

# INLS201 SYLLABUS

## FOUNDATIONS OF INFORMATION SCIENCE

### PREREQUISITES

This course has no prerequisites, but it is itself a prerequisite for anyone contemplating applying for admission to the BSIS program under the pre-2014 catalog or under the 2014 catalog at SILS.

### OVERVIEW

We will examine the evolution of information science; information representation, organization and management; information in social organizations; search and retrieval; human information seeking and interaction; policy, and ethics.

Our objectives

1. We will gain a basic understanding of the history, concepts, techniques and terminology used in information science.
2. We will also develop an understanding of the various problem areas of information science.
3. We will become aware of our own information behaviors.
4. We will be able to state specific ways that information science relates to everyday information problems.

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ALL WORK DONE IN INLS201 WILL BE DONE ON COMPUTERS...

... either on your personal laptop or on the desktop units in the SILS lab; there will be no paper products generated in this class and there is no printing requirement.

You do not have to bring your laptops with you to class each session. There will be, however, sessions during which you will want to have a laptop with you. Those sessions will be noted on the class schedule.

## READINGS

We will not have any required textbooks

Some of the readings will come from classic articles and books that are foundational to the study of information science. Others are popular books that you will find both enlightening and enjoyable. Any readings from these books will be made available to you, but you might find it worthwhile to get your own copies for fuller reading.

When readings are assigned, they will be made available electronically, through the class schedule and the specific session pages.

## EVALUATION

Percentage of final grade	Evaluation Mechanism
<b>10%</b>	Module 01   introduction to the field report
<b>15%</b>	Module 02   organizing information report
<b>10%</b>	Module 03   information structures report
<b>10%</b>	Module 04   information pathways report
<b>10%</b>	Module 05   information retrieval report
<b>10%</b>	Module 06   information design report
<b>10%</b>	Value Added
<b>25%</b>	Final exam

### MODULE REPORTS

We often do not realize what we have learned until after due deliberation. Writing a module report provides you an opportunity to reflect on the readings and lectures, and reading the reports you write provides me a chance to assess to what extent you have met the learning objectives.

### FINAL EXAM

There will be a final exam. It may be an in-class exam, or it may be an in-class submission of a take-home project. In either case, you will be informed of the specifications at the final review session.

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## VALUE ADDED

The value you add to your peers experience in this class is based on three things:

**ATTENDANCE** | You are expected to attend all classes and to arrive to class before it starts. You should be seated and ready to start at the start of the class time. If you need to miss a class, let me know so we can expect that you won't be with us.

**DEPORTMENT** | Be courteous to your classmates. Turn off cell phones, pagers, and other devices that might disrupt class. Use your information tools to support current course activities only. Pay attention. Try not to pursue other interests during the class session.

**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. Everyone will get the chance to participate through

- **TWO-MINUTE REVIEW:** One of you will be asked to summarize what was covered during the last class. The purpose of this activity is to help refresh everyone's memory. Reviewing PPT from the last class will help you prepare for this small presentation. **Only ONE of you is expected to present, but ALL of you should be prepared.**
- **TWO-MINUTE PREVIEW:** One of you will be asked to summarize the assigned reading(s) for the current class. The purpose of this activity is not to test you, but to encourage you to read before coming to the class. **Only ONE of you is expected to present, but ALL of you should be prepared.**
- **INTRODUCTION TO AN INFORMATION WORLD:** Each of you all is an expert in an information world that you know. We will use this class as an opportunity to introduce others to our information worlds. **Only ONE of you is expected to present, but ALL of you should be prepared.**

## GRADING

One of the important things we hear from employers of IS grads is that our grads have the ability to express themselves clearly and coherently in written and verbal formats. Accordingly, our evaluation tools for INLS201 are written and verbal formats.

But what kind of standard will be applied?

*Subjective assessment draws upon the instructor's professionally developed awareness of quality in academic or other work. This may be essential for assessing with validity, because some outcomes require sensitivity to context and thus cannot be assessed in a fixed way across contexts. Objective assessment, in contrast, relies on quantitative scales that could apply to description of student work or performance. [IUPUI]*

Therefore, grading the evaluation elements in INLS201 is necessarily a subjective effort and a grade will generally mean the descriptors in the table below.

points	what it means	grade
95>	Mastery of course content at the highest level of attainment that can reasonably be expected	A
92-94	A totally acceptable performance demonstrating an adequate level of attainment	A-
87-91		B+
83-86		B
80-82		B-
77-79	A marginal performance in the required exercises demonstrating a minimal passing level	C+
73-76		C
70-72		C-
67-69		D+
60-66		D
<60	For whatever reasons, an unacceptable performance	F

While these are general descriptors, you will have specific expectations for each of your submitted products and these will be made clear to you prior each assignment.

## HONOR CODE

Faculty and students at the University of North Carolina at Chapel Hill adhere to their Code of Student Conduct. Accordingly, you all should recognize that most software applications available in the computer lab are copyrighted and cannot be copied.

We can learn much from each other and we will do that. I expect each of you to help each other.

We'll discuss what we expect in terms of cooperative, collaborative, shared work and the honor code.

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## THE CODE OF STUDENT CONDUCT

### **Honor Code**

It shall be the responsibility of every student at The University of North Carolina at Chapel Hill to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity.

### **Campus Code**

It shall be the further responsibility of every student to abide by the Campus Code; namely, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the University community.

The system rests on several central tenets:

- the university community, including faculty and students, share a commitment to the pursuit of truth, and the dissemination of knowledge to succeeding generations of citizens devoted to the high ideals of personal honor and respect for the rights of others
- these goals can only be achieved in a setting in which intellectual honesty and personal integrity are highly valued; other individuals are trusted, respected, and fairly treated; and the responsibility for articulating and maintaining high standards is widely shared
- both students and faculty must play active roles in fostering a culture in which honor is prized and acting to remedy violations of community norms relating to academic misconduct, injuries to members of the University community, and conduct that adversely affect University operations and resources

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution.

- your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for the most significant Carolina tradition
- your reward is in the practice of these principles
- Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code.
- you are encouraged to work together with your fellow students and to share knowledge and learning
- however, academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work

## DIVERSITY

### WHAT THIS FACULTY STANDS FOR

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.

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### REMEMBER,

On occasion you may have felt yourself to be a member of a minority group, picked on by a majority group. Here at school, you may find those roles reversed. Do not fall prey to the temptation to use your new majority sensibility to get back at those who may have picked on you in the past, when you were in a minority group. Treating others as you would have them treat you is always a good rule to follow.