

Session 14: Standardization, Retrieval, & Organization (12/2 – 12/8)

**Capstone of Information Ecology Project due December 9

- 📖 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).
- 📖 MacFarlane, A. (2016). Knowledge organization and its role in multimedia information retrieval. *Knowledge Organization*, 43(3), 180-183.
- 📖 Metoyer, C.A., & Littletree, S. (2015). Knowledge organization from an indigenous perspective: The Mashantucket Pequot thesaurus of American Indian terminology project. *Cataloging & Classification Quarterly*, 53(5/6), 640-657.
- **Optional** 📖 Kim, Y., & Burns, C.S. (2016). Norms of data sharing in biological sciences: The roles of metadata, data repository, and journal and funding requirements. *Journal of Information Science*, 42(2), 230-245.

Session 15: Information Overload & Literacy (12/9 – 12/15)

**Elevator Speech due December 16

- Hirsh textbook: Chapters 16: Teaching Users: Information and Technology Instruction (pp. 195-210); and 18: Creation Culture and Makerspaces (pp. 220-228).
- 📖 Hanbridge, A.S, Tin, T., & Sanderson, N. (2018). Information literacy skills on the go: Mobile learning innovation. *Journal of Information Literacy*, 12(1), 118-136.
- Koltay, T. (2017). Information overload in a data-intensive world (pp. 197-217). In Schuster, A.J. (Ed.). *Understanding information: From the big bang to big data*. Cham, Switzerland: Springer International Publishing. [eBook available through UK Libraries.]
- Shachaf, O., Aharony, N., & Baruchson, S. (2016). The effects of information overload on reference librarians. *Library & Information Science Research*, 38(4), 301-307.
- **Optional** Reed, K.L. (2015). Square peg in a round hole? The framework for information literacy in the community college environment. *Journal of Library Administration*, 55(3), 235-248.

Session 16: Challenges & Opportunities (12/16 – 12/20)

- Hirsh textbook: Chapter 37: Leadership Skills for Today's Global Information Landscapes (pp. 465-476).
- Helbing, D. (2015). From technology-driven society to socially oriented technology: The future of information society—alternatives to surveillance. In *Thinking ahead: Essays on big data, digital revolution, and participatory market society*. Cham, Switzerland: Springer. [eBook available through UK Libraries.]
- 📖 Mwaniki, P.W. (2018). Envisioning the future role of librarians: Skills, services and information resources. *Library Management*, 39(1), 2-11.
- **Optional** Williams, R.N. (2018). Future strategic considerations and development priorities for national museum libraries. *Journal of Documentation*, 74(6), 1204-1225.

Session 11: Community Informatics (11/4 – 11/10)

**Part E of the Information Ecology Project due November 11

- 📖 Gikenye, W., & Ocholla, D.N. (2014). The diffusion of information and communication technologies in the informal sector in Kenya. *Moussion*, 32(3), 29-48.
- Gurstein, M. (2007). What is community informatics and why that matters (pp. 11-21; 35-38). Available at:
http://eprints.rclis.org/10919/1/WHAT_IS_COMMUNITY_INFORMATICS_reading.pdf
- Song, J., Sankar, C.S., Kahai, P., & Mixson, D. (2016). Use of digital signage in a distressed community: An example of community informatics. *Information Systems Management*, 33(1), 17-29.
- Sweeney, M.E., & Rhinesmith, C. (2016). Creating caring institutions for community informatics. *Information, Communication, and Society*, x(x), 1-16.
- **Optional** Marler, W. (2018). Mobile phones and inequality: Findings, trends, and future directions. *New Media & Society*, 20(9), 3498–3520.

Session 12: Diversity & Inclusion (11/11 – 11/17)

- 📖 Hirsh textbook: Chapters 4: Diverse Information Needs (pp. 40-51); and 5: Diversity, Equity of Access, and Social Justice (pp. 52-68).
- 📖 Adkins, D., Virden, C., & Yier, C. (2015). Learning about diversity: The roles of LIS education, LIS associations, and lived experience. *Library Quarterly*, 85(2), 139-149.
- 📖 Alabi, J. (2015). Racial microaggressions in academic libraries: Results of a survey of minority and non-minority librarians. *Journal of Academic Librarianship*, 41, 47-53.
- 📖 Black, S., Krahmer, D., & Allen, J.D. (2018). Part 6: Diversity and inclusion. *Reference Librarian*, 59(2), 92-106.
- 📖 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.

Part V: What We Do (November 18 – December 20)

Session 13: Preservation of Information (11/18 – 11/24)

**Part F of the Information Ecology Project Due November 25

- Hirsh textbook, Chapter 13: Analog and Digital Curation and Preservation (pp. 142-155).
- Balogun, T. (2018). The nexus between digitization, preservation and access in the context of selection of materials for archives. *Library Philosophy & Practice*, 1-15.
- Berger, S. (2009). The evolving ethics of preservation: Redefining practices and responsibilities in the 21st century. *Serials Librarian*, 57(1-2), 57-68.

THANKSGIVING BREAK (November 25 – December 1)

Session 8: Professionalism & Significance of LIS Professions (10/14 – 10/20)

- Hirsh textbook: Chapter 3: Librarianship: A Continuously Evolving Profession (pp. 26-39); Chapters 28: Advocacy (pp. 343-353); and Chapter 36: Career Management Strategies for Lifelong Success (pp. 453-464).
- Cannon, P. (2017). A review of professionalism within LIS. *Library Management*, 38(2/3), 142-152.
- Hicks, D. (2016). Advocating for librarianship: The discourses of advocacy and service in the professional identities of librarians. *Library Trends*, 64(3), 615-640.

FALL BREAK (October 21 – October 22)

Session 9: Impact of Technology on Information Organizations (10/23 – 10/27; note the short week)

**Part D of the Information Ecology Project due October 28

- 📖 Hirsh textbook: Chapters 10: Digital Resources: Digital Libraries (pp. 119-128); 17: Hyperlinked Libraries (pp. 211-219); and 25: Managing Technology (pp. 298-313).
- 📖 Becker, B.W. (2015). Advances in technology and library space. *Behavioral & Social Sciences Librarian*, 34(1), 41-44.
- 📖 Brown, J., Crocarno, J.T., Bielskas, A., Ransom, E., Vanti, W.B., & Wilfong, K. (2017). Evolving skills for emerging technologies: A collaborative approach. *Library Hi Tech*, 35(3), 346-359.
- 📖 Lee King, D. (2017). How to keep up with emerging technology. *Computers in Libraries*, 37(10), 12-14.

Part IV: Who We Serve and Why (October 28 – November 17)

Session 10: Community Engagement (10/28 – 11/3)

- Hirsh Textbook: Chapter 3: Information Communities: Defining the Focus of Information Service. *Information Services*, 1st edition (pp. 20-26). **Note:** this is a chapter from the 2015 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.)
- 📖 Baba, Z., & Abrizah, A. (2018). Transformation strategies in community engagement. *IFLA Journal*, 44(1), 90-105.
- 📖 Blessinger, K., Braunstein, S., Cramer, J.A., Griffen, L.S., & Hrycaj, P. (2015). Implementing a film series for community engagement. *Codex*, 3(2), 25-46.
- 📖 Stout, R. (2015). Hand in hand: Teens, tech, and community engagement. *Young Adult Library Services*, 13(2), 21-24.
- 📖 **Optional** Daniels, C., Fox, H., Poindexter-S.J., & Reilly, E. (2015). Saving all the freaks on the life raft: Blending documentation strategy with community engagement to build a local music archives. *American Archivist*, 78(1), 238-261.
- 📖 **Optional** Sung, H.-Y., Hepworth, M., & Ragsdell, G. (2013). Investigating essential elements of community engagement in public libraries: An exploratory qualitative study. *Journal of Librarianship & Information Science*, 45(3), 206-218.

Intellectual Freedom and Privacy, 1(4). Available at:

<https://journals.ala.org/index.php/jifp/article/view/6317/8264>

- Harhai, M., & Krueger, J. (2016). Competency-based professional development. *Journal of Library Administration*, 56(80), 939-956.
- Opara, U.N. (2017, January). Empowering library users through the five laws of library science. *Library Philosophy and Practice*. 1-14.
- Seale, M. (2016). Compliant trust: The public good and democracy in the ALA's "Core values of librarianship." *Library Trends*, 64(3), 585-603.
- **Optional** Oltmann, S.M. (2018). Ethics, values, and intellectual freedom in school libraries. *School Libraries Worldwide*, 24(1), 71-86.
- **Optional** Campbell, D.G., & Cowan, S.R. (2016). The paradox of privacy: Revisiting a core library value in an age of big data and linked data. *Library Trends*, 64(3), 492-511.

Session 6: Information Policy (9/30 – 10/6)

- Hirsh textbook: Chapter 29: Information Policy (pp. 357-365).
- 📖 Howell, C., & West, D.M. (2016). The internet as a human right. *Techtank. Brookings Institution*. Available at: <https://www.brookings.edu/blog/techtank/2016/11/07/the-internet-as-a-human-right/>.
- 📖 Jaeger, P.T., Bertot, J.C., Thompson, K.M., Katz, S.M., & DeCoster, E.J. (2012). The intersection of public policy and public access: Digital divides, digital literacy, digital inclusion, and public libraries. *Public Library Quarterly*, 31(1), 1-20.
- McClure, C. R., & Jaeger, P. T. (2008). Government information policy research: Importance, approaches, and realities. *Library & Information Science Research*, 30(4), 257-264.
- Pasek, J.E. (2015). Defining information policy: Relating issues to the information cycle. *New Review of Academic Librarianship*, 21(3), 286-303.

Part III: Who We Are (October 7 – October 27)

Session 7: Information Organizations (10/7 – 10/13)

****Part C of the Information Ecology Project due October 14**

- 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).
- Federer, L. (2018). Defining data librarianship: A survey of competencies, skills, and training. *Journal of the Medical Library Association*, 106(2018 Supplement), 294-303.
- **Optional** Velte, A. (2018). Ethical challenges and current practices in activist social media archives. *American Archivist*, 81(1), 112-134.

Session 3: Information Ecology (9/9 – 9/15)

****Part A of the Information Ecology Project due September 16**

- Nardi, B.A., & O'Day, V. (1999). Information ecologies: Using technology with heart. *First Monday*, 4(5). Available at:
<http://firstmonday.org/ojs/index.php/fm/article/view/672/582>
- O'Day, V.L. (2000). Information ecologies. *Serials Librarian*, 38(1/2), 31-40.
- Perrault, A.M. (2017). The school as an information ecology: A framework for studying changes in information use. In *Librarians and educators collaborating for success: An international perspective* (pp. 161-173). Santa Barbara, CA: ABC-CLIO.
- 📖📄 Thapa, D., & Sein, M.K. (2016). Information ecology as a holistic lens to understand ICTD initiatives: A case study of OLPC deployment in Nepal. *Proceedings of the Eighth International Conference on Information and Communication Technologies and Development*. Article #27. Ann Arbor, MI.
- **Optional** Diga, K., & May, J. (2016). The ICT Ecosystem: The application, usefulness, and future of an evolving concept. *Information Technology for Development*, 22(Supp 1), 1-6).

Part II: Core of the Profession (September 16 – October 6)

Session 4: LIS Ethics (9/16 – 9/22)

- 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).
- American Library Association. (2016). Code of ethics of the American Library Association. Available at:
<http://www.ala.org/advocacy/proethics/codeofethics/codeethics>
- Ferguson, S., Thornley, C., & Gibb, F. (2016). Beyond codes of ethics: How library and information professionals navigate ethical dilemmas in a complex and dynamic information environment. *International Journal of Information Management*, 36(4), 543-556.

Session 5: Core Values & Competencies (9/23 – 9/29)

****Part B of the Information Ecology Project due September 30**

- Hirsh textbook: Chapter 35: Intellectual Freedom (pp. 434-450).
- American Library Association. (2009). *ALA's core competencies of librarianship*. Available at:
<http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>
- American Library Association. (2016). *Core values of librarianship*. Available at:
<http://www.ala.org/advocacy/intfreedom/statementspols/corevalues> (also read the linked *Freedom to Read* statement, the *Library Bill of Rights*, and *Libraries: An American Value*).
- Cooper, L.B., & Beman-Cavallaro, A.D. (2017). We've come a long way (baby)! Or have we? Evolving intellectual freedom issues in the United States and Florida. *Journal of*

COURSE SCHEDULE

Readings that are especially relevant to the theme of diversity are marked with a 🗎 symbol. Readings that are especially relevant to the theme of technology are marked with a 📱 symbol.

Part I: Foundations of the Course (August 26 – September 15)

Session 1: The Information Society & Contextualizing the Field (8/26 – 9/1)

- Hirsh textbook: Chapter 1: The Transformative Information Landscape: What It Means to be an Information Professional Today (pp. 3-13).
- 🗎 Bornman, E. (2016). Information society and digital divide in South Africa: Results of longitudinal surveys. *Information, Communication, & Society*, 19(2), 264-278.
- De Saullés, M. (2015). Chapter 6: Conclusion (pp. 131-144). In *Information 2.0: New models of information production, distribution, and consumption* (2nd ed.). London: Facet Publishing.
- 📱 Einasto, O. (2015). Transforming library communication: From Gutenberg to Zuckerberg. *New Library World*, 116(5/6), 247-263.
- Webster, F. (2014). Chapter 2: Definitions (pp.10-23). *Theories of the information society* (4th edition). New York: Routledge. [eBook available through UK Libraries.]
- 🗎 **Optional** Boucas, D. (2017). The state and development of an information society: Greek policy and experience. *British Journal of Sociology*, 68(3), 556-580.

Session 2: Surveillance & Commodification of Information (9/2 – 9/8)

- Hirsh textbook, Chapter 34: Information Privacy and Cybersecurity (pp. 419-433).
- 📱 Benkler, Y. (2016). Degrees of freedom, dimensions of power. *Daedalus, the Journal of the American Academy of Arts & Sciences*, 145(1), 18-32.
- 🗎 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.
- Silverman, J. (2017). Privacy under surveillance capitalism. *Social Research*, 84(1), 147-164.
- Zuboff, S. (2015). Big other: Surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology*, 30(1), 75-89.
- **Optional** Hampton, K.N. (2016). Persistent and pervasive community: New communication technologies and the future of community. *American Behavioral Scientist*, 60(1), 101-124.
- **Optional** Crain, M. (2018). The limits of transparency: Data brokers and commodification. *New Media & Society*, 20(1), 88-104.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; email them; or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

Attendance

Regular attendance is essential to doing well in the class—and is also important to build a community and to help your classmates succeed. Unexcused absences will have a detrimental effect on your grade. Acceptable reasons for an excused absence from course activities include serious illness or bereavement. If in doubt, please contact the instructor as soon as possible to discuss your situation. It is UK policy to grant incompletes (I grade) only for such reasons; see the UK Student Code for details (www.uky.edu/StudentAffairs/Code/).

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, via email, and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly. Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the VRC website, email the DRC, visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>.

UK ACADEMIC RESOURCES FOR STUDENT ASSISTANCE

Presentation U! Peer Tutoring

Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the Student Commons of the R.G. Anderson Building. We open early and stay open late! Visit <http://www.uky.edu/presentationU/> for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit <http://www.uky.edu/presentationU/academic-coaching> to view our drop-in schedule or make an appointment. For questions about Presentation U! services, please contact Rachael Deel at Rachael.deel@uky.edu.

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them via email.

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism. (<http://www.uky.edu/StudentAffairs/Code/part2.html>)

Disability Accommodation

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Incompletes

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2.

TECHNOLOGY INFORMATION & RESOURCES

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Please see the online guide to supported operating systems and browsers: <http://bit.ly/TDkqwy>. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf).

Information Technology Customer Service Center (UKIT)

<https://www.uky.edu/ukonline/technology>; 859-257-1300

Information on Distance Learning Library Services <http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian; Email: dllservice@email.uky.edu
- Local phone number: 859-257-0500, x2171; Out of area: 800-828-0439 (option #6)
- DL Interlibrary Loan Service: <https://lib.uky.edu/ILLiad/>

If you still don't know the answer to your question, you may e-mail me, but you may be directed back to one of the 3 options above. For questions that do not pertain to the class at large, please use Canvas email to communicate with me. While I will always respond to email and discussion posts as soon as possible, please do not expect an immediate response, especially during the weekend and outside of normal business hours on week days. It is each student's responsibility to be certain that all course communications (e.g., Announcements, Discussion posts, and e-mails) are read in a timely manner. Please do not expect a response to questions relating to assignments on the day that they are due. Plan ahead!

Additionally, use your emails and other correspondence as an opportunity to practice effective communication skills! All correspondence must include an appropriate greeting (e.g., "Hello, Dr. Reynolds), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well written with as few mistakes as possible.

ACADEMIC STANDARDS

Academic Integrity

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* states that 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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the

citations (this means the in-text citations and the Works Cited, a cover page and running headers should not be used). Please proof your work and ask someone else to as well.

Late Work

It is expected that you will submit course work on time. However, life happens. “Normal” life does not stop for any of us just because a semester is in progress. I am always willing to work with you if you get into a bind, but please be proactive. If you are going to be late with an assignment, you need to let me know at least 3 days *before* the due date. Technology issues are not valid excuses for late work. **Late assignments will not be accepted without prior approval.** If you are consistently late, you may be advised to withdraw from class.

Course Expectations

Participation

Participation within the Group Discussion Boards is a vital component of your grade and requires regular engagement in each Session’s discussion. Participation is measured by your contributions to the online discussions during each Session. For an A grade, students must answer each of the posted questions in a timely manner (this means before midsession) and respond to a minimum of four posts by group mates. Less participation will lower the grade. In addition, consistently thoughtful contributions that advance discussion will receive more credit. Late work will not be accepted without prior approval.

Discussion takes place throughout each 7-day session. For each session, there are discussion questions (you will have these ahead of time), which may include short assignments, as well as journal article or book evaluations to complete. Your responses to these questions and to evaluations must be substantive and thoughtful, but they are not to be essays. Remember to write first in Word (or other off-line application) and then copy/paste your work to Canvas. This can be a hard habit to develop, but I have lost my work – it’s not fun! Each session’s discussion is worth 5 points and is 40% of your final grade. Poorly written posts (i.e., poor syntax, spelling, or punctuation) will not earn credit. If participation (original posts and well as responses) are on the last day of the session, points will be deducted. Why? Because everyone’s voice matters! Please see the rubric in Canvas for details. Please do not think that each point is not important — a 4 is equivalent to 80%.

Communicating with Dr. Reynolds

Ask Three, Then Me

I receive e-mails every day from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, BEFORE e-mailing me, please follow these steps:

1. Consult the class schedule and/or syllabus.
2. Check Canvas.
3. Confer with three classmates.

videos. It is your responsibility to read/view this material as well. If you encounter a broken link or have trouble accessing something, please contact me.

Course Assignments

Pre- and Post-test completion

For this course, we require you to complete a pre-test during the first week of the semester and a post-test during the last week of the semester. Your answers are used only to evaluate the course material; you will receive the full five points upon completion of both tests regardless of how many questions you get right or wrong. Do the best you can on these tests. **Important:** You will receive 5pts of your final grade if you complete **BOTH** the pre-test and the post-test. You receive a 0% if you complete *only one or neither* of the tests.

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 60% of your final grade.

Part A: Identify your information organization; Due 9/16 (5 points)

Part B: Describe the organization's information ecology; Due 9/30 (10 points)

Part C: Interview a MLS-degree holder about ethics; Due 10/14 (10 points)

Part D: Analyze impact of information policies; Due 10/28 (10 points)

Part E: Analyze community engagement activity; Due 11/11 (10 points)

Part F: Describe diversity of organization; Due 11/25 (5 points)

Capstone: Summarize information ecosystem learning; Due 12/9 (15 points)

Elevator Speech (Due 12/16)

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. (Due 12/16; 10 points)

Submission of Course Assignments

All work is to be submitted via Canvas upload by **11:59 PM ET** on the dates indicated on the Course Schedule and in Canvas (work may not be submitted via email). More details about each assignment can be found in the Assignments section in Canvas, where all assignments will be submitted. Assignments are **not** accepted via email. Unless otherwise indicated, all documents must be submitted as a Word document (doc or docx) or as an Adobe Portable Document Format (pdf) file. Microsoft Office and other software is available for free download; visit <https://download.uky.edu/>. Papers must be written in 12-point Times New Roman or Candara and be formatted using the Document Template provided in Canvas. The use of proper English is expected at all times. This includes discussion posts. Writing and citation guides will be provided in Canvas. If you need additional assistance with writing skills, please contact the UK Writing Center (<http://www.uky.edu/AS/English/wc/>). Proper citations/references are always required. APA (6th edition) formatting is required for

Technology

The School of Information Science emphasizes the importance and centrality of technology in today's society. We must develop familiarity and comfort with an array of technology. 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 spend a week discussing the impact of technology and several lectures contain further information about technology. In addition, students will utilize technology to participate in the course. Readings that are particularly relevant to the theme of technology are marked with a 📱 symbol.

Assignments & Grading

Grading

The final grade in this course is determined according to the following, with participation 40% of the total course grade and the remaining assignments worth 60%:

| ASSIGNMENTS | POINTS POSSIBLE (165 Total) |
|-----------------------------------|--|
| Graded Discussion (Participation) | 85 points: Introduction + 16 sessions; 5 points each |
| Information Ecology Project | 65 points total: 7 parts; points vary by part* |
| Elevator Pitch | 10 points |
| PreTest/PostTest | 5 points |

*See Course Assignments on page 4.

| Percentage | Final Grade |
|---------------|-------------|
| 90% and above | A |
| 80% – 89% | B |
| 70% – 79% | C |
| 0% – 69% | E |

Note that the Graduate School considers a grade below a C a failing grade.

Grading Guidelines

I operate with the 24/7 rule. This means that when a graded assignment is returned, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you but ask that you take the time to review the feedback provided and the rubric, as well as carefully compare your work with the assignment. You must communicate with me within one 7 days of receiving the grade. After 7 days have passed, the grade will not be changed under any circumstances. When you communicate with me regarding a grade, make sure you have prepared a thoughtful justification for why you deserve a higher grade.

Readings

Completing the required reading each Session 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

Course Objectives

Upon successful completion of this course, students will be able to:

1. Explain the concepts of information society and information ecosystem and how these relate to specific information organizations.
2. Articulate the role of diverse information organizations within various communities.
3. Apply the core values and ethics of the discipline as appropriate.
4. Communicate the function and value of information professionals.

| Program Learning Objectives | Course Objectives | Assignment that ties in |
|---|---|-----------------------------|
| Describe how communities & individuals interact with/in information ecosystems. | Explain the concepts of information society and information ecosystem and how these relate to specific information organizations. | Information Ecology Project |
| | Analyze various facets of a particular information ecosystem. | Information Ecology Project |
| Analyze the major tenets of information practice and apply them in multiple contexts. | Apply the core values and ethics of the discipline as appropriate. | Information Ecology Project |
| | Communicate the function and value of information professionals. | Elevator Pitch |
| Connect diverse communities & individuals with appropriate resources. | Articulate the role of diverse information organizations within various communities. | Information Ecology Project |

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 weeks. We spend a full week focusing on diversity in information professions. Several lectures also incorporate discussion of diversity. Part of the semester-long project focuses on diversity within an information organization’s community. Readings which are especially relevant to the theme of diversity are marked with a 📌 symbol.

UNIVERSITY OF KENTUCKY
SCHOOL OF INFORMATION SCIENCE

INFORMATION IN SOCIETY

DELIVERED ONLINE VIA CANVAS

LIS600.202 – FALL 2019

AUGUST 26 – DECEMBER 20

****Course Syllabus****

Instructor Information

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(Canvas's "Inbox" e-mail preferred)

Virtual Meetings are
available by appointment
Dr. Reynolds's [Website](#)

Course Overview

Official 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

LIS600 addresses the "Foundations of the Profession" core competency area as defined by the American Library Association. LIS600 covers the following: 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 Schedule

Course Sessions begin on Mondays and end on Sundays. **The reading(s) (and any other activities) listed for each Session need be completed before the Session begins.**

Required Textbook

Hirsh, S. (Ed.). (2018). *Information services today: An introduction, 2nd edition*. Lanham, MD: Rowman & Littlefield. ISBN: 978-1-5381-0300-5. Note: Many readings come from this book; it is necessary to purchase it for this course. **Please be sure to purchase the second edition, as it differs considerably from the first edition.**