

# Syllabus INLS 201

## Foundations of Information Science, Summer 2017

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Instructor: Jacob Hill  
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Class Meeting: Manning 303, Monday–Friday 1:15–2:45  
Office Hours: By appointment

### **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.

### **Course Description:**

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, ethics and scholarly communications.

### **Our objectives:**

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

### **Course Policies:**

I will come to every class prepared and I expect the same from you. I have assigned a moderate amount of reading with the expectation that students will read carefully (unless otherwise stated). Much of the class time will be spent mastering difficult concepts individually and through group assignments. Attendance and participation is 20% of your grade. Short quizzes and/or other assessments may be given on the readings. If you are not prepared for class, you will have difficulty mastering the material and it will show in your final grade. You will need a laptop in class to complete many of the assignments, however, they can also be a distraction. During lectures, you may be asked to close your laptops.

Assignments will be submitted through GitHub unless otherwise stated.

### **Policies on Academic Integrity and Diversity:**

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://studentconduct.unc.edu/honor-system>

The UNC Honor Code is in effect for all work in this course. Chapter 5 of the “Instrument of Student Judicial Governance” (<https://studentconduct.unc.edu/sites/studentconduct.unc.edu/files/documents/Instrument.pdf>) discusses Academic Dishonesty; you are responsible for being familiar with, and abiding by all aspects of the "Instrument".

### **Grading Breakdown & Policies:**

Annotated Bibliography & Short Papers 25%

Attendance & Participation 15%

Exam Review Exercises 10%

Exam 1 25%

Exam 2 25%

### **Assignment Descriptions:**

The **Annotated Bibliography & Short Papers** are designed to make you think deeply and critically about a couple aspects of information science: classifications and relevance. You will have two groups of readings; for each group you will read the articles closely and write an annotated bibliography entry for each (you will need to read them more than once). Late entries will be docked .25 points for the first day and .5 points each day thereafter. You will cite the article or book chapter according to any standard citation format and beneath the citation you will write detailed notes on the reading. Questions to consider are: What is the authors main thesis or argument? Does the thesis seem to be highly disputed or generally accepted? If it is highly disputed, what are alternative arguments? If generally accepted, the evidence is less significant. What evidence is given to support this thesis? What are the key points of the article? How can the article be organized into a conceptual outline? How does the reading relate to other readings? **DO NOT** use these questions rigidly. All questions will not apply to all articles. Use them as a loose guide to think about the scope of your entry. Each entry will be graded on a scale of 0 to 3:

0 = you didn't do the entry, or it was significantly late

1 = little thought put into the entry; quotations were haphazardly chosen or overused

2 = overall decent entry, but missing some significant points

3 = strong entry; clear articulation of main points, underlying problems, open questions, arguments, etc.; able to link reading to larger body of literature through one or more significant concepts or questions

After writing your annotated bibliographies, you will write a three page paper in which you attempt to engage with one of the problems that span at least two of the articles.

The **Exam Review Exercises** are to help you prepare for the exams through practicing skills learned in class. You must complete them before the scheduled review sessions and come to class with any questions you have. We will go over the problems during these review sessions.

**Please contact me early in the semester if you have any questions about what you should be doing!**

**Standard Grading Description:**

The following grade scale will be used **AS A GUIDELINE** (subject to any curve) for undergraduate students. Definitions are from: <http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/> (underlining is my emphasis)

Grade Range	Definition
A 90-100%	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 students have shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B 80-89.9%	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 solid promise in the aspect of the discipline under study
C 70-79.9%	A totally acceptable 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 unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D 60-69.9%	A marginal performance in the required exercises demonstrating a minimal passing level of attainment. A 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 reason, an unacceptable 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 advisor's questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

**Communications:**

The best way to get in contact with me (other than talking to me after class or during my office hours) is by email: [jthill@live.unc.edu](mailto:jthill@live.unc.edu). Note that I receive a large amount of email and while I try to reply to student emails within 48 hours, there are times that it may take me 2-3 days to reply, especially on weekends. You may also call or text me at 702-335-2653.

Emails and text messages are both good ways of letting me know if you can't be in class, or if you want to make an appointment with me. If you want to discuss something we talked about in class, an assignment or some other matter, please make an appointment with me.

## **Class Schedule**

May 17

**What is Information Science?**

May 18

**Information Organization: Categorization**

To read before this class:

- LaFrance, Adrienne. "Searching for Lost Knowledge in the Age of Intelligent Machines." The Atlantic, December 2016. <http://www.theatlantic.com/technology/archive/2016/12/the-search-for-lost-knowledge/506879/>.

May 19

**Information Organization: Naming, Identifying, & Describing Resources**

Distribute Exam Review Exercise 1

May 22

**Information Organization: Vocabulary Control**

Reading Group 1 Annotated Bibliography due

May 23

**Information Organization: Classification**

May 24

**Structuring Information: XML**

May 25

**Information Structures: Relational Databases**

May 26

**Exam Review**

Reading Group 1 Short Paper due

Exam Review Exercises 1 Due

May 29

**No Classes (Memorial Day)**

May 30

**Exam 1**

May 31  
**Reading Discussion**

June 1  
**Retrieving Information**

June 2  
**No Class (Traveling)**

June 5  
**Retrieving Information: Indexing for Retrieval**

Distribute Exam Review Exercises 2

June 6  
**Information Retrieval: Retrieval Models**

June 7  
**Information Retrieval: Search Engines**

June 8  
**Graph Structures**

June 9  
**Retrieving Information: Searching the Web**

June 12  
**Information Retrieval: Networks**

Reading Group 2 Annotated Bibliography due

June 13  
**Information Retrieval: Retrieval Models**

June 14  
**Information Seeking: Theories and Models**

June 15  
**User Interaction Design**

June 16  
**Reading Discussion**

Reading Group 2 Short Paper due

June 19  
**Final Exam Review / Catch-up / Wrap-Up**

Exam Review Exercises 2 Due

June 22  
**Final Exam 11:30-2:30**