

COURSE INFORMATION

INSC 511 Section 003 Information Concepts & Foundations
University of Tennessee, Knoxville
Class Meetings: Mondays 6:30pm - 9:10pm ET on ZOOM
ZOOM Course ID/Link (must be logged in with UTK credentials)
<https://tennessee.zoom.us/j/5402961502>
Meeting ID: 540 296 1502

Faculty Contact Information

- Brenda M. Linares, MLIS, MBA, AHIP,
Lecturer (she, her, ella)
- blinares@utk.edu (you can also sent me messages via Canvas)
- Office 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 and Foundations! I look forward to fostering our learning together and engaging in productive and educational discussions.

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 required readings (or viewings, for moving image resources) are listed in the Course Outline section of this syllabus.

Required Texts

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 challenges accessing these readings, 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 on the library catalog or accessible from a library-licensed database; (2) you have looked at the respective Session Folder (under Modules) on Canvas to see if any scanned PDFs are provided there; and 3) you checked the Canvas discussion board to see if an alternative link etc. to the “unavailable” source has been posted. 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 on how to do so. Consult library information and resource pages, such as “Information for Graduate Students” (<http://libguides.utk.edu/graduate>) and “Distance Education” (<https://www.lib.utk.edu/info/distance-ed/>).

Materials shared or shown in class, including lecture slides and handouts, are made available on Canvas in the “Modules” section after class and organized by class session (e.g., Session 1: Course Overview). I will also share the recordings of the class.

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

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. You can expect responses to occur between 24 – 72 business hours, excluding weekends, federal or University holidays.

Instructor Availability

In addition to Canvas email, students are encouraged to meet with me regarding course content. To this end, I hold office 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. 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. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

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

Learner Expectations Throughout the course students 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 is expected to;

1. Prepare for all classes.
2. Respond to all student inquiries in 48 – 72 business hours.
3. Aim to provide an engaging and inclusive 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 class 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 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. (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 Grading

Assignments	Due Date	Points	MSIS Program Outcome
Participation	Throughout the class	5	
Introduction	Sept 2	5	
Journal Exploration	Sept 23	10	
Job Analysis	Oct 14	20	4
Elevator Speech	Dec 9	15	7
Five Laws InfoGraphic (Group Assignment-Presentation)	Nov 7	25	3
Ethics & Info Professional Profesional (Group Assignment)	Nov 18	20	5,7

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.

If you read this, please email me a photo of a Star Wars character for 5 extra credit points. This shows you read the syllabus. Email me by Monday 9/5/2022 11:50pm to get those points.

Assigning Grades

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).

Evaluation

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 <i>Graduate Catalog</i> . 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.

Course Evaluation

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

MSIS Program Outcomes

It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

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.

SESSION 1: COURSE OVERVIEW (Monday 8/29/22)

OBJECTIVES:

- Review syllabus, student outcomes and course expectations.
- Explore other course materials, including assignments and the class Canvas site.
- Identify different information interaction roles: seeker, innocent bystander, targeted audience and prospector.

REQUIRED (AFTER-CLASS):

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

ASSIGNMENT:

- Submit Introduction via Canvas on/by Friday, Sept 2, 2022 (11:59 pm EST).

SESSION 2 NO CLASS ON MONDAY 9/5 LABOR DAY

SESSION 3: INFORMATION AND COMMUNICATION (Monday 9/12/22)

Librarian Presentation: Calantha Tillotson

OBJECTIVES:

- Define and distinguish the terms data, information, knowledge, and wisdom.
- Define and distinguish primary, secondary, and tertiary sources of recorded information.
- Describe a basic model for communication.
- Identify different types of communication.

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.
- 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>

SESSION 4: INFORMATION SCIENCE (Monday 9/19/2022)

OBJECTIVES:

- Discuss various definitions and conceptions of information science as a meta-discipline.
- Explore various theoretical concepts informing information science research.
- Define and distinguish what is meant by metatheory, theory, and model.
- Define and discuss the system of scholarly communication.
- Describe a generic model for scholarly publishing.
- Distinguish among a variety of content types.

REQUIRED:

- 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>
- Saracevic, T. (1999). Information science. *Journal of the American Society for Information Science*, 50(12), 1051-1063.
- 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}
- 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}

ASSIGNMENT: Journal Exploration Assignment Due Friday, September 23, 2022 (11:59pm EST)

SESSION 5: INFORMATION SCIENCES APPLIED (Monday 9/26/22)

OBJECTIVES:

- Identify key developments in the history of recorded information and information services.
- Explore applied, professional practice areas within information sciences, including library science, archival science and knowledge management.
- Explore professional competencies, specializations, and roles in various information organizations.
- Discuss select trends in hiring and workforce projections for the field.

REQUIRED:

- 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>
- Schwartz, J. M. & Cook, T. (2002). Archives, records, and power: The making of modern memory. *Archival Science*, 2, 1-19.
- 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.). Job descriptions. Retrieved from <https://www.asist.org/about/careers-in-information-science/job-descriptions/>

FYI: Session readings may be useful when completing the Job Analysis assignment (not due until later this semester)

SESSION 6: INFORMATION VALUES, ETHICS & POLICY (Monday 10/3/22)

OBJECTIVES:

- Identify and describe prominent professional associations and their respective specializations.
- Explore and discuss ethical conventions that inform the work of information professionals.
- Identify select regulations and emerging responses in regard to issues of privacy, censorship, freedom of expression, and freedom of information.

REQUIRED: (Pick three of this list to read-for class discussion)

- ALA Council. (2004, June 29). Core values of librarianship. Retrieved from <http://www.ala.org/advocacy/intfreedom/corevalues>
- ALA Council. (2008, January 22). Code of Ethics of the American Library Association. 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/>
- 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>
- Dresang, E. (2006). Intellectual freedom and libraries: Complexity and change in the twenty-first-century digital environment. *Library Quarterly*, 76(2), 169-192.
- SAA Council. (2011, May). Core values of archivists. Retrieved from <https://www2.archivists.org/statements/saa-core-values-statement-and-code-of-ethics>
- SAA Council. (2012, January). Code of ethics for archivists. 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/>
- 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>

FYI: Session readings will be useful when completing the Ethics and the Information Professional assignment (not due until later this semester)

SESSION 7: DIVERSITY, INCLUSION & REPRESENTATION Monday 10/10/22)

OBJECTIVES:

- Explore the demographics of information professions, and calls for diversity and inclusivity.
- Identify and explore sociocultural perspectives that impact information access and use, such as race, ethnicity, religion, gender, social class, language and others.
- Describe the phenomena of the digital divide.

REQUIRED:

- Hodge, Twanna. (2019) Integrating Cultural Humility into Public Services Librarianship. *International Information & Services Review*, Vol 51, Issue 3, pg 268-274.
- Floridi, L. (2002). Information ethics: An environmental approach to the digital divide. *Philosophy in the Contemporary World*, 9(1), 39-49. doi: 0.5840/pcw2002915. (Available as PDF in Session Module on Canvas).
- 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/10.1086/68015>
- 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. doi: 10.1108/14779960380000230

ASSIGNMENT: Job Analysis Due Friday, October 14th, 2022 (11:59pm EST)

SESSION 8: INFORMATION BEHAVIOR RESEARCH AND INFORMATION SEEKING (Monday 10/17/22)

OBJECTIVES:

- Identify key researchers in information behaviors, models these researchers have developed, and concepts underlying these models.
- Explore motivating factors and barriers encountered when seeking information.
- Explain how situational relevance impacts our information seeking behaviors.
- Describe analytical information seeking techniques and strategies.
- Distinguish these from incidental information acquisition (IIA) and browsing 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 in Session Module on Canvas).
- Savolainen, R. (2008). Source preferences in the context of seeking problem-specific information. *Information Processing & Management*, 44(1), 274-293.
- 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.

OTHER BUSINESS:

- Handout: Information seeking models. (Available as PDF in Session Module on Canvas).

SESSION 9: INFORMATION SERVICES AND USE (Monday 10/24/22)

OBJECTIVES:

- Describe information and reference services, and identify standards for good practice.
- Identify different frameworks for defining an information society.
- Define and describe the phenomena of “information overload.”
- Define information literacy and associated sub-literacies.

REQUIRED:

- Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *Journal of Academic Librarianship*, 32(2), 192-199.
- Dewdney, P., & Michell, G. (1996). Oranges and peaches: Understanding communication accidents in the reference interview. *RQ*, 35(4), 520-535.
- 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>

SESSION 11: INFORMATION PROFESSIONS (Monday 11/07/22)

OBJECTIVES:

- Explore professional competencies, specializations, and roles in various information organizations.
- Discuss select trends in hiring and workforce projections for the field.

REQUIRED:

- 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
- 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://sla.org/wpcontent/uploads/2013/01/0_LRNCompetencies2003_revised.pdf
- Wesch, M. (2007, October 12). *Information R/Evolution* [video]. Retrieved from <http://youtu.be/-4CV05HyAbM> {Video runs 5 min., 29 seconds}
- [Review/Skim] ASIS&T. (n.d.). Occupational paths. Retrieved from <https://www.asist.org/careers/occupational-paths/>

OTHER BUSINESS:

- FYI: Session readings may be useful when completing the *Job Analysis* assignment.

SESSION 10: INFORMATION SEEKING (Monday 10/31/22)

OBJECTIVES:

- Describe analytical information seeking techniques and strategies.
- Distinguish these from incidental information acquisition (IIA) and browsing behaviors.
- Describe information and reference services, and identify standards for good practice.

REQUIRED:

- Dewdney, P., & Michell, G. (1996). Oranges and peaches: Understanding communication accidents in the reference interview. *RQ*, 35(4), 520-535.
- 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>
- 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.

ASSIGNMENT: Five Laws InfoGraphic Due Monday November 7 (Group Assignment) Brief presentation due during class.

SESSION 12: COPYRIGHT/COPYLEFT (Monday 11/14/22)

OBJECTIVES:

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

REQUIRED:

- Hirtle, P.B. (2018, January 10). Copyright term and the public domain in the United States. Retrieved from <http://copyright.cornell.edu/resources/publicdomain.cfm>
- Office of Scholarly Communication, Association of Research Libraries. (2004, May). Framing the issue: Open access. Retrieved from http://www.sparc.arl.org/sites/default/files/framing_issue_may04.pdf
- [Watch] Creative Commons. (2002). Get creative. Retrieved from <https://creativecommons.org/about/videos/get-creative/> {Video runs 6 min., 37 seconds}

- [Watch] Wikimedia Foundation. (2017, February 7). What is Creative Commons? Retrieved from <https://youtu.be/dPZTh2NKtm4> {Video runs 1 min., 23 seconds}
- [Skim]: Office for Information Technology Policy, ALA. (n.d.). Copyright Advisory Network: Resources. Retrieved from <http://librarycopyright.net/resources/>

ASSIGNMENT:

- Submit Ethics and the Information Professional (Group Assignment) Due Friday, November 18, 2022 (11:59pm EST)

OTHER BUSINESS:

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

SESSION 13: Monday November 21st NO CLASS-THANKSGIVING WEEK

SESSION 14: INFORMATION POLICY (Monday 11/28/22)

OBJECTIVES:

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

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/>
- 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>
- 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>
- .Bawden & Robinson (2012). Chapter 15: The future of information science. In *Introduction to information science* (pp. 327-338). New York: Neal-Schuman

SESSION 15: COURSE REVIEW (Monday 12/5/22)

OBJECTIVES:

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

REQUIRED:

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

ASSIGNMENT: Elevator Speech due Friday, December 9, 2022 (11:59pm EST)