
INLS 101

Foundations of Information Science

Overview

INLS 101: Foundations of Information Science (3). Examines the evolution of information science; information representation, organization and management; information in social organizations; search and retrieval; human information seeking and interaction; policy, ethics and scholarly communications.

Goals

Students will gain a basic understanding of the history, concepts, techniques and terminology used in information science. Students will also develop an understanding of the various problem areas of information science.

Requirements

Reading, writing, reflection, engagement and examination.

Evaluation

1. Participation and Attendance (5%)
2. Blog and Meta-reflections (20%)
3. Three Exams (25%, 25%, 25%)

***This syllabus is based upon the syllabus created by Diane Kelly.

Spring 2014

Monday/Wednesday 11:00 am - 12:15 pm

Manning 001

Instructor: Earl Bailey

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Phone: 919.349.4935 (cell)

Skype: earlbailey

Office Hours: by appointment

Materials

There is no textbook for this course. Readings will be posted in the class Sakai site or a URL will be provided in the schedule.

Milestones

February 16

Meta-reflection 1

February 24

Exam 1

March 23

Meta-reflection 2

March 31

Exam 2

April 27

Meta-reflection 3

May 6, 12:00 noon

Final Exam

Evaluation

1. Participation and Attendance (5%)
2. Blog and Meta-reflections (20%)
3. Three Exams (25%, 25%, 25%)

PARTICIPATION AND ATTENDANCE (5%). You are an important part of this course. There are few things worse than teaching to a half-empty classroom. One thing worse than teaching to a half-empty classroom is teaching to a room full of people engaged in conversations with others or with their eyes glued to their computers! Because your presence is key to a successful class, your participation will be ‘graded.’ Your grade is based on three things: attendance, behavior and general participation.

- *Attendance.* You are expected to attend all classes and to arrive to class before it starts. You will lose participation points for excessive and unexcused absences and for arriving late to class. You should be seated and ready to start at 9:30 AM. *You can miss one day for any reason, no questions asked and without penalty.*
- *Behavior.* Be courteous to your classmates and course instructor by not conversing with others during class lectures. Turn off cell phones, pagers, and other devices that might disrupt class. Use laptops and other devices to support current course activities only. Pay attention. Daydream infrequently.
- *General Participation.* Class participation consists of doing the following: being prepared for class, making observations about the readings, asking questions, taking notes, actively working on in-class exercises and actively listening.

If an unexpected problem arises for you during the course of the semester (serious illness, etc.), please let me know so that we can discuss an appropriate plan. If you need to miss class because of a religious holiday, then we can make alternative arrangements for this as well. (For other information about class attendance, see the previously printed policy from the *UNC Undergraduate Bulletin*.)

BLOG & META REFLECTIONS (20%). One of the most important things I’d like you to do in this course is carefully read and actively engage with the assigned readings. One of the best ways for me to evaluate the extent to which you do this is through a reading journal, or blog. I believe you will benefit from keeping the blog because writing about what you have read should help you synthesize, consolidate, integrate and subsequently retain the material and be better prepared for class. *Your blog entries will be private and will not be viewable by anyone but me – as long as you follow the instructions below.*

You will create one blog entry on Sakai for each day of class there is an assigned reading. This means if there are two readings assigned for one day, you only need to create one entry. *Your blog entries are due at 8 AM on the date the readings have been assigned. You will not receive credit for late blog entries, so it is imperative that you carefully schedule your time.*

Your blog entries will allow you to reflect on the course readings and connect them together and to your own personal experiences. Your blog will also give you a chance to reflect critically on issues addressed in the readings and in class. Your blog entries will also allow you to reflect on how your knowledge of information science is changing. Finally, your blog entries will help me track your progress throughout the course.

On three occasions, you will create *meta-reflections*. To construct a meta-reflection, you should look back over all your blog entries for the period, reflect on them and create a summary of them. One good way to do this is to note particular statements that you find interesting or meaningful as you re-read your old entries. Then, write about why you selected these or what you found interesting or meaningful about them. Also think about how your thinking has changed since you wrote the original entry and how what you have learned during the unit connects to your own life experiences. You will turn in your meta-reflection using the Assignment tab on Sakai. Meta-reflections are due by midnight on the date specified.

The following provides additional information about this assignment, as well as repetition of some important aspects.

How do I post blog entries?

You will post your blog entries in Sakai. From our course Sakai page, you should click on the link labeled “Blogs,” and then “Add Blog Entry” (see below).

The University of North Carolina at Chapel Hill : INLS101.001.FA12 : Blogs

https://sakai.unc.edu/portal/site/11d7fd18-76ef-4db8-8ced-4871c46ca3b6/page/21f4fdbb-dadc-4835-a475-33c4e

UNC School of...ary Science UNC Sakai ...Sakai @ UNC MyUNC : UNC...pus !Portal gmap-pedometer.com UNC Chapel H...rics Portal The Universi...y : Welcome Home - The ...r Education

Logout

My Workspace DocShop INLS101.001.FA11 INLS101.001.FA12 INLS101.001.SP12 - more - View Site As: - Select Role -

Blogs

Unpublished Site

Add blog entry | All the blogs | My blog settings | Permissions

My blog

All the blogs

| Blogger | Entries | Last Updated |
|---------|---------|--------------|
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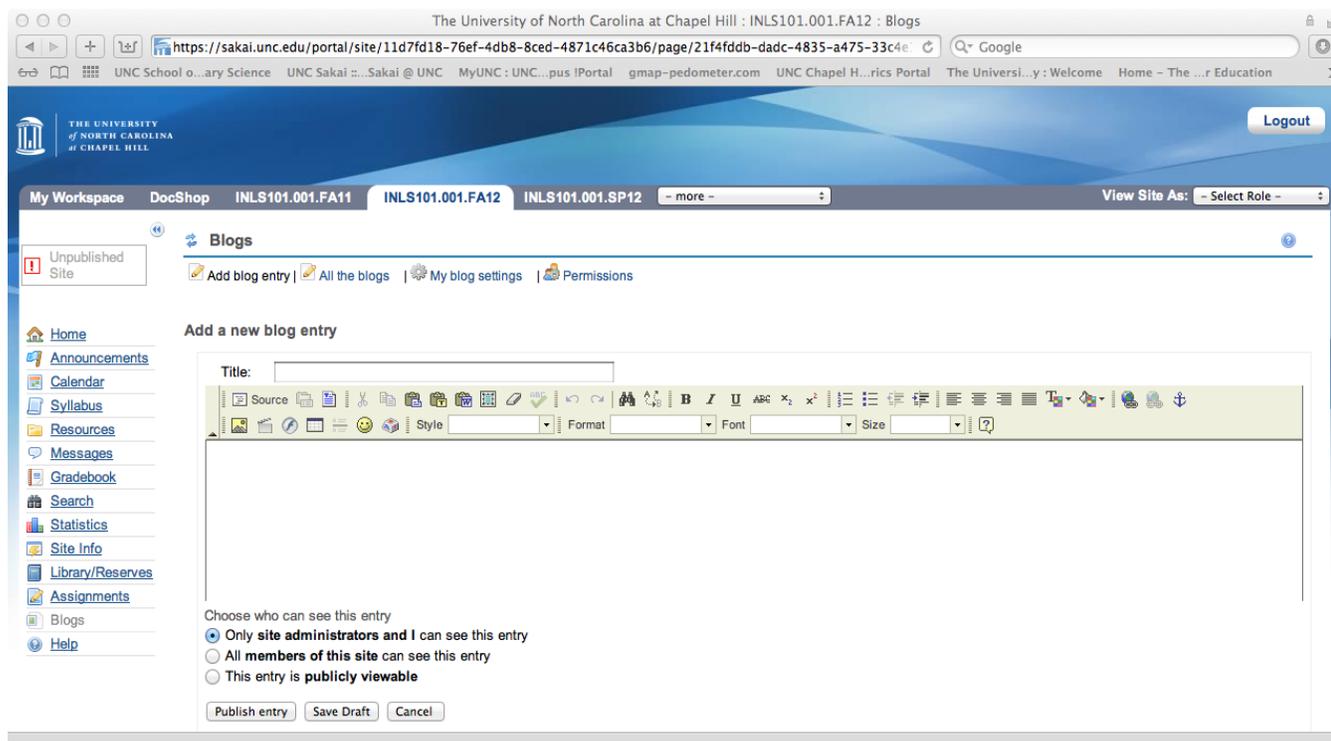
Gateway | The Sakai Project

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From the next window (see below), you can enter your blog post. **In the “title” area, just use the name of the reading** (first author’s last name and chapter title number if necessary).

It is VERY IMPORTANT that you click the button that limits who can see the message. You should click the button next to, “Only site administrator and I can see this entry.” I am the site administrator so this means that only you and I can see the post. This is NOT the default option, so you’ll have to select this **each time you post an entry**. If you accidentally forget to do this, send me an email and I’ll remove the post as soon as I possible. Once you are ready to submit, click “Publish entry.” Unfortunately, there is no way to change the default setting to make everything private (I checked).



How many blog entries should I create?

You will create one blog entry per class period where there is an assigned reading and three Meta-Reflections. Your first blog entry is due on January 13th.

How much do my blog entries count towards my final grade?

Your blog entries are worth 20% of your grade. I will assign you a grade at three points in time (after each Meta-Reflection). Each grade I assign will be based on the entries in that period (individual entries + meta-reflection).

When are my blog entries due?

Blog entries are due at 8 AM on the date in which the assigned reading is due. Late blog entries will not be evaluated.

Why are my blog entries due at 8 AM?

This is so that I can tailor our classroom lectures and discussion around things you found interesting and/or difficult to understand.

How long should my entries be?

Please limit your entries to 500 words. You should be concise and avoid gratuitous use of adjectives and other filler words. Get to the point and remember that I have read all of these readings so I will be familiar with the material. Don't provide me with a summary of what you read. I am not interested in summary; I am more interested in your thoughts about the reading. Please focus on discussing the readings, not summarizing them.

What should I say?

Your blog entries should describe your thoughts and reflections about the main points of the readings, or other (smaller) ideas you from the readings. Do not plagiarize the readings. Some additional things you might consider adding to your entries include: connections you see between these readings and (1) prior readings and class discussion, (2) your personal experiences, (3) anything you've learned in other courses you have taken; questions you have about the readings and/or points of confusion; things you'd like to learn more about in the future; reflections about how the readings changed your ideas about information science.

How will my entries be evaluated?

Your entries will be evaluated based on quality, depth and thoughtfulness. I will look for evidence of learning, including integration of the readings with prior course content and personal experiences.

How will I know if what I have done is sufficient?

The first grading period will be a time for you to receive feedback about your entries and make adjustments.

EXAMS (3@25%). Two exams will be given during the course of the semester and a third given during the Final Examination period (Tuesday, May 6, 12:00 noon). Each exam will cover the material that precedes it. None of the exams are cumulative, not even the Final.

If you anticipate a problem with taking these exams on the scheduled dates, then you need to let me know as soon as possible. If you are ill on exam day, then you need to email or call me at least two hours before the exam starts. You will need to provide a medical excuse before you can make-up the exam.

Policies & Professional Conduct

UNC Honor Code

It is your responsibility to read the Honor Code, which can be found online at: <http://instrument.unc.edu/instrument.text.html>. The section describing academic dishonesty is printed below for your reference.

It shall be the responsibility of every student enrolled at the University of North Carolina to support the principles of academic integrity and to refrain from all forms of academic dishonesty including, but not limited to, the following:

1. Plagiarism in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise.
2. Falsification, fabrication, or misrepresentation of data, other information, or citations in connection with an academic assignment, whether graded or otherwise.
3. Unauthorized assistance or unauthorized collaboration in connection with academic work, whether graded or otherwise.
4. Cheating on examinations or other academic assignments, whether graded or otherwise, including but not limited to the following: (a) Using unauthorized materials and methods (notes, books, electronic information, telephonic or other forms of electronic communication, or other sources or methods), or (b) Representing another's work as one's own.
5. Violating procedures pertaining to the academic process, including but not limited to the following: (a) Violating or subverting requirements governing administration of examinations or other academic assignments; (b) Compromising the security of examinations or academic assignments; or (c) Engaging in other actions that compromise the integrity of the grading or evaluation process.

Participation and Preparation (UNC Undergraduate Bulletin)

The policies presented in the *2010-2011 UNC Undergraduate Bulletin* (<http://www.unc.edu/ugradbulletin/procedures1.html>) are in effect in this course. A few parts of this policy related to preparation and attendance are printed below for your information.

"Students should understand that they are members of a community of scholars, and membership in such a community is not a passive activity. To be full participants in the educational community and to maximize the educational value of a class, pre-class preparation is necessary. Proper class preparation involves obtaining course materials as they are needed and completing assignments as they are due. Full participation in a class requires regular attendance, arriving on time and remaining until class conclusion, and active involvement in the work of the class.

Students should also consider the extent of their own involvement in a class in assessing the educational value of a class.

Class Attendance (UNC Undergraduate Bulletin)

The following legislation by the Faculty Council gives each instructor the authority to prescribe attendance regulations for his or her classes: "Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings."

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor may report the facts to the student's academic dean. However, only instructors excuse absences from class for valid reasons (illness or family emergency, etc.). A student should present his or her explanation for any absences to the instructor in advance if the reason for the absence can be foreseen, or at the next meeting if the reason for the absence could not be foreseen. Faculty members are encouraged to make reasonable accommodations for students requesting to miss class to observe religious holidays.

A student may appeal an instructor's denial of a request that an absence be excused if the request to be excused from class and the reasons for the request are presented to the instructor in writing at least two weeks in advance of the date of the absence. The appeal is to be made to the instructor's immediate academic supervisor.

Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the instructor before the date(s) of the scheduled absence."

Professional Conduct, Preparation and Attendance

In addition to the UNC Honor Code, I expect that you will demonstrate integrity and professionalism in your participation in this course, and in the fulfillment of all of your course assignments. This includes completing the assigned readings on the dates they are due, dedicating adequate time for your participation (both in-class and out-of-class), and putting forth effort, care and thought in preparing for exams. This is a 3-credit hour course; thus, you should expect to spend about 6-9 hours per week on this course (excluding class time). I expect you to show respect for all members of this course and all comments and questions posed by them.

Email Expectations

Email is a great way to communicate with me outside of class. It is particularly well suited for short-answer and clarification questions. However, if you need assistance understanding a concept or an assignment, or have another potentially complicated question, then I ask that you set up a meeting with me, in person or through Skype. If you have questions about how your assignment was evaluated, then you must visit me in-person to have this discussion. *I will not discuss your grades and my evaluation of your work via email.*

It is also important to set appropriate expectations about how quickly I can respond to your email. I will try my best to respond to your email within a 24-hour period, but in some cases it may take 2-3 days. Please keep this in mind when you are scheduling your own activities, especially those related to exam preparation. If you wait until the day before an exam to ask me a clarification question about the assignment, there is a good chance that you will not receive a response before the exam. It is also the case that I often travel for work. During these times, it might take me longer to respond to your email.

Grading

| Grade Range | Definition* |
|--|---|
| A = 94-100% A- = 90-93.9% | Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such <u>outstanding</u> promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue. |
| B+ = 87-89.9% B = 84-86.9% B- = 80-83.9% | Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown <u>solid</u> promise in the aspect of the discipline under study. |
| C+ = 77-79.9% C = 74-76.9% C- = 70-73.9% | A <u>totally acceptable</u> performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that, while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development. |
| D+ = 67-69.9% D = 64-66.9% D- = 60-63.9% | A <u>marginal performance</u> in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field. |
| F = 0-59.9% | For whatever reasons, an <u>unacceptable</u> performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant an adviser's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken. |

*These definitions are from: <http://www.unc.edu/faculty/faccoun/reports/2000-01/R2001GradingStandardsAddendum.htm>

Schedule

January 08: Introduction to Course: What is Information Science?

January 13: History of Information Science

- Saracevic, T. (2010). Information science. In M. J. Bates (Ed.), *Encyclopedia of Library and Information Sciences (3rd edition)* (pp.2570-2577). New York, NY: CRC Press.

January 15: History of Information Science

- Saracevic, T. (2010). Information science. In M. J. Bates (Ed.), *Encyclopedia of Library and Information Sciences (3rd edition)* (pp.2577-2585). New York, NY: CRC Press.

January 20: No Class: Martin Luther King, Jr. Day

January 22: No Class

January 27: What is information?

- Lester, J. & Koehler, W. C. (2007). Fundamental concepts of information (Ch. 2, pgs. 15-24). *Fundamentals of Information Studies (2nd Edition)*. New York, NY: Neal-Schuman Publishers, Inc.
- Marchionini, G. (2010). *Information Concepts: From Books to Cyberspace Identities*. Morgan & Claypool Synthesis Lectures on Information Concepts, Retrieval and Services (#16). (Ch. 1).

January 29: No Class – Snow Day

February 03: Information Organization

- Glushko, R. J. (2012). Foundations for Organizing Systems (Ch. 1). *The Discipline of Organizing*.
- Glushko, R. J. (2012). Categorization: Describing Resource Classes and Types (Ch. 6). *The Discipline of Organizing*.

February 05: Information Organization

- Glushko, R. J. (2012). Classification: Assigning Resources to Categories (Ch. 7). *The Discipline of Organizing*.

February 10: Information Structures: Thesauri, Controlled Vocabulary and Metadata

- Morville, P. & Rosenfeld, L. (2006). Thesauri, controlled vocabularies, and metadata (Ch. 9). *Information Architecture for the World Wide Web (3rd Ed.)*. O'Reilly Publishing. Available online: <http://proquestcombo.safaribooksonline.com/book/web-development/0596527349>

February 12: Information Structures: XML

- Glushko, R.J. (2005). XML Foundations. In *Document Engineering*, 42-72. Cambridge, Massachusetts: MIT Press.

February 16: **Meta-Reflection 1 Due**

February 17: Information Structures: Databases

- Roman, S. (2002). *Access Database: Design and Programming*. (Chs. 1-3). O'Reilly Publishing.

February 19: Information Structures: Databases (Exam Review)

February 24: Exam 1 (Jan 13-Feb 19)

February 26: Search and Retrieval: Overview

- Croft, W. B., Metzler, D., & Strohman, T. (2010). *Search engines: Information Retrieval in Practice*. Boston, MA: Addison-Wesley (Ch. 1).
- Croft, W. B., Metzler, D., & Strohman, T. (2010). *Search engines: Information Retrieval in Practice*. Boston, MA: Addison-Wesley (Ch. 2).

March 03: Search and Retrieval: Indexing

- Smucker, M. (2011). Information representation. In I. Ruthven & D. Kelly (Eds.) *Interactive Information Seeking, Behaviour and Retrieval*. Facet Publishing.

March 05: Search and Retrieval: Retrieval Models

- Croft, W. B., Metzler, D., & Strohman, T. (2010). *Search engines: Information Retrieval in Practice*. Boston, MA: Addison-Wesley (Ch. 7, pgs. 233-241).

March 10, 12: Spring Break

March 17: Networks

- Easley, D. & Kleinberg, J. (2010). *Networks, crowds and markets: Reasoning about a highly connected world* (Ch. 1). Cambridge University Press. Available online at: <http://www.cs.cornell.edu/home/kleinber/networks-book/>
- Easley, D. & Kleinberg, J. (2010). *Networks, crowds and markets: Reasoning about a highly connected world* (Ch. 2). Cambridge University Press. Available online at: <http://www.cs.cornell.edu/home/kleinber/networks-book/>

March 19: Structure of the Web

- Easley, D. & Kleinberg, J. (2010). *Networks, crowds and markets: Reasoning about a highly connected world* (Ch. 13). Cambridge University Press. Available online at: <http://www.cs.cornell.edu/home/kleinber/networks-book/>

March 23: **Meta-Reflection 2 Due**

March 24: Web Search

- Easley, D. & Kleinberg, J. (2010). *Networks, crowds and markets: Reasoning about a highly connected world* (Ch. 14, pgs. 397-408). Cambridge University Press. Available online at: <http://www.cs.cornell.edu/home/kleinber/networks-book/>

March 26: Information Needs & Behaviors

- Morville, P. & Rosenfeld, L. (2006). User needs and behaviors (Ch. 3). *Information Architecture for the World Wide Web (3rd Ed.)*. O'Reilly Publishing. Available online: <http://proquestcombo.safaribooksonline.com/book/web-development/0596527349>

March 31: Exam 2 (Feb 26-March 24)

April 02: Information Needs & Behaviors

- Hearst, M. A. (2009). Models of the information seeking process (Ch. 3 Sections 3.1-3.4). *Search User Interfaces*. New York, NY: Cambridge University Press. Available online at: <http://searchuserinterfaces.com/book/>

April 07: Information Needs & Behaviors

- Hearst, M. A. (2009). Models of the information seeking process (Ch. 3 Sections 3.5-3.8). *Search User Interfaces*. New York, NY: Cambridge University Press. Available online at: <http://searchuserinterfaces.com/book/>

April 09: Human-Computer Interaction

- Shneiderman, B. & Plaisant, C. (2010). *Designing the User Interface: Strategies for Effective Human-Computer Interaction: Fifth Edition*, Addison-Wesley Publ. Co., Reading, MA. (Ch. 1).

April 14: Search User Interfaces

- Hearst, M. A. (2009). The design of search user interfaces (Ch. 1). *Search User Interfaces*. New York, NY: Cambridge University Press. Available online at: <http://searchuserinterfaces.com/book/>

April 16: Social Informatics

- Kling, R., Rosenbaum, H. & Sawyer, S. (2005). Understanding and communicating social informatics: A framework for studying and teaching human contexts of information and communication technologies (Ch. 2, The Consequences of ICTs for Organization and Social Life). Medford, NJ: Information Today, Inc.

April 21: Information Ethics

- Information Ethics: Computer and Information Ethics. *Stanford Encyclopedia of Philosophy*. Available online at: <http://plato.stanford.edu/entries/ethics-computer/>

April 23: Information Policy/The Future

- Vaidhyanathan, S. (2011). *The Googlization of Everything* (Ch. 1). University of California Press. Available online at: <http://www.ucpress.edu/excerpt.php?isbn=9780520258822>.
- Your Brain on Google: Carr, N. (2008). Is Google Making us Stupid? *The Atlantic* (July/August 2008). Available online at: <http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/>

April 27: **Meta-Reflection 3 Due**

Tuesday, May 06: **Final Exam**, 12:00 noon (April 2-April 24)