

INSC 511-004: INFORMATION CONCEPTS & FOUNDATIONS

FALL 2020 (DISTANCE/ZOOM)

Instructor: Sergio Chaparro, MLS, Ph.D., Part-Time Lecturer

School of Information Sciences (SIS)

College of Communication and Information (CCI)

University of Tennessee, Knoxville

Tuesdays and Thursdays, 7:55 pm - 9:10 pm (EST/EDT)

Zoom Meeting ID: <https://tennessee.zoom.us/j/7790085632>

COURSE OVERVIEW

Instructor Location/Contact Information

Office Location: By Appointment

Office Hours: By appointment via Zoom

Email: schaparr@utk.edu

Office Phone: TBA

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

Course Timeline

Class meets via Zoom on Tuesdays and Thursdays from 7:55 pm to 9:10pm. You may log in to Zoom up to 25 minutes before class (7:30) to settle in or office hours but class will not start until 7:55. The class meets from 08/20/20 (first day of class) until 11/24/20 (last day of class). All times listed in this syllabus are for the **Eastern Time Zone**. Note: This is a full online class (DE), no face to face sessions are available.

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)
- 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)

¹ The parenthesized numbers reflect the SIS program outcomes explicitly addressed in this course. For more information on the SIS program outcomes, see: <http://www.sis.utk.edu/program/outcomes>

- 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, 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 are other recommended readings and sources 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. According to the class discussions I will be posting also additional relevant readings if necessary.

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 suggest consulting our UTK librarians and 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 before the start of class (typically the same day), and organized by class session (e.g., Session 1: Course Overview).

Assignments and Evaluation

Your final course grade is based on 6 assignments, including 1 small group assignment. Assignments are submitted via email. See “Assignments” on Canvas for instructions and rubrics. TBD: To be discussed.

Assignments	Due Date (day/mm/dd/yy)	Max. Pts (% Grade)	² MSIS Program Outcome #
Introduction	TBD	5 (5%)	--
Journal Exploration	TBD	15 (15%)	--
Five Law Infographic	TBD	20 (20%)	3
Job Analysis	TBD	25 (25%)	4
Ethics & the Information Professional (Group Assignment)	TBD	25 (25%)	5,7
Elevator Pitch	TBD	10 (10%)	7
	TOTAL	100 (100%)	

² This mapping of assignments to one or more of the MSIS program outcomes is applicable for the MSIS Degree Exit Requirements. For more information, see: <https://sis.utk.edu/exit-requirements-msis-degree>

The grade scale for calculating your final letter grade for the course is as follows:

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 points per semester hour)
F	0-59 pts	Extremely unsatisfactory performance and cannot be used to satisfy degree requirements (0 quality points per semester hour)

Incompletes

An **I (Incomplete)** is 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.

An incomplete is reserved for emergencies that prevent students from completing the course on time. They are granted only under "the most unusual of circumstances," and solely at the discretion of the instructor. Plan your semester's course of study to ensure sufficient time to complete the required work. All assignment instructions are provided at the start of the semester to help you in managing your workload. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

University, CCI and SIS 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. The Campus Syllabus is provided on Canvas in the "Modules" section.

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 or collaborations**. 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

³ For more academic policies and procedures, see the Hilltopics Student Handbook at: <https://hilltopics.utk.edu/student-code-of-conduct/>

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; and
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 of the infraction but may include a course grade of "F" and the 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

CCI 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 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 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 (see: <https://oit.utk.edu/training/>).

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 (published October 2019)***.

Citations in the **Course Outline** are in APA format. 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 as directed in assignment instructions. There are limited exceptions when I may agree to receive a late assignment; this is determined on a case-by-case basis, and is not a given. If you will be late submitting an assignment, it is your responsibility to contact me **ASAP**, in advance of the date the assignment is due (when 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 the 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. Be sure to review the rubric in addition to the detailed assignment instructions. Any questions concerning the grading scale or any specific grade you receive should be discussed first with me. If you remain dissatisfied, then you may 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. My policy involves you submitting the assignments via email to me, more details and reasons for this will be discussed in class.

Communicating via Email and Other Channels

In line with University policy, any official email sent to students will be addressed to their UTK email address. It is the student's responsibility to ensure that any time critical email is accessed, read, and acted upon. Be advised I send class-related emails to your UTK email account and announcements via Canvas throughout the semester. Please be sure to check your email frequently.

I try to respond to all email, phone and text messages **within 48 hours**. But be aware other activities, such as travel or research, may delay me. If you have an **urgent problem**, the best way to get in touch is via text message or email; if email, be emphatic in the subject line that it is an urgent message. You are welcome to flag the message (e.g., red flag for "urgent").

While you are more than welcome to use the Discussion Board on Canvas for communication, be aware questions for me should be communicated via email or text (or during/after class). I read the Discussion Board, but less frequently than my emails and text messages.

Office Hours

I hold 30 minutes of office hours prior to class. If you have questions, concerns, or other topics to discuss, contact me in class or via email to schedule an appointment. We can meet via Zoom or over the phone. Remember I am teaching live from Richmond, Virginia.

Class Participation

Class participation is a valued aspect of this course. Discussions on class-related materials and business, whether they take place in the class or outside of class (e.g., via the discussion board on Canvas), 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 be an active participant in class-related activities and discussions.

Class Attendance

Class attendance is EXPECTED. **Contact me if you cannot attend class.** Examples of acceptable reasons for absence from class include: 1) illness; 2) serious family emergencies; 3) special curricular activities or job requirements; 4) participation in official university activities such as music performances; 5) military obligation, 6) religious holidays; and 7) court imposed legal obligations (e.g., jury duty, subpoena).

If you miss a class, then you must review any materials posted to the respective session Module on Canvas. You should also contact classmates or me to receive additional guidance on missed content. While class attendance is not typically used when determining your final grade, I reserve the right to reconsider attendance as a factor if a pattern of irregular attendance or unexcused absence occurs.

Class Cancelling Guidelines

Should it be necessary to **cancel a class meeting**, every effort will be taken to do so in advance. Look for e-mail announcements sent by me via Canvas. Further, be aware:

- If UT cancels classes, SIS will cancel classes as well. (UT generally cancels classes due to bad weather; this impacts students, faculty and DE support).
- If a class is delayed because of weather or software issues, students will not be expected to wait more than 60 minutes. So, if the class has not started after 60 minutes from the class start time, the class is automatically canceled and the students should not be expected to join class after 60 minutes. After 60 minutes, instructors should send out an email to students informing them that the class is canceled.
- When a class is cancelled due to any of the reasons mentioned above, the instructor should record a makeup class that can be attended asynchronously by students. Cancellation of class should not mean a smaller number of classes will be taught in the semester.

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. You are also invited to contact me directly via email or during my office hours to suggest ideas to enhance/refine the quality of this class. Your opinions and suggestions are confidential and will be taken with the utmost respect. My more than 25 years in this field have provided me with generous opportunities for feedback from my students.

Disclaimer

Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within is subject to change.

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, and be prepared to apply these materials to class discussions as well as course assignments. (FYI: "After-Class" is indicated for Session 1 only).

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

ASSIGNMENT: All due dates will be indicated in the class calendar

OTHER BUSINESS: Listed here are FYIs, including reminders for upcoming assignment due dates (as appropriate), as well as other information pertinent to class business/logistics.

SESSION 1: COURSE OVERVIEW (August 20-25, 2020)

OBJECTIVES:

- Review syllabus, student outcomes and course expectations.
- Explore other course materials, including assignments and the class Canvas site.

REQUIRED (AFTER-CLASS):

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

ASSIGNMENT:

- Submit *Introduction* via Canvas by next week. Why is this useful?
- Read Brian Eno's Article " **The Revenge of the Intuitive**" retrieved from Wired Magazine <https://www.wired.com/1999/01/eno/>
- Read The Lancet's " **How to fight an Infodemic**" available here: [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)30461-X/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)30461-X/fulltext)
- Read The Lancet's retraction and the open letter by world's scientists here: [https://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(20\)31324-6/fulltext](https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(20)31324-6/fulltext)
<https://zenodo.org/record/3862789>

SESSION 2: INFORMATION (August 27-September 1, 2020)

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}
- 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.

SESSION 3: COMMUNICATION (September 3-8, 2020)

OBJECTIVES:

- Describe a basic model for communication.
- Identify different types of communication.
- Define and discuss the system of scholarly communication.
- Describe a generic model for scholarly publishing.
- Distinguish among a variety of content types.

REQUIRED:

- 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>

SESSION 4: INFORMATION SCIENCE (September 10-15, 2020)

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.

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>
- 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/>
- 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}

OPTIONAL:

- Bates, M. (1999). The invisible substrate of information science. *Journal of the American Society for Information Science*, 50(12), 1043-1050.
- 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.
- Zins, C. (2007). Conceptions of information science. *Journal of the American Society for Information Science and Technology*, 58(3), 335-350.

ASSIGNMENT:**SESSION 5: INFORMATION SCIENCES APPLIED (September 17-22, 2020)**

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.

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>
- 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.
- 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.

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.
- 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:

SESSION 6: INFORMATION VALUES, ETHICS & POLICY (September 24-29, 2020)

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:

- 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>

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/socialmediaga>
- ALA Committee on Professional Ethics. (2014, July 1). Questions and answers on speech in the workplace. Retrieved from <http://www.ala.org/tools/ethics/workplacespeechga>
- Fine, S. (1996). How the mind of a censor works: The psychology of censorship. *School Library Journal*, 42(1), 23.
- 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>
- 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:

- FYI: Session readings will be useful when completing the *Ethics and the Information Professional* assignment

SESSION 7: INFORMATION PROFESSIONS (Oct 1-6, 2020)

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://dbiosla.org/Competencies%20for%20Information%20Professionals%20of%20the%2021st%20Century.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.). Job descriptions. Retrieved from <https://www.asist.org/about/careers-in-information-science/job-descriptions/>

OPTIONAL:

- Dority, G.K. (2006). *Rethinking information work: A career guide for librarians and other information professionals*. Westport, CT: Libraries Unlimited.
- [Review/skim] Beyond the Stacks: Innovative Careers in Library and Information Science (podcast series). Retrieved from <https://player.fm/series/beyond-the-stacks-innovative-careers-in-library-information-science>
- [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

ASSIGNMENT:**OTHER BUSINESS:**

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

SESSION 8: DIVERSITY, INCLUSION & REPRESENTATION (October 8-13, 2020)

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:

- 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: 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/10.1086/680152>
- 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>
- 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: [10.1109/HICSS.2016.480](https://doi.org/10.1109/HICSS.2016.480)

OPTIONAL:

- 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>
- 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.
- 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](https://doi.org/10.1108/14779960380000230)

ASSIGNMENT:**SESSION 9: INFORMATION BEHAVIOR RESEARCH (October 15-20, 2020)**

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.

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).
- 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.

OTHER BUSINESS:

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

SESSION 10: INFORMATION SEEKING (October 22-27, 2020)

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.

OPTIONAL:

- 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
- Duff, W. M., & Johnson, C. A. (2002). Accidentally found on purpose: Information-seeking behavior of historians in archives. *Library Quarterly*, 72(4), 472-496.
- Heinström, J. (2006). Psychological factors behind incidental information acquisition. *Library and Information Science Research*, 28(4), 579-594.
- Radford, M.L. (1996). Communication theory applied to the reference encounter: An analysis of critical incidents. *Library Quarterly*, 66(2), 123-137.

OTHER BUSINESS:**SESSION 11: INFORMATION USE (October 29-Nov 3rd, 2020)**

OBJECTIVES:

- Identify different frameworks for defining an information society.
- Define and describe the phenomena of “information overload.”
- Define information literacy and associated sub-literacies.

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
- Chatman, E. (1996). The impoverished life-world of outsiders. *Journal of the American Society for Information Science*, 47(3), 193-206.
- Elmborg, J. (2006). Critical information literacy: Implications for instructional practice. *Journal of Academic Librarianship*, 32(2), 192-199.
- 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).
- Schement, J.R. (2003). Measuring what Jefferson knew and DeTocqueville saw: Libraries as bridges across the digital divide. *IT & Society*, 1(4), 118-125.

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>
- Chatman, E. (1999). A theory of life in the round. *Journal of the American Society for Information Science*, 50(3), 207-217.
- Institute of Museum and Library Services (2009). *Museums, libraries, and 21st century skills: Definitions*. (Washington, DC: IMLS. Retrieved from <https://www.imls.gov/issues/national-initiatives/museums-libraries-and-21st-century-skills/definitions>

SESSION 12: COPYRIGHT/COPYLEFT (November 5- November 10, 2020)

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/>

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:**OTHER BUSINESS:**

- Group discussion: Ethics and the Information Professional.

OTHER BUSINESS:

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

SESSION 13: COURSE REVIEW (November 12- November 17, 2020)

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:

SC 2020 (Based extensively on Professor Carolyn Hank's Syllabus)

SESSION 14: COURSE REVIEW (November 19- November 24, 2020)

OBJECTIVES:

- Sessions reserved for alignment and extension of themes, additional topics, speakers, etc.

Some useful reminders:

1. I am not located in Tennessee, I live and work in Richmond, VA.
2. Please, do not submit assignments or communications to me via Canvas. It has brought some confusion in the past. Everything should be delivered via email at schaparr@vcu.edu
3. I am happy to Zoom whenever is necessary.

sc/2020 (Syllabus based extensively on Professor's Carolyn Hank syllabus)