

University of Wisconsin – Milwaukee
School of Information Studies

Introduction to Information Science
L&I SCI 110
Fall 2011

Sec 101: Tuesday/Thursday, 11:00a – 12:15p
B60 Bolton Hall

Sec 102: Tuesday/Thursday, 9:30a – 10:45a
109 Curtin Hall
(*IST majors only*)

Instructor:

Michael Zimmer, PhD
zimmerm@uwm.edu
Office: 656 Bolton Hall
Office phone: 414-229-3627
Office hours: Tuesday, 2:00-4:00pm (or by appointment)

Teaching Assistant:

Wyatt Ditzler
wditzler@uwm.edu
Office: 581 Bolton Hall
Office Hours: Tuesday, 12:30-1:30pm

General Description:

This course introduces basic issues in information science and information studies, including the nature of information, information services, information professions, information policy, information ethics, and the complex relationships between information technologies and society.

Objectives:

1. Combine theory and everyday examples to provide a broad-based introduction to the field of information science and information studies.
2. Connect current information-based institutions and technologies to their historical roots and with their cultural, political, and economic settings.
3. Investigate the impact of the development of technology on access to and use of information and the changes that this development causes in the structure and operation of society.

Competencies:

Upon successful completion of the course, students will:

1. Understand and be able to relate concepts of information science and information studies
2. Describe various institutions and technologies for the organization, storage, and retrieval of information, and relate their cultural, social, and political impact
3. Posses general knowledge in current issues of information technology, information organization, the information professions, information policy, and information ethics

Method of Instruction & Learning:

- Classroom lecture and discussion, complemented by review of relevant news and online content.

Prerequisites:

- No specific course prerequisites.

Course Schedule: (subject to minor changes)

<i>Date</i>	<i>Topic</i>	<i>Readings (also check D2L)</i>	<i>Resp.</i>
9/6 9/8	1.1 Course Introduction 1.2 The Information Society	Chapter 1 // Masuda	
9/13 9/15	2.1 What is Information? 2.2 Information Systems: Past	Chapter 2 // Barlow Chapter 4	X
9/20 9/22	3.1 Information Systems: Present 3.2 Information Systems: Future	Chapter 5 O'Reilly // D2L links	X
9/27 9/29	4.1 Information Organization & Retrieval: 1.0 4.2 Information Organization & Retrieval: 2.0	Stockwell // Zimmer Shirky // Zimmer (cont'd)	X
10/4 10/6	5.1 Information Institutions: Traditional 5.2 Information Institutions: Googlization	Chapter 6 Caufield // Vaidhyanathan	X
10/11 10/13	6.1 Mini-Exam 1 6.2 Information Professions	Chapter 7	
10/18 10/20	7.1 Economics of Information 7.2 Regulation and Politics of Information	Chapter 9 Chapter 11	X
10/25 10/27	8.1 Information Policy & Ethics 8.2 Topic: Human Factors & Information Design	Chapter 12 & 13 Shneiderman // Nielsen (D2L)	X
11/1 11/3	9.1 Topic: Information Access & Digital Divide 9.2 Topic: Intellectual Property	Noronha (Ch .1) // Kraemermi Davis	X
11/8 11/10	10.1 Topic: Information Privacy 10.2 Topic: Information Security	Solove // Dyson // Zimmer Pesante	X
11/15 11/17	11.1 The Information Society, Revisited (<i>review</i>) 11.2 Mini-Exam 2	Chapter 8	
11/22 11/24	12.1 Group Project Work Session & Software Demo [No class]		
11/29 12/1	13.1 Group Project Work Session 13.2 Group Project Work Session		
12/6 12/8	14.1 Group Project Video Presentations 14.2 Group Project Video Presentations		
12/13	15.1 Group Project Video Presentations		
12/21	Final Exam Due		

Required Texts:- Primary textbook:

J. Lester and W. Koehler. (2007). *Fundamentals of Information Studies: Understanding Information and Its Environment* (2nd edition). Neal-Schuman Publishers. ISBN: 9781555705947

- Additional readings available via D2L:

Barlow, J. P. (1994). A Taxonomy of Information. *Bulletin of the American Society for Information Science*, 20(5), 13-17.

Caufield, J. (2005). Where Did Google Get Its Value? *portal: Libraries and the Academy*, 5(4), 555-572.

Davis, R. (2001). The digital dilemma. *Communications of the ACM*, 44(2), 77-83.

Dyson, E. (2008). Reflections on privacy 2.0. *Scientific American*, 299(3), 50-55

- Kraemer, K. L., Dedrick, J., & Sharma, P. (2009). One laptop per child: vision vs. reality. *Communications of the ACM*, 52(6), 66-73.
- Masuda, Y. (2004). Image of the Future Information Society. In F. Webster (Ed.), *The Information Society Reader* (pp. 15-20). London: Routledge.
- Noronha, F., & Malcolm, J. (2010). *Access to knowledge: a guide for everyone*. Kuala Lumpur, Malaysia: Consumers International.
- O'Reilly, T. (2005). What is Web 2.0? <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>.
- Pesante, L. (2008). Information Security Basics, Carnegie Mellon University.
- Shirky, C. (2005). Ontology is Overrated: Categories, Links, and Tags. *Clay Shirky's Writings About the Internet* http://www.shirky.com/writings/ontology_overrated.html.
- Shneiderman, B. (2000). Universal usability. *Communications of the ACM*, 43(5), 84-91.
- Solove, D. (2008). The end of privacy? *Scientific American*, 299(3), 100.
- Stockwell, F. (2001). *A History of Information Storage and Retrieval*. Jefferson, NC: McFarland & Company. [Chapter 11]
- Vaidhyanathan, S. (2010). "Introduction: The Gospel of Google", *The Googlization of everything (And why we should worry)*. Berkeley, CA: University of California Press.
- Zimmer, M. (2008). Privacy on Planet Google: Using the Theory of "Contextual Integrity" to Clarify the Privacy Threats of Google's Quest for the Perfect Search Engine. *Journal of Business & Technology Law*, 3(1), 109-126.
- Zimmer, M. (2009). *Renvois of the past, present and future: hyperlinks and the structuring of knowledge from the Encyclopédie to Web 2.0*. *New Media & Society*, 11(1&2), 107-125.

- You are also encouraged to read (*and improve*) the relevant Wikipedia articles for each topic.

Course Elements: (*read these carefully and completely*)

1. Lectures:

- a. Lectures will focus on the assigned reading, highlighting particular items and connecting content in the readings to other "real-world" examples. Students are expected to attend each lecture, arriving prepared to participate in informal discussions of the class material, respond to direct questions, and ask questions of their own. Frequently, videos will be shown to complement the course material.
- b. Attendance is required. A sign-in sheet will be distributed during each class. Signing in, and then leaving class, will be noted and will impact your "Attendance & Participation" grade.
- c. Absences require the instructor's approval in advance, and may require written documentation of medical or family emergencies. Multiple unexcused absences will be noted and will impact your "Attendance & Participation" grade.

2. Participation:

- a. Each student is expected to actively and constructively participate in class. I, or the teaching assistant, will note contributions by each student in each class meeting to guide the assessment of the "Attendance & Participation" grade element. If you make well-informed and relevant contributions to at least half the sessions then you should score very well. There is no need to hog the discussion, and a few quiet days will not hurt your score.
- b. In order to accomplish this objective, it is imperative that you prepare for class. Do the readings beforehand, think about the response questions posted to D2L each week, write down some notes or questions to ask in class.

- c. For class meetings dedicated to group work, your participation will be assessed based on the constructive and collaborative use of this in-class time to work on group assignments.

3. Written Responses:

- a. Students must submit 8 written reading/discussion responses over the course of the semester, assigned in weeks designated with an “X” on the course schedule. Responses are due via D2L by 6pm on the Friday of the weeks indicated.
- b. Reflective questions will be posted in advance for each lecture session, and worksheets will be distributed in each class to help students organize their thinking. You will choose to answer one question from each of the week’s lecture worksheets for that week’s written response submission. For example, in week 2, you will receive worksheets for both lecture 2.1 (What is Information?) and lecture 2.2 (Information Systems: Past). You will select one question from each worksheet, and submit your written answers (total of 2 written responses).
- c. Each written response should be at least 200 words (400 words total), and must be typed, double-spaced, with one-inch margins. Use a 12-point kerned font such as Times New Roman. Multi-page documents should have page numbers. Don’t forget your name, the course number, an assignment description, and the date. Assignments turned in via D2L should be in .doc, .docx, or .rtf format.
- d. Responses will be evaluated on the following scale:
 - ✓ (full credit): Response is on time, at required length, generally free from errors, and shows you have engaged with the reading and lecture material in crafting your answer.
 - ✓- (half credit): Responses that are late, not at required length, error ridden, or responses that show a lack of effort to engage with the course material.
 - ✓+ (extra credit): Exceptional responses – for example, those that connect to previous lecture material or readings, cite outside sources, or reveal considerable depth of analysis. If you earn 3 or more “✓+”, your final course grade will be increased by 1.5%; if you earn 5 or more “✓+”, your final course grade will be increased by 3%. (Thus, exceptional performance on responses could potentially bump you up a grade level for the entire course)

4. Mini-Exams:

- a. The course includes two mini-exams. Each exam will consist of short answer and/or brief essay questions. They will be taken in class.

5. Group Project:

- a. Groups will be formed to work on a collaborative project exploring how recent technological trends & advances have impacted a particular information system/practice/profession. The projects are meant to be collaborative, and while some time will be allotted during the official class period, *groups will need to work together outside of class.*
- b. Each group will record a presentation (using Camtasia or similar screen capture software), which will be viewed in class. More details to be provided later in the semester.

6. Final Exam:

- a. A short, take-home final exam will be assigned at the end of the course, based largely on the Group Project topics and presentations. To succeed at the final exam, it is imperative you attend all the group project presentations.

Course Policies:

Credit Breakdown:

Attendance & Participation	10%
Written Responses	15%
Mini-Exam 1	20%
Mini-Exam 2	20%
Group Project	15%
Final Exam	20%

Grading Scale:

A	94-100	C	74-77
A-	91-93	C-	71-73
B+	88-90	D+	68-70
B	84-87	D	64-77
B-	81-83	D-	60-63
C+	78-80	F	0-59

Atmosphere for Learning:

- Students are encouraged to participate in open and frank discussions of the course material, but are also expected to respect the opinions of other students and to engage in discussion and debates in a sensitive and respectful manner.
- Before class begins, please turn off all cell phones, instant messengers, and any other items that might ring, buzz, play “My Humps,” or otherwise call attention to themselves and disrupt class.
- Laptop computers may be used to assist in note taking. But please check email, chat, text, and update your Facebook status on your own time; it is distracting and disrespectful to the instructor and your classmates.
- Fair warning of things I will take note of: Coming to class late, leaving class early, sleeping in class, excessive eating in class, playing on your laptop or texting during class, doing work for other courses in class, etc. These, or similar, activities will negatively affect your attendance/participation grade.

Contacting Me:

- I will be available for *short* discussions immediately before and after class.
- By email: I will respond to class-related emails during normal work hours, and will generally reply the same day as received (an e-mail sent after working hours, however, may not be replied to until the next morning). Please be sure to use your UWM e-mail account, identify yourself and the course, and *always* use proper and professional e-mail etiquette and modes of address. For example, don’t start your e-mail with “*Hey Mike*” or end with “*Kthxbye!*”
- In person: I will be in my office and available to talk to you during my scheduled office hours (see above). Other times may be available via prior arrangement.
- By telephone: During my campus office hours I will also be accessible my office telephone. The number is 414-229-3627.

UWM and SOIS Academic Policies:

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University:

<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>.

Undergraduates may also find the ***Panther Planner and Undergraduate Student Handbook*** useful (<http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf>). For graduate students, there are additional guidelines from the Graduate School (http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/), including those found in the ***Graduate Student and Faculty Handbook***:

http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/.

- Students with disabilities. If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is

comprehensive coverage of issues related to disabilities at the Student Accessibility Center (<http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html>), important components of which are expressed here: <http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>.

- Religious observances. Students' sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm. Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any specific days or dates on which you request relief from an examination or academic requirement for religious observances.
- Students called to active military duty. UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see <http://www3.uwm.edu/des/web/registration/militarycallup.cfm>), including provisions for refunds, readmission, grading, and other situations.
- Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student's control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf).
- Discriminatory conduct (such as sexual harassment). UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.
- Academic misconduct. Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (<http://www.uwm.edu/Dept/OSL/DOS/conduct.html>) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.
- Complaints. Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.
- Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School (http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm).
- Examinations, Finals. The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams (http://www.uwm.edu/Dept/SecU/acad+admin_policies/S22.htm).
- D2L and Student Privacy: Certain SOIS courses utilize the instructional technology Desire to Learn (D2L) to facilitate online learning. D2L provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), but may be used for student evaluation.