UNIVERSITY OF KENTUCKY
SCHOOL OF INFORMATION SCIENCE

INFORMATION IN SOCIETY
DELIVERED ONLINE VIA CANVAS
LIS600.201 – SPRING 2019
JANUARY 9 – MAY 3, 2019

Instructor Information

Stephanie D. Reynolds, Ph.D.
UK E-mail: stephanie.reynolds@uky.edu

Virtual Meetings Available by Appointment
Canvas e-mail is preferred

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 Thursdays and end on Wednesdays. **The reading(s) (and any other activities) listed for each Session should be completed before the Session begins.**

Required Textbook
Hirsh, S. (Ed.). (2015). *Information services today: An introduction.* Lanham, MD: Rowman & Littlefield. ISBN: 978-1-4422-3958-6.

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 Outcomes	Course Objectives	Associated Assignment
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 the major tenets of information practice and apply them in multiple contexts.	Apply the core values and ethics of the discipline as appropriate. Communicate the function and value of information professionals.	Information Ecology Project 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 Sessions. We spend a full Session 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.

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 Session 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

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 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

- **Information Ecology Project**: The is a multipart assignment in which you will contextualize what we learn about information ecology and apply it to a specific information organization. It is broken into multiple components.
- **Elevator Pitch:** This will be a short, recorded presentation in which you make connections to the semester's readings and argue for the importance of our discipline.

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 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.

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.

Important Class Policies

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 anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two Sessions prior to the absence is reasonable but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud at (859) 257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php. More information about relevant policies is available at https://ci.uky.edu/sis/sites/default/files/policies.pdf

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 http://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012_clean.pdf.

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 Session 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.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one Session after the absence.

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.

Plagiarism 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.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) 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 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 exactly 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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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

Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. To receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource

Center (DRC), which coordinates campus disability services available to students with disabilities. The DRC (http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/) is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them at (859) 257-2754 or email at drc@uky.edu. Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at https://ci.uky.edu/sis/sites/default/files/policies.pdf

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. Chrome is the recommended browser on both PCs and Macs. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: http://download.uky.edu/. As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, contact the IT Customer Service Center (UKIT): (859) 218-4357 or http://www.uky.edu/UKIT/.

Library Services & Distance Learning Services are vital for distance education students. You can find out more at http://www.uky.edu/Libraries/DLLS or contact Carla Cantagallo, DL Librarian, at (859) 218-1240 or dllservice@email.uky.edu. DL Interlibrary Loan Services can be accessed at http://libraries.uky.edu/page.php?lweb_id=8&ltab_id=702. For more resources about online classes and student resources, visit http://www.uky.edu/ukonline/. The School of Information Science has a page with a comprehensive list of technology resources at http://ci.uky.edu/sis/students/techtips.

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you need special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.

Course Schedule

Session 1 (1/10 - 1/16): The Information Society & Contextualizing the Field

- ☝ Webster, F. (2002). The information society revisited. In *Handbook of New Media: Social Shaping and Consequences of ICTs* (Eds. L.A. Lievrouw & S. Livingstone): pp. 22-33. Thousand Oaks, CA: Sage.
- Feather, J.P. (2013). Introduction: The information society: Myth and reality (pp. xiii-xxi). In *The Information Society: A study of continuity and change* (6th ed). London: Facet Publishing.
- ✑ Bornman, E. (2016). Information society and digital divide in South Africa: Results of longitudinal surveys. *Information, Communication, & Society, 19*(2), 264-278.
- ✑ Einasto, O. (2015). Transforming library communication: From Gutenberg to Zuckerberg. *New Library World, 116*(5/6), 247-263.
- *Optional:* Sims, J. (2008). Librarianship in the 21st century: A British Library perspective. *Legal Information Management, 8*(2), 1-8.
- *Optional:* Wyatt, S. (2008). Feminism, technology and the information society: Learning from the past, imagining the future. *Information, Communication & Society, 11*(1), 1111-1130.

Session 2 (1/17 - 1/23): Commodification & Privatization of Information
**Part A of Information Ecology Project due by January 23rd

- ✑ Benkler, Y. (2016). Degrees of freedom, dimensions of power. *Daedalus, the Journal of the American Academy of Arts & Sciences, 145*(1), 18-32.
- Andrejevic, M. (2009). Control over personal information in the database era. *Surveillance & Society, 6*(3), 322-326.
- Zuboff, S. (2015). Big other: Surveillance capitalism and the prospects of an information civilization. *Journal of Information Technology, 30*(1), 75-89.
- *Optional:* ☝ Manzerolle, V. & Smeltzer, S. (2011). Consumer databases and the commercial mediation of identity: A medium theory. *Surveillance & Society, 8*(3), 323-337.
- *Optional:* ☝ Corbett, S. (2014). Challenging the commodification of public spheres: The hacker work ethic in a free media lab. *First Monday, 19*(12). Available at: http://firstmonday.org/ojs/index.php/fm/article/view/3555/4182

Session 3 (1/24 - 1/30): Information Ecology

- 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.
- ✑ Detlor, B. (2001). The influence of information ecology on e-commerce initiatives. *Internet Research, 11*(4), 286-295.
- Chern, L.L. (2014). Towards dynamic and evolving digital libraries. *Electronic Library, 32*(1), 2-16.

Session 4 (1/31 – 2/06): Information Policy
**Part B of Information Ecology Project due by <u>February 6th</u>
- Hirsh textbook: Chapter 29: Information policy (pp. 281-289).
- Pasek, J.E. (2015). Defining information policy: Relating issues to the information cycle. *New Review of Academic Librarianship, 21*(3), 286-303.
- ☙ Unsworth, K. (2014). Information policy: Global issues and opportunities for engagement. *Bulletin of the Association for Information Science & Technology, 40*(5), 46-49.
- ☙ Megnigbeto, E. (2010). Information policy: Content and challenges for an effective knowledge society. *The International Information & Library Review, 42*(3), 144-148.
- ☙ 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.

Session 5 (2/07 - 2/13): Core Values & Competencies
- American Library Association. (2009). ALA's core competencies of librarianship. Available http://www.ala.org/educationcareers/sites/ala.org.educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf
- Field, J.J. (2008). Understanding your competencies to create a successful career. *Science & Technology Libraries, 28*(1/2), 1-10.
- McMenemy, D. (2007). Ranganathan's relevance in the 21st century. *Library Review, 56*(2), 97-101.
- Barbakoff, A. (2010). Libraries build autonomy: A philosophical perspective on the social role of libraries and librarians. *Library Philosophy & Practice.*
- 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).
- *Optional:* 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:* 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 (2/14 - 2/20): LIS Ethics
**Part C of Information Ecology Project due by <u>February 20th</u>
- Hirsh textbook: Chapter 30: Information ethics (pp. 289-300); Chapter 31: Copyright and creative commons (pp. 300-314); Chapter 36: Intellectual freedom (pp. 357-364).
- Mathiesen, K. & Fallis, D. (2008). Information ethics and the library profession. In K.E. Himma & H.T. Tavani (Eds.), *The handbook of information and computer ethics* (pp. 221-244). Hoboken, NJ: Wiley.
- 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 Intellectual Freedom and Privacy, 1*(4). Available at: https://journals.ala.org/index.php/jifp/article/view/6317/8264

- American Library Association. (2016). Code of ethics of the American Library Association. Available at: http://www.ala.org/advocacy/proethics/codeofethics/codeethics
- *Optional:* Himma, K.E. (2007). Foundational issues in information ethics. *Library Hi Tech* *25*(1), 79-94.

Session 7 (2/21 - 2/27): Professionalism & Significance of LIS Professions
- Hirsh textbook: Chapter 1: The transformative information landscape: What it means to be an information professional today (pp. 3-7); Chapter 11: Expanding the horizon of the MLIS (pp. 106-116).
- Hicks, D. (2016). Advocating for librarianship: The discourses of advocacy and service in the professional identities of librarians. *Library Trends, 64*(3), 615-640.
- ☝ Three-part series on library professionalism:
  - ○ Weihs, J. (2009). The professional status of librarianship, part 1. *Technicalities, 29*(3), 15-17.
  - ○ Weihs, J. (2009). The professional status of librarianship, part 2. *Technicalities, 29*(4), 18-20.
  - ○ Weihs, J. (2009). The professional status of librarianship, part 3. *Technicalities, 29*(5), 16-19.
- Ross, K.M. (2013). Purposeful mentoring in academic libraries. *Journal of Library Administration, 53*(7/8), 412-428.

Session 8 (2/28 - 3/06): Information Organizations
**Part D of Information Ecology Project due by <u>March 6th</u>
- Hirsh textbook: Chapter 6: Literacy and media centers in the 21st century: School libraries (pp. 53-61); Chapter 7: The learning and research center: Academic libraries (pp. 62-69); Chapter 8: Community anchors for lifelong learning: Public libraries (pp. 70-81); Chapter 9: Information centers: Special libraries (pp. 82-93).
- Dalrymple, P.W. (2011). Data, information, knowledge: The emerging field of health informatics. *Bulletin of the American Society for Information Science & Technology, 37*(5), 41-44.
- *Optional:* Gardner, B., Napier, T.L., & Carpenter, R.G. (2013). Reinventing library spaces and services: Harnessing campus partnerships to initiate and sustain transformational change. *Advances in Librarianship, 37*, 135-151.
- *Optional:* ☝Hirsh textbook, Chapter 9: Digital resources: Digital libraries (pp. 94-105).

Session 9 (3/07 - 3/10): Community Engagement (note the shorter session)
- Hirsh textbook: Chapter 3: Information communities: Defining the focus of information service (pp. 20-26).
- ☝ 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.

- ✑ 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.
- *Optional:* Hoyer, J. (2011). Information is social: Information literacy in context. *Reference Services Review, 39*(1), 10-23.
- *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.

**SPRING BREAK: March 11th - March 16th

Session 10 (3/17 - 3/20): Community Informatics (note the shorter session)
**Part E of Information Ecology Project due by March 20th
- 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
- Ritzo, C., Nam, C., & Bruce, B. (2009). Building a strong web: Connecting information spaces in schools and communities. *Library Trends, 58*(1), 82-94.
- ✑☝ Hui, Y., Zhou, W., & Han, S. (2013). Social capital, digital inequality, and a "glocal" community informatics project in Tianzhu Tibetan Autonomous County, Gansu Province. *Library Trends, 62*(1), 234-260.
- Sweeney, M.E. & Rhinesmith, C. (2016). Creating caring institutions for community informatics. *Information, Communication, and Society, x*(x), 1-16.

Session 11 (3/21 - 3/27): Diversity & Inclusion
- ✑ Hirsh textbook: Chapter 4: Diversity, cultures, and equity of access (pp. 27-38).
- ✑ Frostick, C.M. (2009). The myth of equal access: Bridging the gap with diverse patrons. *Children & Libraries: The Journal of the Association for Library Service to Children, 7*(3), 32-37.
- ✑ Helton, R. (2010). Diversity dispatch: Increasing diversity awareness with cultural competency. *Kentucky Libraries, 74*(4), 22-24.
- ✑ 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.
- ✑ 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.
- *Optional:* ✑ Jaeger, P.T., Subramaniam, M.M., Jones, C.B., & Bertot, J.C. (2011). Diversity and LIS education: Inclusion and the age of information. *Journal of Education for Library & Information Science, 52*(3), 166-183.
- *Optional:* ✑ Eannance Lazzaro, A., Mills, S., Garrard, T., Ferguson, E., Watson, M., & Ellenwood, D. (2014). Cultural competency on campus. *College & Research Libraries News, 75*(6), 332-335.

Session 12 (3/28 - 4/03): Impact of Technology
**Part F of Information Ecology Project due by <u>April 3rd</u>

- Hirsh textbook: Chapter 18: Hyperlinked libraries (pp. 184-191); Chapter 26: Managing technology (pp. 250-261).
- Cervone, F.H. (2010). Emerging technology, innovation, and the digital library. *OCLC Systems & Services, 26*(4), 239-242.
- Becker, B.W. (2015). Advances in technology and library space. *Behavioral & Social Sciences Librarian, 34*(1), 41-44.
- *Optional:* Nielsen, J.M. (2013). The blended business librarian: Technology skills in academic business librarian job advertisements. *Journal of Business & Finance Librarianship, 18*(2), 119-128.

Session 13 (4/04 - 4/10): Information Overload & Literacy

- Hirsh textbook: Chapter 16: Teaching users: Information and technology literacy instruction (pp. 159-172).
- Davis, N. (2011). Information overload, reloaded. *Bulletin of the American Society for Information Science & Technology, 37*(5), 45-49.
- Britz, J., & Lor, P. (2010). The right to be information literate: The core foundation of the knowledge society. *Innovation, 41*, 8-24.
- Wallis, J. (2005). Cyberspace, information literacy and the information society. *Library Review, 54*(4), 218-222.
- Johnson, M. (2010). Chapter 2: Information sickness (pp. 13-30). In *This book is overdue: How librarians and cybrarians can save us all.* New York: Harper.
- *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 14 (4/11 - 4/17): Preservation of Information
**Capstone of Information Ecology Project due by <u>April 17th</u>

- Hirsh textbook: Chapter 34: Analog and digital curation and preservation (pp. 334-344).
- Berger, S. (2009). The evolving ethics of preservation: Redefining practices and responsibilities in the 21st century. *Serials Librarian, 57*(1-2), 57-68.
- Driedger, K., & Mika, J.J. (2010). The preservation resource needs of Michigan's public libraries. *Library & Archival Security, 23*(2), 79-103.
- *Optional:* Connolly, D., Guthrie, K., Prochaska, A., & Dillon, A. (2009). Panel 2: The implications of digital scholarship for research libraries: Challenges of access and preservation. *Journal of Library Administration, 49*(3), 261-279.

Session 15 (4/18 - 4/24): Standardization, Retrieval, & Organization

- Hirsh textbook: Chapter 14: Organizing information: Technical services (pp. 139-148); Chapter 15: Accessing information anywhere and anytime: Access services (pp. 149-158).

- Bradley, A., & Fox, U. (2011). Back to the future: Time-tested fundamentals meet challenges of technology. *Information Management Journal, 45*(1), 32-36.
- *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 16 (04/25 - 5/01): Challenges and Opportunities
**Elevator Pitch due by <u>April 30th</u>

- ☝ Hirsh textbook: Chapter 5: Librarianship: A continuously evolving profession (pp. 41-52); Chapter 27: Managing communications, marketing, and outreach (pp. 262-270); Chapter 37: Career management strategies for lifelong success (pp. 367-373).
- Cooke, N.A. (2012). Professional development 2.0 for librarians: Developing an online personal network (PLN). *Library Hi Tech News, 29*(3), 1-9.
- Stephens, W. (2013). For every learner, everywhere, all the time: The future of school libraries. *Young Adult Library Services, 12*(1), 4-8.
- *Optional:* Trinkaus-Randall, G. (2013). The good, the bad, and the ugly: The archival profession and future challenges. *American Archivist, 76*(1), 10-18.