

University of Kentucky
School of Information Science (SIS)
ICT 311 Introduction to Information Science
Section 201
Online

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This Syllabus might be subject to change. Refer to Canvas for final deadlines.

COURSE DESCRIPTION

This course introduces theoretical and foundational concepts of Information Science and situates information the contexts in which it is circulated, conceptualized, and used. Students will learn fundamental approaches to understanding relationships across technology, people, and society. Emphases include technologies, classification, information transfer, format, use, and definitions of information and "information age."

Teaching Approach

This class uses a constructivist approach, meaning that you will have an active role in your learning. You will participate in setting goals, contextualizing theories using your own experiences, collaborating in classroom activities, and projects.

Please note that because I adapt my teaching techniques to the course content, delivery method, and individual student learning styles, this syllabus might be subject to change. Whenever it does, you will be notified, and the new content will be posted on CANVAS.

Student Learning Outcomes

1. After completing this course, the student will be able to:
 - Understand the history of Information Science and draw connections between contemporary Information Communication Technologies.
 - Articulate the definition of Information Science distinguishing it from other fields.
2. Differentiate and critique Information Science theoretical and conceptual principles and apply them to analyze their application in today's society.
3. Explain the relationship between Information and individuals, organizations, and society.
4. Identify and deconstruct information policy issues.
5. Describe the social, political, and cultural aspects of information and technology.

Course Format and Structure

This class will take place online and is highly interactive. It has both synchronous and asynchronous components. Which means that while we will not meet face to face, you will meet online with teammates. In some cases, you will work on your own time, but in some cases, you will abide by the course meetings and deadlines.

In order to have a fruitful interactive learning experience, you must **engage** with the course material, activities, instructor, and with your classmates **throughout the week, not just before deadlines**. You are expected to spend at least three hours each week on coursework (i.e., lectures, readings, exercises, and assignments).

There are **15 modules**, one per each week of the semester, each module covers a new topic. Each module has (1) a **module overview** with instructions for the week, (2) **learning material** you must read or watch and (3) **activities and assignments** you must do.

Always start each module by reading the **"Module Overview"** for instructions on how to engage with that week's content.

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Class Schedule, Participation, and Attendance

You are expected to log into Canvas and engage with the content **several times a week**. Be aware that there will usually be more than one deadline every week. Do not wait until the last minute to log in and do the assignments.

Expect to spend a **minimum of three hours** through the week working on this course.

There may be syllabus and schedule changes, so, check Canvas **often** for class updates or additional information. All announcements and information about the class will be posted there.

Learning Material

All readings and learning material will be listed on the course schedule at the end of this syllabus and on Canvas. Most of them will be online resources available through the UK Library. However, it is strongly recommended that you purchase or rent at least one of the following two books.

- Lester, J., & Koehler, W. C. (2007). Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. 2nd edition.
- In Shaw, D. (2013 Introduction to information science and technology. Information Today Inc. (ISBN: 9781573874236)

ASSIGNMENTS AND GRADING

Type of Assignments and Activities

You will be required to complete several exercises for each module. Assignments/exercises are designed to apply your skills, and new concepts covered in the readings and class materials.

About 60% of the work you will do in this class will be individual, and 40% will be group-based.

Type of assignments:

1. Short Discussions
2. Video Presentations
3. Debates
4. Podcasts
5. Collaborative eBooks
6. Peer-Reviews
7. Research Papers
8. Infographics

Detailed instructions for each assignment will be posted on the respective module on Canvas.

Grading Parameters

Weekly Activities, Participation, and Assignments 70%

Big Papers and Projects 30%

Grading Scale

95% – 100% = A (Exceptional Achievement)

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- 80% – 94% = B (High Achievement)
 70% – 79% = C (Average Achievement)
 60% – 69% = D (Below Average)
 0% – 59% = E (Failing)

Self-Discipline

This course requires constant online interaction throughout the week (e.g.. Readings, group work, assignments, polls, etc.). You are responsible for completing readings, turning in assignments, and participating regularly and on time. In other words, **you must engage early and through the week, do not wait until the last minute to complete readings or assignments.**

Technology Requirements

You will need:

1. Internet-ready (wi-fi enabled or cellular data connection) computer.
2. Access to Canvas through your UK ID. It is strongly recommended to download the Canvas app to your mobile devices.
3. Access to a webcam and a microphone.
4. Access to [Zoom](#) (which you should already have with your link blue username and password).

Formatting Your Assignments

All homework must include your name, instructors' names, the course and section, and the date. When submitting assignments on Canvas, make sure to give your work a document name to indicate what the item is.

For example, you may title your assignment "lastname_reflection." You are responsible for keeping back-up copies of all your work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by you.

PARTICIPATION, ABSENCES, AND EXCUSES

Excused Absences and Late Work

You need to notify the instructor of absences before class when possible. Being an online class, this means reduced participation in a specific week. You have up to one week following an excused absence to provide appropriate documentation. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences:

- (a) Serious illness,
 - (b) Illness or death of a family member
 - (c) University-related trips,
 - (d) major religious holidays, and
 - (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.
- Excuses for university-sponsored activities must be made before such absence. If you anticipate an absence due to an important religious holiday, you are responsible for notifying the

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instructor in writing no later than the last to add a class. Two weeks before the absence is reasonable but should not be given any later. Information regarding major religious holidays is available through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Verification of Absences

Acceptable verification of excused absences due to illness includes documentation from a medical professional (must include medical professional's contact information) with date of service and any restrictions or time off explicitly stated, Tier 2 emails from University Health Services (for limited absences), or Tier 3 documents from University Health Services for extended absences (must accurately identify date range for absence). Tier 1 documents provided by University Health Services will only be accepted for up to 2 absences (non-consecutive days). Tier 1 documents will not be accepted on exam days.

Late Work Penalty

I may accept late work on a case by case basis. Approved late assignments submitted within 24 hours will receive a 20% penalty. Late work submitted within 48 hours will receive a 30% penalty, and late work received before 72 hours will receive 40% off.

COMMUNICATION WITH YOUR INSTRUCTOR

E-mail Policy

The preferred method of communication: Canvas message

Secondary: Email fatima.espinoza@uky.edu

Please allow me 24 hours to respond to your e-mail during the school week. On weekends, responses may not be made until Monday.

Before you e-mail with questions, please read your assignment information and syllabus carefully.

If you have not heard from me within 24 hours, please send a follow-up e-mail or speak with me in person.

I also ask that you adhere to the following rules when sending an email.

Always	Example
Include in the subject line your class number what you want to talk about.	Subject: ICT311 Team project question
Include an appropriate salutation. Begin with a greeting and address your professor by her appropriate title and last name.	Good afternoon, Professor Espinoza, Or Hello, Dr. Espinoza
Include an appropriate signature with your full name, class code, and section	Jane Doe IST150 Section 001
Use standard punctuation, capitalization, spelling, and grammar.	Instead of writing "idk what 2 rite about in my paper can you help??" try something

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	more like, "I am writing to ask about the topics you suggested in class yesterday."
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Office Hours

I will be available to speak with you in my office (316 Little Library) or via Zoom during office hours by appointment only. Please email me to make an appointment. Appointments should be made at least one day in advance.

Questions

If students have questions of a personal nature regarding grades, attendance, or other issues, the classroom or email is not the appropriate platform for that discussion. Students should contact the instructor to schedule an appointment to discuss.

GENERAL COURSE POLICIES

Policies concerning academic integrity, excused absences, incompletes, and academic accommodations due to disability are available online at <https://ci.uky.edu/sis/sites/default/files/policies.pdf>

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states: All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

For some assignments, the instructor might use Turnitin, a commercial Internet-based plagiarism-detection service.

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Make sure to cite all your assignments correctly. Plagiarized work may be given a zero. Repeat offenses will result in a failing grade for the course.

UNIVERSITY RESOURCES

Reference Librarians

The reference librarians on the 2nd floor, North Wing of W.T. Young Library are more than happy to help you with your research for this class and any class you have. Please feel free to visit, call, e-mail, or chat with them, unless your assignment requests that you do not seek their assistance. See the Libraries' Homepage for more information.

Academic Ombud

Dr. Joe McGillis, the Academic Ombud will assist you with a variety of issues, including grade disputes. She is in 109 Bradley Hall, and her number is 859-257-3737. You can e-mail her at ombud@uky.edu.

Disability Services

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

I recommend using the UK Writing Center <https://uky.mywconline.com>

TENTATIVE SCHEDULE AND READINGS

Module		Topic	
1	Defining Information	Introduction to the course. Syllabus quiz. Discussion: What is Information?	Adriaans, Pieter, "Information," The Stanford Encyclopedia of Philosophy (Fall 2018 Edition), Edward N. Zalta (ed.), forthcoming URL = < https://plato.stanford.edu/entries/information/ >. Barlow, J. P. (1994). A Taxonomy of Information. Bulletin of the American Society for Information Science, 20(5), 13-17.
2		Information, Data, Knowledge?	Davis, C. H., & In Shaw, D. (2013). Our World of Information. Introduction to information science and technology. (pp1-7). Lester, J., & Koehler, W. C. (2007). The Impact of Information in Society. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 1-14) Postman, Neil. "Informing ourselves to death." The Nature of Technology. SensePublishers, Rotterdam, 2013. 7-14.

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3	What is Information Science?	<p>Borko, H. (1968). Information science: what is it?. American documentation, 19(1), 3-5. Available through UK Libraries here: https://bit.ly/2wgmvl5</p> <p>Dillon, Andrew. "What it means to be an iSchool." Journal of education for library and information science (2012): 267-273. Available through UK Libraries here: https://bit.ly/2PaEQ0h</p> <p>Davis, C. H., & In Shaw, D. (2013). Ch. 2 Foundation of Information Science and Technology. Introduction to information science and technology. (pp9-26).</p> <p>Editors Encyclopedia Britannica (2015) Information Science in Encyclopedia Britannica. Encyclopedia Britannica, inc. https://www.britannica.com/science/information-science</p>
4	History of Information Science and Depiction of the Field including careers	<p>Lester, J., & Koehler, W. C. (2007). Ch 4. <i>History of Information Technology</i>. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 59-84)</p> <p>Davis, C. H., & In Shaw, D. (2013). Ch. 13 <i>The Information Professions</i>. Introduction to information science and technology. (pp 207-221).</p> <p>Lester, J., & Koehler, W. C. (2007). Ch 7. <i>The information Professions</i>. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 59-84)</p> <p>Stockwell, F. (2000). Ch. 11 Organizing Knowledge. A history of information storage and retrieval. McFarland.</p>

5	Information and Humans	Information Behavior /Information Need and Seeking	<p>Davis, C. H., & In Shaw, D. (2013). Ch. 3 <i>Information Needs, Seeking, and Use</i>. Introduction to information science and technology. (pp 27-42).</p> <p>Lester, J., & Koehler, W. C. (2007). Ch 3. <i>Information Needs and Information Seeking Behavior</i>. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 39-57)</p> <p>Stockwell, F. (2000). Ch. 17. The Complexity of Learning. <i>A history of information storage and retrieval</i>. McFarland. (pp. 149-158)</p> <p>Bates, Marcia J. (2010) Information Behavior In <i>Encyclopedia of Library and Information Sciences, 3rd Ed</i>. https://pages.gseis.ucla.edu/faculty/bates/articles/information-behavior.html</p> <p>Wilson, T. D. (2000). Human information behavior. <i>Informing Science</i>, 3(2), 49-56. https://www.researchgate.net/profile/Tom_Wilson25/publication/270960171_Human_Information_Behavior/links/57d32fe508ae601b39a42875/Human-Information-Behavior.pdf</p> <p>Wilson, T. (1997). Information behaviour: An interdisciplinary perspective. <i>Information Processing and Management</i>, 33(4), 551-572. https://bit.ly/2ORNCQM (Available through the UK library)</p>	
6			Information Use and Transfer	Information Literacy Criteria
7			Information Literacy	Midterm: Information Literacy Guide
8		Information and Organizations	Information Management	<p>Lester, J., & Koehler, W. C. (2007). Ch 6. <i>Societal Institutions for Creation, Distribution, and Management of Information</i>. Fundamentals of information studies: Understanding information and its environment. New York: Neal-Schuman. (pp. 111-144)</p> <p>Buckland, M. K. (1991). Ch. 6 <i>Information in Information Systems</i>. Information and information systems (No. 25). ABC-CLIO. (pp. 55-69)</p> <p>Buckland, M. K. (1991). Ch. 7 <i>Information Technology in Information and information systems</i> (No. 25). ABC-CLIO. (pp. 69-76)</p> <p>Davis, C. H., & In Shaw, D. (2013). Ch. 10. <i>Information Management</i>. Introduction to information science and technology. (pp 143-153).</p>

9		Information Retrieval	<p>Davis, C. H., & In Shaw, D. (2013). Ch. 7. <i>Structured Information Systems</i>. Introduction to information science and technology. (pp 95-107).</p> <p>Ingwersen, P., (2009) Ch. 35. Integrative Framework for Information Seeking and Interactive Information Retrieval in Fisher, K. E., Erdelez, S., McKechnie, L., & Information Today. (2009). <i>Theories of information behavior</i>. Medford: Information Today.</p> <p>Detlor, B., 2009. Ch. 68. Web Information Behaviors of Organizational Workers in Fisher, K. E., Erdelez, S., McKechnie, L., & Information Today. (2009). <i>Theories of information behavior</i>. Medford: Information Today.</p> <p>Hansen, P., Ch. 71 Work Task Information-Seeking and Retrieval Processes in Fisher, K. E., Erdelez, S., McKechnie, L., & Information Today. (2009). <i>Theories of information behavior</i>. Medford: Information Today.</p>
10		Information Representation and Visualization	<p>Buckland, M. K. (1991). Ch. 12 <i>Information Processing and Representation</i> in Information and information systems (No. 25). ABC-CLIO. (pp. 115-125)</p> <p><i>SupercomPuting: The power of visualization</i> [Video file]. (2005). Retrieved October 30, 2018, from https://digital-films-com.ezproxy.uky.edu/PortalPlaylists.aspx?wID=103668&xtid=35104</p> <p><i>TedTalks: David McCandless—the beauty of data visualization</i> [Video file]. (2010). Retrieved October 30, 2018, from https://digital-films-com.ezproxy.uky.edu/PortalPlaylists.aspx?wID=103668&xtid=48546</p>
11			Summary of Modules / Individual Research Work
12	Information and Society	Information and Society	<p>Lester, J., & Koehler, W. C. (2007). Ch. 10 Information, Power, and Society. <i>Fundamentals of information studies: Understanding information and its environment</i>. New York: Neal-Schuman. (pp. 241-262)</p> <p>Weigend, A. S. (2017). <i>Data for the People: How to make our post-privacy economy work for you</i>. Read the introduction: <i>The Social Data Revolution. How Can We Ensure That Data Are for the People?</i> Available in Google Books https://tinyurl.com/yafow5mf</p> <p>O'Neil, C. (2017). <i>Life in the age of the algorithm</i>. <i>Science</i> (New York, N.Y.), 355(6321), 137. Available through the UK library here; https://tinyurl.com/yahdf94n</p> <p>Cathy, O. N. (2013). <i>On Being a Data Skeptic</i>. Full text available for free download here https://www.oreilly.com/data/free/being-a-data-</p>

		skeptic.csp , and to read partially in Google Books: https://tinyurl.com/y8kddeSr
13	THANKSGIVING BREAK	
14	Information Policy	<p>Defining Information Policy. (2011). <i>Journal of Information Policy</i>, 1, 1-5. Available through the UK Library here: https://bit.ly/2RkPSBB</p> <p>Browne, Mairead. (1997). The Field of Information Policy: I. Fundamental Concepts. <i>Journal of Information Science</i>, 23(4), 261-75. Available through the UK Library here: https://bit.ly/2KEP5c4</p> <p>Espinoza Vasquez. Lecture. What is Information Policy? Video recording available on YouTube https://youtu.be/c3pwMeFkseE</p> <p>Akbarzadeh, A. (Director). (2015). Killswitch [Video file]. Random Media. Retrieved October 24, 2018, from Kanopy. https://uky.kanopy.com/video/killswitch</p>
15	Final Project	

Other Proposed Readings

- Case, D. O., & Given, L. M. (2016). *Looking for information: A survey of research on information seeking, needs, and behavior*. Bingley, UK [etc.: Emerald. (Available at the UK library)
- Norton, M. J., & American Society for Information Science and Technology. (2010). *Introductory concepts in information science*. Medford, N.J: Information Today, Inc. (Available at the UK library)
- Chen, C., Larsen, R., & Springer-Verlag, GmbH. (2016). *Library and Information Sciences: Trends and Research*. (Available at the UK library)
- Flynn, R. R. (1987). *An introduction to information science*. New York: M. Dekker. (Available at the UK library) (This one is focused on data)
- Case, D. O., & Given, L. M. (2016). *Looking for information: A survey of research on information seeking, needs, and behavior*. Bingley: Emerald.
- Norton, M. (2000). *Introductory concepts in information science* (ASIS monograph series). Medford, N.J.: Published for the American Society for Information Science by Information Today.
- Chen, C., & Larsen, R. (2014). *Library and information sciences: Trends and research*. Berlin: Springer Open.

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