INLS 697: Emerging Topics in Information Science

School of Information and Library Science, University of North Carolina at Chapel Hill
Spring Semester 2015

CLASS TIME: Monday & Wednesday 1:50 to 3:05pm

CLASS MEETING PLACE: 307 Manning Hall

INSTRUCTOR: Mohammad Hossein Jarrahi, PhD	**PHONE**:	919-962-8364 (Office)
OFFICE: 200 Manning Hall	**EMAIL**:	jarrahi@unc.edu

OFFICE HOURS: Each Tuesday from 2:00PM to 3:15PM or by appointment.

COURSE DESCRIPTION

Information Science is a rapidly changing field of study. New issues, topics, technologies, applications and terminologies are continually emerging. One of the key skills you must have as a BSIS major is the ability to analyze these emerging topics and assess new solutions within the context of the information age.

INLS 697 introduces you to several new topics and enables you to integrate and apply your academic background and experience. The primary objective of this course is to raise your awareness and curiosity about contemporary and emerging topics of information science, information systems, information technology, and information management. As a result, you will be enabled to assess the future impact of new developments, and to envision the future of our field.

STRUCTURE OF THE COURSE

The course structure does not involve traditional lecturing, but it largely builds from a lot of class discussions and personal reflections. Most activities are done in groups. Through this course you will team up with different classmates, and will contribute to the class discussions through personal reflections that are posted before each class.

You should check the Sakai site regularly for the course schedule and assigned groups for each class. Please Note: Course schedule may change. The Sakai version will always represent the official and up-to-date syllabus.

SCHEDULE

You should regularly check the Sakai site for the course schedule and assigned readings for each class. Please Note: Course schedule may change. The Sakai version will always represent the official and up-to-date syllabus.

	DATE		TOPIC	GROUP ASSIGNMENT
1	7-Jan	W	Introduction and overview	

#	Date	Day	Topic	Scientists		Engineers		Devil's Ad.	
2	12-Jan	M	Network science	1	2	3	4	5	6
3	14-Jan	W	Networked individualism	7	8	9	10	11	12
	19-Jan	M	No Class (Holiday)						
4	21-Jan	W	Network literacy and digital cosmopolitans	13	14	15	16	17	18
5	26-Jan	M	The mind in the Net	19	20	21	28	2	3
6	28-Jan	W	IS related entrepreneurship	22	23	29	7	8	9
7	2-Feb	M	IS related start-ups	25	26	27	13	14	15
8	4-Feb	W	Innovation	4	5	6	19	29	21
9	9-Feb	M	Future of work	10	11	12	22	23	24
10	11-Feb	W	Guest panel						
11	16-Feb	M	Cloud computing	16	17	18	25	26	27
12	18-Feb	W	Gamification	28	6	2	5	1	19
13	23-Feb	M	Wearable computing and augmented reality	9	12	8	11	7	22
14	25-Feb	W	Big data & what it means	15	18	14	17	13	25

#	Date	Day	Topic	Scientists		Engineers		Devil's Ad.	
15	2-Mar	M	Privacy & anonymity	21	3	20	1	28	4
16	4-Mar	W	Cryptocurrencies	24	7	23	9	8	10
	9-Mar	M	Spring break (No Class)						
	11-Mar	W	Spring break (No Class)						
17	16-Mar	M	Net Smart: How to thrive online	27	13	26	15	14	16
18	18-Mar	W	The Glass Cage: Excessive reliance on automation	29	19	6	21	20	25
	23-Mar	M	iConference (No Class)						
	25-Mar	W	iConference (No Class)						
19	30-Mar	M	Information Overload	10	22	12	24	23	11
20	1-Apr	W	Work-life balance	16	17	18	25	26	27
21	6-Apr	M	Book report	1	2	3	4	5	
22	8-Apr	W	Book report	6	7	8	9	10	
23	13-Apr	M	Book report	11	12	13	14	15	
24	15-Apr	W	Book report	16	17	18	19	20	29
25	20-Apr	M	Book report	21	22	23	24	25	26
26	22-Apr	W	Book report and Evaluation	27	28				
	30-Apr	TH	Final Project	Due:12:00pm					

COURSE WEBPAGE – SAKAI

Sakai will play a central role in this course. The readings, handouts, this syllabus, and all other electronic information about the course (including your grades) will appear on Sakai. In addition, both individual and group assignments should be submitted to Sakai.

PARTICIPATION AND CLASSROOM ETIQUETTE

Your participation and thoughtful discussion of the various exercises will make the class a successful learning experience. Since the class exercises and discussion are an integral part of the course, your attendance at every class is expected. If you will be unavoidably absent, please notify me before the class (or as soon afterward as you can).

Any late assignment will incur a penalty of 25% of the grade for each day late. If you have a recurring issue which causes you to repeatedly miss assignments, you will need to provide the relevant documentation from a medical practitioner, counselor, etc. If you are experiencing a personal problem, disability, or lifestyle issue that will interfere with your attendance and performance throughout the semester, I encourage you to contact me as soon as possible.

There is no educationally appropriate reason to be "facebooking," tweeting, or web-surfing during class time. You are welcome to use your digital device for note-taking and to support in-class work. As a common courtesy to us all, cell phones and other electronic devices should be on "silent" mode. You should bring your laptops but they should only be used for class purposes (i.e., not for checking email, surfing the web, or working on other class assignments, etc.). Please note that points may be deducted from your participation grade for disruptive behavior such as texting, and inappropriate use of laptops, etc.

ASSIGNMENTS AND EVALUATION

Working on a system of 100 points total, different components will carry the following weights:

In-class discussions (three roles)	20 points
Attendance / Participation /In-class activities	15 points
Personal reflections (blog postings)	10 points
Concept map assignment	5 points
Book report	20 points
Final social media project	30 points
Total	100 points

In-class discussions on readings and viewings:

We use a three-group format for class discussions. The discussion in each class revolves around three

groups with different roles (Scientists, Engineers and Devil's Advocates). In each class, two students are assigned to each group. Please check the schedule regularly for group assignments.

1. **Scientists** (2 students)
   - Scientists provide a summary of the key ideas presented in the viewing(s) or reading(s). Highlight what you find interesting and novel.
   - You can defend the key ideas by using other scholarly sources to support them.
   - You must prepare a 10-15 minute presentation or discussion.
2. **Engineers** (2 students)
   - Engineers focus on the application of key ideas and explain how we can use them to address other types of problems in our society or in organizations.
   - Your group of two will be expected to provide at least two examples of events/ news items/ case studies / fictional examples/ personal stories that illustrate in a meaningful manner one or more of the topics. Try to pick something that goes beyond a trivial example, one whose significance becomes more apparent in light of the class readings or viewings.
   - You can use your own experience, and should articulate in a creative way how we can apply the concept/idea elsewhere.
   - You must prepare a 10 minute discussion.
3. **Devil's advocates** (2 students)
   - Devil's advocates are expected to critique the topic, key ideas, and their common applications. You may discuss alternatives.
   - Using a critical perspective, you should examine possible side-effects, challenges and broader negative social impacts.
   - You can use other scholarly sources that oppose the key ideas
   - You must prepare a 10 minute discussion.

The success of this class depends on your active engagement. I expect everyone (not only those who are assigned to participate in the three groups) to come to class not just having read the assigned readings or viewed the videos, but also to have thought about the topics and be ready to discuss them.

Attendance and participation: The structure of this course is meant to engage and stimulate you. Your attendance and participation are therefore strongly encouraged, and will be rewarded. This includes attending classes, and contributing to class discussions and activities. Your contribution will be judged not only on quantity, but quality and consistency as well.

You are required to attend all but two of the classes. However, you have to be present in classes when you are assigned scientist, engineer or devil's advocate roles, and when you are scheduled to present a book report. Two points will be deducted for missing a third class and four points will be deducted for missing a fourth class, fifth class, etc.

Personal reflections: You are required to react to readings, viewings and discussions (as assigned) with a 200 – 400 word written response due before the class meets. These reflections should not be a simple repetition of the materials, but should include your opinion and critique of the topic. You will be expected to provide at least one example of an event/ news item / case study / fictional example / personal story that illustrates in a meaningful manner one or more of the topics related to the class.

All students except those who are involved in the class discussion in each class are required to submit these reflections. Please note that all reflections should be submitted by 10 am on the day of class.

Book report: You are required to prepare a review as well as a presentation to the class reporting on a

book appropriate to this course;

- Select books appropriate to this course (consult me and/or choose from the suggested readings as soon as possible). Suggested books are listed on Sakai.
- Select a date by Feb 1st.
- Place your book choice in the Wiki page.
- Write a 600-word summary of the book that includes the key ideas and your critique – the summary is due on the day of your presentation. The summary should be posted on Sakai as an independent blog post.
- Prepare a presentation to the class reporting on the book. You presentation should include a summary of the core argument and your critique.
- Please time your presentation for 10 minutes.
- Present on the date you've selected.

Final social media project: This involves a summary project about a specific social media or online communities. Details of the project will be provided later.

LETTER GRADES

The numeric total will translate into a letter grade according to the following scheme:

Letter	Points	What it means
A	95-100	**Clear excellence:** Student performance demonstrates full command of the course materials that surpasses course expectations. In INLS 585, this means that the student has contributed on a regular basis to the in-class activities and the discussion forums with insightful comments supported by professional literature beyond that provided by the basic required readings. Command and understanding of the subject is demonstrated in the written assignments and the mid-term examination. The H student initiates issues discussions, leads in summary and conclusions, and shares knowledge with classmates. Leadership and initiative are demonstrated throughout the semester.
A- B+ B B-	91-94 87-90 83-86 80-82	**Satisfactory:** Student performance meets designated course expectations, demonstrates understanding of the topics across the entire semester and supports this understanding with the required readings. The students participates in both in-class and forum discussions with relevant comments.
C+ C C- D+ D	77-79 73-76 70-72 67-69 60-66	**Unsatisfactory Work**: Student performance demonstrates incomplete or inadequate understanding of course material and/or is frequently absent.
F	< 60	**Failing:** Student may continue in program only with the permission of the dean
IN		**Work Incomplete:** A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor.

UNIVERSITY-WIDE POLICIES

Student Religious Observance Policy: UNC recognizes the diverse faith traditions represented and supports the rights of faculty, staff, and students to observe according to these. A more detailed student policy can be found at http://equalopportunity-ada.unc.edu/accommodations/religious-accommodations/ . Under this policy, students are provided an opportunity to make up examination, study, or work requirements that may be missed due to religious observance. Please notify the instruction before the end of the second week of classes.

UNC Honor System: The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at http://www.unc.edu/depts/honor/honor.html. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If you have questions about you responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect.

Diversity Statement: If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.