

INSC 201 Foundations of Information Sciences

COURSE INFORMATION

INSC 201, Fall 2022, 3 Credit Hours
University of Tennessee, Knoxville
Course Mode: On-campus, in-person;
Class Meetings: HBB-113, MWF, 1:50PM – 2:40PM, EST

Faculty Contact Information

- Dr. Ben Horne, Assistant Professor
- he/him/his
- bhorne6@utk.edu
- Office: 440B Communications Building
- Zoom: <https://tennessee.zoom.us/j/6473366886>
- Office Hours (Zoom or in person): By Appointment
- **Note: Class is in person, not on zoom!**

SIS Office Information

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

Welcome Statement

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

The core of this class is made up of two parts: reading and reflection. Each class will have readings from various mediums: textbooks, academic papers, popular media articles, podcasts, and blogs. All these readings are available on the course Canvas site, so no textbook is required. Some weeks you will submit a reading reflection based on these readings. On other weeks you will complete a short activity. Both will serve as reflection opportunities. Your reading reflections or activity for the week will be due before class on Friday each week. Reading and reflecting on what you have read is not only important for this class, but important in lifelong learning. So, I ask that you make your best effort in reading and writing your reflections.

COURSE INFORMATION

Catalog Description

History and core concepts of information representation, organization and retrieval. Human information behavior. Information production, consumption and use, information literacy and information policy.

Student Learning Outcomes

Students who complete this course will:

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

Required Text(s)

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

COMMUNICATION

Email

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

Instructor Availability

Feel free to email me with any questions or concerns. I will typically respond in one to two days, if not immediately. However, I do not respond to emails after 6pm on weekdays or on weekends.

COMPUTING REQUIREMENTS AND RESOURCES

Requirements

On days which we will have quizzes, bring your laptop to class. Our in-class quizzes will be on Canvas.

Course Resources

Everything for class will be hosted on Canvas.

COURSE ATTENDANCE AND PARTICIPATION POLICIES

Learner Expectations

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

Instructor Expectations

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

Attendance and Participation

As described in the Assignments section, you are expected to attend class and participate, but please do not come to class if you feel ill. I am most concerned about your participation in class. We have several classes that are built on discussing the weeks readings or activity. Hence, there are plenty of opportunities to participate in class discussions.

Inclement Weather

The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, it applies to all classes (whether on-campus or online). The information is distributed to the campus community, shared with local media, and posted on the University homepage at <http://utk.edu>.

ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disability Services

The University of Tennessee, Knoxville, is committed to providing an inclusive learning environment for all students. If you anticipate or experience a barrier in this course due to a chronic health condition, a learning, hearing, neurological, mental health, vision, physical, or other kind of disability, or a temporary injury, you are encouraged to contact Student Disability Services (SDS) at 865-974-6087 or sds@utk.edu. An SDS Coordinator will meet with you to develop a plan to ensure you have equitable access to this course. If you are already registered with SDS, please contact your instructor to discuss implementing accommodations included in your course access letter.

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the

learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus. For more information, see the [UT Principles of Civility and Community](#).

CCI Diversity Statement

The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College's faculty, staff, students, and the larger communication and information community.

Instructor Status as a Title IX Mandatory Reporter

University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University's Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources. For additional resources and information, visit titleix.utk.edu.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS

Academic Integrity

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

The Honor Statement reads: *“An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. ‘As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.’”* For more information, see the Honor Statement on the Academic Policies and Procedures page of the current [catalog](#) for student and faculty responsibilities.

The Academic Integrity policy reads: *“Study, preparation and presentation should involve at all times the student's own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects,*

including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.” For additional information, see the [Student Code of Conduct](#).

Plagiarism

Plagiarism in any of its forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source.
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge).
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge).
4. Collaborating on a graded assignment without the instructor’s approval.
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

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

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

Assignments

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

Assignment	Point Value	Percentage of Final Grade	Due Date
Attendance & Participation	40	8.88%	
Quizzes (6 @ 10 points)	60	13.33%	#1 - 08/26 #2 - 09/09 #3 - 09/30 #4 - 10/21 #5 - 11/18 #6 - 12/02
Reading Reflections (6 @ 20 points)	120	26.66%	#1 - 09/02 #2 - 09/09 #3 - 09/23 #4 - 10/14

Assignment	Point Value	Percentage of Final Grade	Due Date
			#5 - 10/21 #6 - 12/02
Activities (6 @ 20 points)	120	26.66%	#1 - 09/16 #2 - 10/05 #3 - 10/28 #4 - 11/04 #5 - 11/11 #6 - 11/18
Asynchronous Activities (2 @ 30 points)	60	13.33%	#1 - 09/16 #2 - 10/24
Final Exam (1 @ 50 points)	50	11.11%	TBD
TOTAL	450	100%	

Attendance & Participation:

Class attendance and participation is important for learning, particularly in a concepts-based class such as this (hence ~8% of your grade). I will keep track of students who are participating in discussions throughout the semester.

If you miss class, you should submit any work due from the missed class period and obtain notes, handouts, and so forth from Canvas. If you miss class, do not email me asking “What did I miss?” - Everything is posted on canvas. It is your responsibility to read the material and catch up.

Quizzes

During some of our class meetings, we will have in-class quizzes. We might use these to stimulate or conclude a discussion. The format of these 'quizzes' will vary, with some essays and some multiple-choice questions. **Quizzes cannot be made-up without prior arrangements.**

Reading Reflections

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

Your entries will allow you to summarize and reflect on the course readings, connect them together, and to your own personal experiences. Again, do not plagiarize the readings and remember that I've read them, so you don't need to give me a summary. Instead, consider incorporating the following into your entries: connections you see between the readings and prior readings and class discussion, and/or your personal experiences; questions you have about the readings and/or points of confusion; things you'd like to learn more about in the future;

reflections about how the readings changed your ideas about information science; revisions to your earlier thinking after having the benefit of additional time for reflection, or because of new ideas introduced in the readings.

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

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

Activities

Activities will occur in Discussions in Canvas. These will occur in weeks without a Reading Reflection. You will complete the activity prior to the class meeting and we will discuss the results of the activities as a group. These will stimulate discussions and relate to course content.

Asynchronous Activities

There are two Asynchronous Activities that will replace class lectures during the semester. These activities will be more involved than normal activities. Asynchronous Activities will occur in Discussions in Canvas.

Final Exam

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

Submitting Assignments, Late Assignments

Assignments should be submitted to the “assignments” area of Canvas and are due before class on the due date listed on the Syllabus, unless otherwise posted.

You will be given up until a week after the due date to turn in late work for reading reflections and activities. Within the first 24 hours of the deadline, you will not lose points. However, **each 24 hours that the assignment is late after the first 24, you will be deducted 15%** of the grade before its graded for quality. Once the assignment submission is closed on Canvas, no late work will be accepted. Do not email me with submissions. All assignments must be submitted on Canvas. Group homeworks will not be accepted late.

More precisely, here is the late grade formula if you earned 100% quality on the assignment:

$1.0 - ((DL - 1)0.15)$, where DL is the number of days late, which can be fractional.

Example 1: If an assignment is due Friday at 1pm and you submit the assignment at 1pm Saturday, you will be graded out of 100%, just like if you submitted it on Friday at 1pm; $1.0 -$

$$\left(\left(\frac{24}{24} - 1 \right) * 0.15 \right) = 1.0$$

Example 2: If an assignment is due Friday at 1pm and you submit the assignment at 8pm Saturday, you will be graded out of 95.63%, $1.0 - \left(\left(\frac{31}{24} - 1\right) * 0.15\right) = 0.95625$

Example 3: If an assignment is due Friday at 1pm and you submit the assignment at 1pm Sunday, you will be graded out of 85%, $1.0 - \left(\left(\frac{48}{24} - 1\right) * 0.15\right) = 0.85$

Grading Scale

Semester grades will be assigned according to the following scale:

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

Incompletes

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

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

DISCLAIMER

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

Portions of this syllabus and class design were taken from Dr. Diane Kelly's Spring 2020 version of this class and Dr. Wade Bishop's Fall 2019 version of this class. Some topics, materials, and lectures are from or inspired by Dr. Amy Ko's INFO 200 class at The University of Washington.

COURSE OUTLINE

Week	Date	Module	Topic	Class Readings
1	08/24	1	Course Overview	
--	08/26	2	Information Science(s): What is information? #Quiz 1 Due Before Class	<ul style="list-style-type: none"> • Davis, C. H. & Shaw, D. (2011). Chapter 2: Foundations of information science and technology. In C. H. Davis & D. Shaw (Eds.) Introduction to information science and technology (pp. 9-14). Medford, NJ: Information Today. • Buckland, M. (2017). Document and evidence. In: M. Buckland, Information and Society (pp. 21-49). MIT Press.
2	08/29	2	Information Science(s): A Brief History	<ul style="list-style-type: none"> • Saracevic, T. (1992). Information science: Origin, evolution and relations. In P. Vakkari, B. Cronin (Eds.) Conceptions of library and information science (pp., 1-16). London: Taylor Graham.
--	08/31	3	Misinformation & Disinformation	<ul style="list-style-type: none"> • Southwell, B. G., Thorson, E. A., & Sheble, L. (2018). Misinformation among mass audiences as a focus for inquiry. In B. G. Southwell, E. A. Thorson, & L. Sheble (Eds.) Misinformation and Mass Audiences (pp. 1-6). Austin, TX: University of Texas Press. • Marsh, E. J. & Yang, B. W. (2018). Believing things that are not true. In B. G. Southwell, E. A. Thorson, & L. Sheble (Eds.) Misinformation and Mass Audiences (pp. 15-34). Austin, TX: University of Texas Press.
--	09/02	3	Trolls #Reading Reflection 1 Due	<ul style="list-style-type: none"> • Starbird, Kate. "The Surprising Nuance Behind the Russian Troll Strategy." Medium, 20, Oct. 2018. https://medium.com/s/story/the-trolls-within-how-russian-

				information-operations-infiltrated-online-communities-691fb969b9e4 <ul style="list-style-type: none"> Thompson, N. (2018). How Russian trolls used meme warfare to divide America. https://www.wired.com/story/russia-ira-propaganda-senatereport/ Wired.
3	09/05		No Class	
--	09/07	3	Conspiracy Theories	<ul style="list-style-type: none"> Douglas, K. M., Sutton, R. M., & Cichocka, A. (2017). The psychology of conspiracy theories. <i>Current directions in psychological science</i>, 26(6), 538-542.
--	09/09	3	Content Moderation #Quiz 2 in class #Reading Reflection 2 Due	<ul style="list-style-type: none"> Video Podcast: Real Talk About Fake News, Nabiha Syed, <i>Data & Society Databite</i> No. 107. 2018. Link
4	09/12	4	Information during Crisis Events	<ul style="list-style-type: none"> Starbird, Kate. "How a Crisis Researcher Makes Sense of Covid-19 Misinformation." <i>Medium, OneZero</i>, 19 Mar. 2020, onezero.medium.com/reflecting-on-the-covid-19-infodemic-as-a-crisis-informatics-researcher-ce0656fa4d0a
--	09/14	4	Mental Shortcuts in Information Consumption	<p>Choose 1:</p> <ul style="list-style-type: none"> Lewandowsky, Stephan, et al. "Misinformation and its correction: Continued influence and successful debiasing." <i>Psychological science in the public interest</i> 13.3 (2012): 106-131. Metzger, Miriam J., and Andrew J. Flanagin. "Credibility and trust of information in online environments: The use of cognitive heuristics." <i>Journal of pragmatics</i> 59 (2013): 210-220.

--	09/16	4	Asynchronous Class: The Psychological Traits that Shape Your Political Beliefs (no in person lecture) #Activity 1 Due	Special Asynchronous Class Activity: 1. Watch Ted Talk by Dr. Dannagal G. Young: https://www.ted.com/talks/dannagal_g_young_the_psychological_traits_that_shape_your_political_beliefs 2. Reflect , write a short essay on your reflection. Detailed instructions on Canvas.
5	09/19	5	Information Seeking Behavior	<ul style="list-style-type: none"> Hearst, M. A. (2009). Chapter 3: Models of the information seeking process. Search user interfaces. Cambridge University Press. Retrieved from: https://searchuserinterfaces.com/book/sui_ch3_models_of_information_seeking.html Dervin, B. (1998). Sense-making theory and practice: An overview of user interests in knowledge seeking and use. <i>Journal of Knowledge Management</i>, 2(2), 36-46.
--	09/21	5	Information Seeking Behavior, Part 2	<ul style="list-style-type: none"> Case, D. O., Given, L. M., & Mai, J.-E. (2016). Looking for Information : A Survey of Research on Information Seeking, Needs, and Behavior. Bingley, UNITED KINGDOM: Emerald Publishing Limited.
--	09/23	6	Creating Information: Content #Reading Reflection 3 Due	<ul style="list-style-type: none"> Renee Diresta (2018). The Complexity of Searching for Medical Advice (Links to an external site.). Wired Magazine.
6	09/26	6	Creating Information: Metadata	<ul style="list-style-type: none"> Podcast: Radiolab (2018). Post No Evil (transcript).
--	09/28	7	Information Technology and	

			Architecture	
--	09/30	7	Databases and Graphs #Quiz 3 in class	<ul style="list-style-type: none"> Wallace, P. (2018). Databases and data warehouses (Chapter 4). Introduction to information systems (3rd edition). New York, NY: Pearson Publishing. Easley and Kleinberg (2010) (Chapter 2.1 – 2.3). Graphs. Cambridge University Press.
7	10/03	7	Information Systems	<p>Choose 1:</p> <ul style="list-style-type: none"> Podcast: Seduced by Substack, What Next TBD, Slate. Link Podcast: Why the Vaccine Websites Suck, What Next TBD. Link
--	10/05	8	Information Theory: Data #Activity 2 Due	
--	10/07		No Class	
8	10/10	8	Data Violence and Engineering Choices	<ul style="list-style-type: none"> Hoffman, A. L. (2018). Data violence and how bad engineering choices can damage society. Retrieved from: https://medium.com/s/story/data-violence-and-how-badengineering-choices-can-damage-society-39e44150e1d4 Medium
--	10/12	8	Data Violence: Privacy and Security	<ul style="list-style-type: none"> Your Apps Know Where You Were Last Night, and They're Not Keeping It Secret, New York Times, Dec. 18, 2018: https://www.nytimes.com/interactive/2018/12/10/business/location-data-privacy-apps.html Video: (Warning: Offensive Language) Data Brokers: Last Week Tonight with John Oliver https://www.youtube.com/watch?v=wqn3gR1WTcA&t=871s
--	10/14	8	Data Violence: Privacy and	<ul style="list-style-type: none"> Singer, N. (July 9, 2018). Facebook's Push for Facial Recognition Prompts

			Security #Reading Reflection 4 Due	Privacy Alarms . New York Times.
9	10/17	9	Search Engines	<ul style="list-style-type: none"> How Google Search Works https://www.youtube.com/watch?v=LVV_93mBfSU Croft, W. B., Metzler, D., & Strohman, T. (2010). Search engines: Information Retrieval in Practice (Chapters 1 and 2). Boston, MA: Addison-Wesley.
--	10/19	9	Search Algorithms & Evaluation	<ul style="list-style-type: none"> Database search tips: Boolean operators. MIT Libraries. Retrieved from: https://libguides.mit.edu/c.php?g=175963&p=1158594 Ranking (information retrieval). Wikipedia. Retrieved from: https://en.wikipedia.org/wiki/Ranking_(information_retrieval)
--	10/21	9	Critical Perspectives on Search #Quiz 4 in class #Reading Reflection 5 Due	<ul style="list-style-type: none"> Noble, S. (2018). A society, searching (Chapter 1). Algorithms of oppression: How search engines reinforce racism (1st edition). New York: NY: NYU Press. Kaplan, S. (2018). Encouraging information to search to counteract misinformation. In B. G. Southwell, E. A. Thorson, & L. Sheble (Eds.) Misinformation and Mass Audiences (pp. 274-288). Austin, TX: University of Texas Press.
10	10/24	9	Asynchronous Class: Compare and Contrast Search Engines (no in person lecture)	Special Asynchronous Class Activity: Follow Asynchronous Activity 2 directions on Canvas
--	10/26	10	Information Ethics	<ul style="list-style-type: none"> Wallace, P. (2018). Ethics, privacy, and security (Chapter 10). Introduction to information systems (3rd edition). New York, NY: Pearson

				Publishing.
--	10/28	10	Information Ethics Case Study #Activity 3 Due	<ul style="list-style-type: none"> Princeton AI and Ethics: Case Study 4: Law Enforcement Chatbots.
11	10/31	11	Information Policy	<p>Choose 1:</p> <ul style="list-style-type: none"> Video: (Warning: Offensive Language) Tech Monopolies: Last Week Tonight with John Oliver https://www.youtube.com/watch?v=jXf04bhcbg Bridle, J. (2017). Something is wrong on the internet. Retrieved from: https://medium.com/@jamesbridle/something-is-wrong-on-the-internetc39c471271d2 Medium. Steinmetz, K. (2019). Inside Instagram's war on bullying. Retrieved from: https://time.com/5619999/instagram-mosseri-bullying-artificial-intelligence/ Time. Waddell, K. (2016). The algorithms that tell bosses how employees are feeling. Retrieved from: https://www.theatlantic.com/technology/archive/2016/09/thealgorithms-that-tell-bosses-how-employees-feel/502064/ The Atlantic
--	11/02	11	Information Policy	<ul style="list-style-type: none"> Pasek, J. E. (2015). Defining information policy: Relating issues to the information cycle. <i>New Review of Academic Librarianship</i>, 21(3), 286-303.
--	11/04	11	Information Ethics Case Study 2 #Activity 4 Due	<ul style="list-style-type: none"> Princeton AI and Ethics: Case Study 6: Public Sector Data Analytics
12	11/07	12	Information Literacy, Part 1	<ul style="list-style-type: none"> Horton, F. W. (2008). Understanding information literacy:

				<p>A primer, Part I – background and introduction – A 21st century paradigm (pp. 1-13). UNESCO: France. Retrieved from: https://unesdoc.unesco.org/ark:/48223/pf0000157020</p>
--	11/09	12	Information Literacy Part 2	<ul style="list-style-type: none"> Gross, M. & Latham, D. (2012). What's skill got to do with it?: Information literacy skills and self-views of ability among first-year college students. <i>Journal of the American Society for Information Science & Technology</i>, 63(3), 574-583. <p>Video:</p> <ul style="list-style-type: none"> How Wikipedia Works https://www.youtube.com/watch?v=xt4X80TcJIM
--	11/11	13	<p>Categorization, Classification, and Information Organization</p> <p>#Activity 5 Due</p>	<ul style="list-style-type: none"> Hunter, E. J. (2009). What is classification? / Classification in information systems / Faceted classification / Hierarchical classification (Chapters 1-3; 5-6). <i>Classification made simple: An introduction to knowledge organization and information retrieval</i>. UK: MPG Books Groups. Angwin, J., Mattu, S., & Parris, T. (2016). Facebook doesn't tell users everything it really knows about them. <i>ProPublica</i>. Retrieved from: https://www.propublica.org/article/facebook-doesnt-tell-users-everything-it-really-knows-about-them
13	11/14	14	User Experience Design, Part 1	<ul style="list-style-type: none"> Shneiderman, B., Plaisant, C., Cohen, M., & Jacobs, S., Elmqvist, N., & Diakopoulos, N. (2016). Usability of interactive systems (Chapter 1). <i>Designing the user interface: Strategies for effective human-computer interaction</i> (6th edition) (pp. 5-25). New York, NY: Pearson Publishing. Shneiderman, B., Plaisant, C.,

				Cohen, M., & Jacobs, S., Elmqvist, N., & Diakopoulos, N. (2016). Case study 3: Data-Driven design at Volvo. Designing the user interface: Strategies for effective human-computer interaction (6th edition) (pp. 188-191). New York, NY: Pearson Publishing.
--	11/16	14	User Experience Design, Part 2	<ul style="list-style-type: none"> • Shneiderman, B., Plaisant, C., Cohen, M., & Jacobs, S., Elmqvist, N., & Diakopoulos, N. (2016). Universal usability (Chapter 2). Designing the user interface: Strategies for effective human-computer interaction (6th edition) (pp. 35-53). New York, NY: Pearson Publishing. • 'Dark Patterns' trick you into spending more online. Retrieved from: https://www.nextgov.com/emerging-tech/2019/12/dark-patterns-trick-youspending-more-online/161859/
--	11/18	14	User Experience Design, Part 3 #Quiz 5 in class #Activity 6 Due	<ul style="list-style-type: none"> • Chilana, P. K., Holsberry, C., Oliveira, F., & Ko, A. J. (2012). Designing for a billion users: A case study of Facebook. Proceedings of the ACM Conference on Computer Human Interaction (CHI '12), 419-431. Mitchum, R. (2019).
14	11/21	15	Machine Learning	<ul style="list-style-type: none"> • O'Neil, C. (2017). Introduction / What is a model? (Chapter 1). Weapons of math destruction (pp. 1-31). New York, NY: Broadway Books.
--	11/23		No Class	
--	11/25		No Class	
15	11/28	15	The Limitations of Machine Learning	<p>Choose 1:</p> <ul style="list-style-type: none"> • Stewart M. (2019). The Limitations of Machine Learning. https://towardsdatascience.com/the-limitations-of-machine-learning-a00e0c3040c6

				<ul style="list-style-type: none"> Buranyi, S. (2017). Rise of the racist robots – how AI is learning all our worst Impulses. Retrieved from: https://www.theguardian.com/inequality/2017/aug/08/rise-of-the-racist-robots-how-ai-is-learning-all-our-worst-impulses The Guardian. Barocas, S. & Selbst, A. D. (2016). Big data’s disparate impact. 104 California Law Review 671 (2016). Available at: https://ssrn.com/abstract=2477899 or http://dx.doi.org/10.2139/ssrn.2477899
--	11/30	16	Brain hacking and Deep Work	<ul style="list-style-type: none"> What is “Brain-hacking”? Tech insiders on why you should care. 60 Minutes, June 11, 2017. Retrieved from: https://www.youtube.com/watch?v=ML55uumQgzA Newport, C. (2016). Introduction / Deep work is valuable / Deep work is rare. Deep work: Rules for focused success in a distracted world. New York, NY: Grand Central Publishing
--	12/02	16	Information Careers #Quiz 6 in class #Reading Reflection 6 Due	<ul style="list-style-type: none"> Short Version: ‘Find Your Passion’ Is Awful Advice. The Atlantic Monthly. Why interests are grown, not found. Long Version: O’Keefe, P. A., Dweck, C. S., & Walton, G. M. (2018). Implicit Theories of Interest: Finding Your Passion or Developing It? Psychological science.
16	12/05		Final review	
--	12/07		Final review	
--			Final Exam: TBD	