schuman. (Available as PDF on Canvas).

OTHER BUSINESS:

- (Upcoming assignment) *Elevator Pitch* is due on/by **Tuesday, May 4th (11:59pm EST)**.
- PowerPoint Karaoke a.k.a. Battle Decks (in-class activity).