Syllabus
LIS 600: Information in Society
Summer Semester, 2020 (11 June-6 August)
Revised: 3 June 2020

Instructor
Anthony Ubelhor, MA, MSLS, PMP
Richland, WA 99352
Email: Canvas Inbox

Office Hours
Most issues can be handled through Canvas email. I will frequently respond
to emails as soon as possible, usually
within 24 hours, weekdays. You may
also schedule an online appointment
via Skype, Zoom, or by other means.

COURSE OVERVIEW

Course Description
Students investigate the information society and its relationships with our world including the
impact on information organizations and communities. Students focus on the discipline’s
ethics, values, and core concepts. No prerequisites.

Course Goals
LIS 600 addresses the "Foundations of the profession" core competency area, as defined by
the American Library Association. The course provides the following content: the history of
library science and information science; core concepts of the field; the ethics and
foundational principles of the field; key issues faced by LIS practitioners, and relevant social,
economic, and cultural trends.

Course Materials
Lanham, MD: Rowman & Littlefield. ISBN: 978-1-5381-0300-5. Please be sure to purchase the
second edition, as it differs considerably from the first edition.

Additional Resources: Students will be required to utilize various other materials available on
the web or through our library databases as directed in each module.

Student Learning Outcomes
Upon successful completion of this course, students will be able to:
• Explain the concepts of information society and information ecosystem and how these
  relate to specific information organizations.
• Articulate the role of diverse information organizations within various communities.
• Analyze various facets of a particular information ecosystem.
• Apply the core values and ethics of the discipline as appropriate.
• Communicate the function and value of information professionals.
<table>
<thead>
<tr>
<th>Program Learning Objectives</th>
<th>Course Objectives</th>
<th>Assignment that ties in</th>
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<tbody>
<tr>
<td>Describe how communities &amp; individuals interact with/in information ecosystems.</td>
<td>Explain the concepts of information society and information ecosystem and how these relate to specific information organizations.</td>
<td>Information ecology project</td>
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<td></td>
<td>Analyze various facets of a particular information ecosystem</td>
<td>Information ecology project</td>
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<tr>
<td>Analyze the major tenets of information practice and apply them in multiple contexts.</td>
<td>Apply the core values and ethics of the discipline as appropriate.</td>
<td>Information ecology project</td>
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<td>Communicate the function and value of information professionals.</td>
<td>Elevator pitch</td>
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<tr>
<td>Connect diverse communities and individuals with appropriate resources.</td>
<td>Articulate the role of diverse information organizations within various communities.</td>
<td>Information ecology project</td>
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**Course Format and Schedule**

This is an online, asynchronous course which is on an accelerated schedule. The course includes online lectures (PPT slides and videos), online discussions, exercises, and assignments. For the purpose of this course, the week starts at midnight on Monday and ends at 11:59 p.m. on Sunday. You will be expected to complete all required readings and assignments during the time frame given. Please refer to the schedule included in this syllabus for dates.

The Canvas course management system will be used to facilitate this class. Please see the "Technical Requirements" section of this syllabus to learn about this system and the login requirements. Teaching materials (syllabus, course notes, discussions, assignments, etc.) will be made available in Canvas. All assignments should also be submitted via Canvas. Please visit the Canvas information pages at for more information. (See below.) For technical support, call the UKIT Service Desk at (859) 218-HELP (4357) or email helpdesk@uky.edu.

**Communications**

All course related communications should occur within Canvas. For private correspondence with me, use the Canvas Inbox. In ordinary circumstances, I will respond within 24 hours on weekdays, but you might experience a delay during weekends and holidays. I am also happy to meet with students online, but you should set up the appointment in advance via Canvas Inbox.

Please post course-related questions on the Canvas discussion board because other students
may have the same questions and receive the benefits from answers. Important announcements will be made through Canvas, so it is essential that you check Canvas on a regular basis. Failure to receive such announcements cannot be used as an excuse for not being informed.

**Diversity**
The School of Information Science defines diversity as "embracing differences between people and promoting increased understanding regarding age, ethnicity, gender, marital status, military service, physical disabilities, race, religion, sexual orientation, socioeconomic condition, and thought with the purpose of creating an inclusive community." In this course, we address diversity in several ways. Many readings that discuss countries other than the U.S. are included in several different modules. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization’s community.

**Technology**
The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with a wide array of technology personally and professionally. In this course, we incorporate technology in a variety of ways. We discuss technology infrastructure and its importance in information organizations, as well as the role of technology in information ecosystems. We dedicate a module to discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course.

**ASSIGNMENTS AND GRADING**
Your final grade is determined by your performance on the items below.

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>Information Ecology Project</td>
<td>70</td>
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<tr>
<td>Elevator Speech</td>
<td>10</td>
</tr>
<tr>
<td>Class Participation</td>
<td>20</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
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Final grades will be calculated as follows:
- A = 90 points and above (Exceptional achievement)
- B = 80-89 points (Average achievement)
- C = 70-79 points (Below average achievement)
- E = below 70 points (Fail)

I do not assign incompletes.

**Readings**
Completing the required reading is essential for doing well in the class. Many readings can be
found through the UK Libraries; other readings will be made available online. Other material may also be required, such as PowerPoint slides, news articles, or videos. It is your responsibility to read/view this material as well. If you encounter a broken link or trouble accessing something, contact me.

Assignments
All assignments will be posted at the beginning of the semester. Please submit your assignments through Canvas. Assignments are due by 11:59 p.m. (Eastern) on their respective due dates. Submission dates will be based on the time stamp provided by Canvas. Assignments may be turned in early, though no extra credit is given for this. I will return graded assignments to you in a timely fashion via Canvas. An overdue assignment will get a penalty of 20% of total points for each day late. No assignment or project will be accepted after five days.

Class Participation
Participation is measured by your contributions to the discussion boards. The course is divided into five sections with each section consisting of three modules. At the start of each section several discussion topics for each module in that section will be posted in the discussion forum. The topics will relate to the course readings and any supplementary material assigned.

Postings to the discussion forum can earn up to one point for each posting for a maximum of four points per section. You are expected to make at least one original posting on the topic of your choice and one response to other students' postings. Postings will be evaluated based on the substance, facts, ideas, opinions, and style of your responses to the discussion board topic.

Information Ecology Project
This project will contextualize what we learn about information ecology and apply it to a specific information organization. It is broken into multiple components. See the detailed assignment guide available in Canvas. The information ecology project is worth a total of 70% of your final grade.

Part A: Identify your information organization; Module 3 (5 points)
Part B: Describe the organization's information ecology; Module 5 (10 points)
Part C: Interview a MLSS-degree holder about ethics; Module 7 (10 points)
Part D: Analyze the impact of information policies; Module 9 (10 points)
Part E: Analyze a community engagement activity; Module 11 (10 points)
Part F: Describe the diversity of the organization; Module 13 (5 points)
Capstone: Summarize information ecosystem learning; Module 15 (20 points)

Elevator Speech
This will be a short, recorded presentation in which you make connections throughout the semester's readings and argue for the importance of our discipline/profession. See the detailed assignment guide available in Canvas. The elevator speech is worth 10% of your final grade.
COURSE POLICIES

Academic Integrity
According to Senate Regulation 6.3.1: "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." For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:

http://www.uky.edu/StudentAffairs/Code/
http://www.uky.edu/StudentAffairs/Code/part2.html
http://www.uky.edu/Ombud/Plagiarism.pdf

Academic Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please contact me as soon as possible. In order to receive accommodations in this course, you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754) for coordination of campus disability services available to students with disabilities.

Classroom Behavior, Decorum, and Civility
Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please help me maintain the most courteous environment by using a little peer pressure if necessary.

TECHNICAL REQUIREMENTS, INFORMATION & RESOURCES

This course will be conducted asynchronously via the Canvas course management system. Please visit the links below to learn about this system and the login requirements:

https://uk.instructure.com/courses/1096339

To have a successful educational experience in distance learning courses, there are minimum technology requirements that should be met. You can review the minimum recommendations and guidelines for your computer at:

http://www.uky.edu/ukit/hardwareguide

The UKIT Service Desk is available to help with any computer or technical issue you encounter, 24 hours per day, seven days per week. Contact them at:

http://www.uky.edu/its/customer-support-student-it-enablement/customer-services
Phone: 859-218-4357
Email: 218help@uky.edu

Library and Distance Learning Services
http://www.uky.edu/Libraries/DLLS
Local phone number: (859) 257-0500, ext. 2171
Long-distance phone number: (800) 828-0439 (option #6)
Email: dllservice@email.uky.edu
DL Interlibrary Loan Service:
LIS 600 COURSE SCHEDULE, Summer, 2020
(Schedule is subject to change. Changes will be posted in the Announcements.)
Revised: 8 June 2020

Section One: Foundations of the course

Module One (6/11-6/13): The Information Society & Contextualizing the Field

- Hirsh textbook, Chapter 1: The transformative information landscape: What it means to be an information professional today (pp. 3-13).

Module Two (6/14-6/17): Surveillance & Commodification of Information

- Hirsh textbook, Chapter 34: Information privacy and cybersecurity (pp. 419-433).
- Kim, J., Kim, J., & Kim, A.H. (2014). The communication adaptiveness and power dynamics of the state, the market, and civil society in the information age: The case of Korea. Information, Communication, & Society, 17(8), 956-973.
com.ezproxy.uky.edu/doi/pdf/10.1177/0002764215601714


• **Part A of Information Ecology Project due**

Section Two: Core of the Profession

Module Four (6/21-6/24): LIS Ethics

• Hirsh textbook: Chapters 30: Information Ethics (pp. 366-377), 31: Copyright and creative commons (pp. 378-396), and 34: Information privacy and security (pp. 419-433).


Module Five (6/25-6/27): Core Values & Competencies

• **Part B of Information Ecology Project due**

• American Library Association. (2009). ALA's core competencies of librarianship. Available at:
• Hirsh textbook: Chapter 35: Intellectual Freedom (pp. 434-450).

Module Six (6/28-7/1): Information Policy
• Hirsh textbook, Chapter 29: Information policy (pp. 357-365).


Section Three: Who We Are

Module Seven (7/2-7/4): Information Organizations

- **Part C of Information Ecology Project (7/3)**
  - Hirsh textbook, Chapters 6: Literacy and media centers: School libraries (pp. 71-80), 7: Learning and research institutions: Academic libraries (pp. 81-93), 8: Community anchors for lifelong learning: Public libraries (pp. 94-105), and 9: Working in different information environments: Special libraries and information centers (pp. 106-116).

Module Eight (7/5-7/8): Professionalism & Significance of LIS Professions

- Hirsh textbook: Chapter 3: Librarianship: A continuously evolving profession (pp. 26-39), Chapter 28: Advocacy (pp. 343-353) and Chapter 36: Career management strategies for lifelong success (pp. 453-464).

Module Nine (7/9-7/11): Impact of Technology on Information Organizations

- **Part D of Information Ecology Project due**
- Hirsh textbook: Chapters 10: Digital resources: Digital libraries (pp. 119-128), 17:
Hyperlinked libraries (pp. 211-219) and 25: Managing technology (pp. 298-313).


Section Four: Who We Serve and Why

Module Ten (7/12-7/15): Community Engagement

- Hirsh, S. (2015). Chapter 3: Information communities: Defining the focus of information service. Information Services, 1st edition (pp. 20-26). Note: this is a chapter from the first edition of Hirsh's book, not from the edition we currently use. (The current edition doesn't have as good of a chapter on community.)

Module Eleven (7/16-7/18): Community Informatics

- Part E of Information Ecology Project due
- Gurstein, M. (2007). What is community informatics and why that matters (pp. 11-21;


Module Twelve (7/19-7/22): Diversity & Inclusion

• Hirsh textbook: Chapters 4: Diverse information needs (pp. 40-51) and 5: Diversity, equity of access, and social justice (pp. 52-68).

• Cooke, N.A. (2017). Chapter 4: Services to diverse populations (pp. 47-78). In Information services to diverse populations: Developing culturally competent library professionals. Santa Barbara, CA: Libraries Unlimited. [Available as ebook in UK Libraries]


Section Five: What We Do


• Part F of Information Ecology Project Due

• Hirsh textbook, Chapter 13: Analog and digital curation and preservation (pp. 142-155).


• Module Fourteen (7/26-7/29): Standardization, Retrieval, & Organization
  Hirsh textbook: Chapters 12: Metadata, cataloging, linked data, and the evolving ILS (pp. 142-155) and 15: Accessing information anywhere and anytime: Access services (pp. 183-194).

Module Fifteen (7/30-8/2): Information Overload & Literacy
  • Capstone Project due
  Hirsh textbook: Chapters 16: Teaching users: Information and technology instruction (pp. 195-210) and 18 (pp. 220-228).

Module Sixteen (8/3-8/6): Challenges and Opportunities
  • Elevator Speech due
  Hirsh textbook: Chapter 37: Leadership skills for today’s global information landscapes (pp. 465-476).
  Mwaniki, P.W. (2018). Envisioning the future role of librarians: Skills, services and
