

**Syllabus**  
**INLS 202, Retrieval and Organizing Systems, Fall 2019, Dr. Stephanie W. Haas**  
**Tuesday/Thursday, 12:30 – 1:45**

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**Instructor:** Dr. Stephanie W. Haas

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**Email:** [shaas@email.unc.edu](mailto:shaas@email.unc.edu)

**Office Hours:** Tuesday and Thursday, 10:00 – 11:00, and by appointment

**Class Meets:** Tuesday and Thursday, 2:00 – 3:15

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### **Course Description**

Introduction to foundational core concepts and core techniques in information organization, information retrieval, and data mining. (3 credits)

### **Course Objectives**

- Identify and describe the major concepts and terminology of information representation, organization, information retrieval and related topics through readings, presentations, discussions, and activities.
  - Interpret, apply, and analyze techniques of information representation, organization, retrieval, and related topics through exercises, assignments, and examinations.
  - Develop critical thinking and problem solving skills including reflection, explanation, and evaluation.
  - Learn the value of information representation, organization, retrieval and related topics in the information world, and gain an understanding of the field of Information Science.
  - Explore aspects of the information you will work with in your career.
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### **Rationale and Approach**

This course examines several inter-related areas in Information Science, with a focus on how information is represented, organized, and retrieved in information systems. It is intended to build on INLS 201, Foundations of Information Science, and prepare students for more advanced courses in Information Science such as INLS 509 Information Retrieval, and INLS 520 Organization of Information.

The three major areas we will study -- how information is represented, how information is organized, and how information is retrieved – are tightly inter-woven. Each constrains the other two, and each pair constrains the remaining area. We will examine the individual areas, as well as the relationships among them.

Information and information systems do not exist in a vacuum. Technology, standards (formal and informal), needs and expectations, and culture and society shape the systems and the information itself. Thus, we will also consider the context in which information and information systems exist. Your work for this class falls into 4 categories: 1) preparation for each class, 2) in-class activities, 3) exercises and reflections, and 4) assessment in form of quizzes and the final exam.

Preparation: The schedule lists the topics and materials (readings, videos, etc.) for each class meeting. Folders in the Sakai Resources/Class Materials contain the materials for each class. Slides from the class (if any) will usually be added shortly before the class meeting, in case you would like to take notes on them.

Plan ahead to give yourself enough time to complete all the preparations for each meeting.

You are welcome to work together to prepare for class.

In-class activities: In-class activities are a mix of lecture, discussion, and exercises. We will also welcome some guest speakers.

Exercises and reflections: Several brief exercises are based on material introduced in class. You will complete the exercise as homework, upload your work into the Sakai Assignment, and share your results during the next class. In this way, we can expand the number of examples and aspects of each topic we explore. Reflections serve as a follow-up to each guest; what you learned, and additional questions or ideas you want to explore.

Quizzes and Exams: There will be 4 quizzes and a final exam.

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### **Keys to Success**

- Plan ahead! Success in this course requires project management skills: identify milestones and deadlines, and plan your work accordingly.
- Coordinate the work schedule for this class with the schedules for your other classes, work, and other activities. You are likely to have many deadlines toward the end of the semester, so it's important for you to keep up.
- Give yourself plenty of time to prepare for each class. You may find some of the readings challenging; take the time to get as much as you can from each one. If you are not prepared for class, you will not be able to fully participate in (and benefit from ) each class meeting.
- If there is something you don't understand, say so! If you don't want to ask during class, come to my office hours, make an appointment with me, or contact me by email.
- If you have any questions or concerns about the class or your work for the class, please talk to me about them. I cannot help you if I don't know there is an issue, and it is always easier to deal with problems earlier rather than later.

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### **Course Policies**

#### Preparation and Attendance

I will always be prepared for class, and will start class on time. If unforeseeable circumstances prevent this for any reason, I will try to notify you beforehand if at all possible. I expect the same of you: be prepared for class, and be ready to start class on time.

You are expected to attend all class meetings. Unexplained absences or tardiness will lower your participation grade – you cannot participate if you are not present. In addition, they are

discourteous and unprofessional. (How would your manager respond to unexplained absences?)

- If you know you will miss a class because of an unavoidable conflict, for example, because you will be attending a conference, you must inform me by email in advance of the class.
- If you must miss a class session unexpectedly, for example, because of illness or other emergency, you must inform me by email as soon as possible.
- If you miss a class for any reason, you are responsible for learning what you missed from a classmate.

Reading assignments, exercises, study questions, and other preparation should be done before the class for which they are assigned so you can ask questions and participate in discussions. Some of the readings are introductory or textbook-like, others are research articles, which may be more complex. Give each reading your honest effort, but don't panic if there's something you don't understand. Make a note of your questions so we can discuss them in class.

### Participation

- You are expected to be an active participant in class, including full class discussions, small group discussions and exercises, and individual exercises.
- Participation is not just about talking; listening to others' ideas and facilitating discussions and exercises to make sure everyone has a chance to participate is also important.
- Asking a question is another form of participation. Other students may be wondering the same thing – or you may have thought of something no one else has.
- During class, laptops, smartphones, and similar devices should be used only for class-related work. Unrelated activities such as texting, browsing, using social media, or playing games divert your attention from the class and are distracting and discourteous to others.
- Please mute your phone before class starts.

What goes into good participation? Consider the aspects describe in this chart.  
 (adapted with permission from Dr. Emily Vardell)

	<b>Strong</b>	<b>Needs development</b>	<b>Unsatisfactory</b>
<b>Preparation</b>	Arrives with notes, observations, and questions.	sometimes arrives unprepared.	Shows little if any indication of having prepared for class or having read the assigned materials.
<b>Listening</b>	Actively supports, listens, and engages.	Shows effort to interact but at times shows disinterest in peer contributions.	Limited or no interaction with peers and may exhibit disrespect.
<b>Quality of contributions</b>	Comments and questions are relevant and show close reading and keen insight.	Participates constructively but unevenly. Comments and questions are at times irrelevant or lack depth.	Never participates or participates only when prodded and does so perfunctorily. Shows little interest in materials or peer contributions.
<b>Frequency of participation</b>	Participates actively at appropriate times.	Participates sometimes but fails always to be attentive.	Rarely participates and is not generally engaged.
<b>Impact on class</b>	Moves discussion forward; class members benefit from student's contributions and group dynamic is enhanced.	Sometimes advances discussion but at other times seems merely filler. Group dynamics are sometimes better (but never worse) as a result of student participation.	Comments and questions fail to advance conversation. Group dynamics are impaired as a result of student's participation.

### Assignments

All assignments must be submitted on time through the Assignment tool in Sakai.

Although you will be able to submit an assignment after the deadline, a late assignment will be penalized.

- Exercises will be penalized 1 point (out of 10) if they are submitted within 2 hours of the due date/time, 2 points if they are submitted within 1 day of the due date/time, and 1 additional point for each subsequent day. These exercises form part of the content of the class on the due date; they lose value to the class if they are submitted after it occurs.
- Journal entries that are more than 1 week late will be penalized 1 point (out of 4).

If you have a real problem submitting an assignment on time, please talk to me *well before* the due date. Getting a late start on an assignment does not count as a real problem.

Pay attention to the instructions for each assignment. Be sure you have completed each part of the assignment, and proofread it before you submit it.

Start working on assignments well in advance of the due date. Do not wait until the last minute (or hour or day) to ask questions about the assignment – I may not be available for consultation.

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## Communications

My office hours are Tuesday and Thursday, 10:00 -- 11:00. You are also welcome to make an appointment, if office hours are not convenient for you.

The best way to get in contact with me (other than talking to me during my office hours) is by email: shaas at email dot unc dot 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. Therefore, it is important that you get started on assignments early, so there is time for me to respond to any questions you may have. I cannot guarantee that I will be able to answer last-minute questions (e.g., within 2 days of the assignment due date).

You may also call me at 919-962-8360.

Email and phone call 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, and assignment or some other matter, I prefer we meet in person. Please come to my office hours or make an appointment with me.

I may use the message/email facility within Sakai to send announcements to the class, as well as to individual students.

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## 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".

Students often ask what is okay to talk about with other students and what is not. There are some specific guidelines for this course.

- I do encourage you to help each other learn the course material – your fellow students can often be a great resource for learning. For example, you may want to work together when you are reading an assigned reading for class.
- Journal entries may be based on other students' comments or ideas (e.g. question that another student asked a guest), but you should add your own thoughts and ideas. Give the others credit for their inspiration.
- All work you submit for assignments, quizzes, and examinations should be your own.

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.

### Grading Policies

Your final grade will be based on the following:

Final examination	30%
4 Quizzes	40%
6 Exercises	20%
4 Journal entries	10%

The following grade scale will be used AS A GUIDELINE (subject to any curve).

Grade Range	Definition*
A 90-100%	Mastery of course content at the <u>highest level of attainment</u> that can reasonably be expected of students at a given stage of development. The A grade states clearly that the students have shown such <u>outstanding promise</u> in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B 80-89.9%	<u>Strong performance</u> 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 <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 unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D 60-69.9%	A <u>marginal performance</u> 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 <u>unacceptable performance</u> . 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.

\*Definitions are from: <http://registrar.unc.edu/academic-services/grades/explanation-of-grading-system/> (underlining is my emphasis)

Plus and minus scores, when given, use the following range:

A	93 and higher
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
D	63-67
D-	60-62
F	59 and below

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### **Sakai**

We will use Sakai for almost all course activities. All enrolled students should have access to the UNC Sakai site for this course: <http://sakai.unc.edu/>

### Course Materials

Most course materials are stored in folders in the Sakai/Resources tool.

Official Course Documents. This folder includes the syllabus, schedule, an overview of assignments, and other important information.

Class Materials. This folder contains a folder for each class meeting, labeled with the class number and date.

Contents of each class folder may include:

- Overview: reading and other work that you should complete before the class, as well as any in-class activities you should prepare for
- Articles that aren't available on the web
- Slides that will be used during the class (usually added the morning of the class meeting)
- Assignment due dates

It is your responsibility to check each class folder enough in advance so you can prepare for the class.

### Submitting assignments

Assignments and exercises must be submitted through the Sakai Assignment Tool following the submission instructions given in the assignment specifications.

If for some reason you are unable to submit an assignment to Sakai, as a last resort you may email it to me along with a note about the problem you encountered. Then, as soon as you are able to, it is your responsibility to either submit the exact same assignment to Sakai, or to upload it into your Sakai Drop Box. The email serves as a record that you tried to submit the assignment on time, but to receive credit, your assignment must be uploaded to Sakai.

### Gradebook

I will use the Sakai Gradebook to record course grades.

**Tentative\* Schedule Overview**  
**INLS 202-001, Retrieval and Organizing Systems Fall 2019**  
**Tuesday & Thursday, 2:00 – 3:15 pm, Manning 014**

\*This schedule is subject to change as needed.

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**1. Tuesday 2019-08-20 Rep 1, Introductions, business**

In class:

- People, topics, and materials

Assign Information in my Career Part 1, due in class Thursday 2019-08-22.

**2. Thursday 2019-08-22 Rep 2, business**

Before class:

- Prepare Information in my Career statement for class discussion
- Read Glushko 4.4 Describing Non-Text Resources
- Think about Emoji as a form of representation: meaning, form, setting, users, manipulation

In class:

- Discuss: Information in my Career
- Representation concepts
- Example: Emoji

Assign Information in my Career Part 2, due in class Tuesday 2019-10-15

**3. Tuesday 2019-08-27 Rep 3, Affordances**

Before class:

Watch

- Push or Pull? Norman Doors and Designing for Humans (Kevin Mark Rabida, March 10<sup>th</sup>, 2016) <http://www.ucreative.com/articles/push-or-pull-norman-doors-and-designing-for-humans/>

Read

- Wittkower, D. E. (2016) Principles of anti-discriminatory design. 1016 IEEE International Symposium on Ethics in Engineering, Science and Technology (ETHICS) DOI:[10.1109/ETHICS.2016.7560055](https://doi.org/10.1109/ETHICS.2016.7560055)
- Reading Guide for Wittkower

In Class:

- Physical affordances, disaffordances
- Exercise: classroom affordances



#### **4. Thursday 2019-08-29 Affordances 2, Ethics**

Before class:

Read

- Garfinkel et al. (2017) Toward algorithmic transparency and accountability. Communications of the ACM 60(9). DOI:10.1145/3125780 (*optional*)

In Class:

- Information affordances, disaffordances
- Exercise: Information affordances: representation, processes, systems

*Assign Exercise 1, due in Sakai Tuesday 2019-09-03 by 10:00 a.m*

#### **5. Tuesday 2019-09-03 Org 1**

*Exercise 1 due in Sakai by 10:00 a.m.*

Before class:

- Prepare for Quiz 1

In Class:

- Share affordance exercise results
- Quiz 1 (rep; affordances)
- Discuss expectations for hosting guests
- Principles/methods of organization of things – what do you know?

#### **6. Thursday 2019-09-05 Guest: Emma Boettcher, User Experience Resident Librarian, University of Chicago**

*Assign Journal 1, What did you learn? Due in Sakai Tuesday 2019-09-10, 10:00 a.m.*

#### **7. Tuesday 2019-09-10 Org 2**

*Journal 1 due in Sakai by 10:00 a.m.*

Before class:

Read

- Wittgenstein, L. Philosophical Investigations. Translated by G. E. M. Anscombe (2001). Blackwell Publishing Ltd. Sections 65-76, pp 27e-31e. This edition includes the original German on the left-hand pages, and the English translation on the right-hand pages. The file I've uploaded contains only the English pages.
- Rosch, E. & Mervis, C. (1975) Family resemblances: Studies in the internal structure of categories. Cognitive Psychology 7, 573-605. Introduction (573-577) and Part II Introduction (586-587). (Of course, you're welcome to read the entire paper!)

In Class:

- Review Quiz 1
- Categorization, Categories, and Members

*Assign Exercise 2, due in Sakai Thursday 2019-09-12, 10:00 a.m.*

## 8. Thursday 2019-09-12 Org 3

Exercise 2 due in Sakai by 10:00 a.m.

Before class:

Read

- Glushko RJ (Ed.) (2013). The Discipline of Organizing, MIT Press. Section 8.3, Writing Descriptions, 340-347.

In Class:

- SILS Career Services Coordinator Lori Haight: how to research a job, career, company
- Discuss exercises
- Review and apply concepts

## 9. Tuesday 2019-09-17 Org 4, PIM

Before class:

Read

- Whittaker, S. & Sidner, C. (1996) Email overload; exploring personal information management of email. Proceedings of CHI, 276-283 DOI: ???
- Gwizdka, J. (2004). Email task management styles: The cleaners and the keepers. Proceedings of CHI, 1235 – 1238.
- Capra, R., Khanova, J., & Ramdeen, S. (2013) Work and personal email use by university employees: PIM practices across domain boundaries Journal of the American Society for Information Science and Technology, 64(5): 1029-1044.  
<http://dx.doi.org.10.1002/asi.22815>

In Class:

- PIM methods, concepts and findings
- Personal Information Management vs Institutional Information Management

## 10. Thursday 2019-09-19 Org 5, PIM

Before class:

Read

- Vitale, F et al. (2018) Hoarding and minimalism: Tendencies in digital data preservation. Proceedings of CHI, Paper 587, DOI: <https://doi.org/10.1145/3173574.3174161>
- Swan et al. (2008). Making place for clutter and other ideas of home. ACM Transactions on Computer-Human Interaction, 15(2) article 9, DOI:10.1145/1375761.1375764  
(optional, but interesting!)

In Class:

- Concepts, including hoarding, clutter, the residual: physical and digital forms.
- How do you manage your digital materials?

Assign Exercise 3, due in Sakai Tuesday 2019-09-24, 10:00 a.m.

**11. Tuesday 2019-09-24 Guest: Tim Shearer, Associate University Librarian for Digital Strategies and IT**

*Exercise 3 due in Sakai by 10:00 a.m.*

*Assign Journal 2, What did you learn? Due in Sakai Thursday 2019-09-26, 10:00 a.m.*

**12. Thursday 2019-09-26 Org 6, Facets and Relationships**

*Journal 2 due in Sakai by 10:00 a.m.*

Before class:

Read

- Glushko 7.4 Facets

In Class:

- Common relationship types
- Facet definitions and examples

*Assign Exercise 4, due in Sakai Thursday 2019-10-03, 10:00 a.m.*

**13. Tuesday 2019-10-01, No class meeting**

*Continue to explore information in your career!*

**14. Thursday 2019-10-03 Org 7, RDF 1**

*Exercise 4 due in Sakai by 10:00 a.m.*

Before class:

Read

- Miller, E. (1998). An introduction to the Resource Description Framework. D-Lib Magazine, May. <http://www.dlib.org/dlib/may98/miller/05miller.html>
- Baker, T. (2012). Libraries, languages of description, and linked data: a Dublin Core perspective. Library Hi Tech 30(1), 116-133. <http://dx.doi.org/10.1108/07378831211213256> (Optional)

In Class:

- RDF concepts and examples

**15. Tuesday 2019-10-08 Org 8, RDF 2, LOD**

Before class:

Read

- Auer, S., Bizer, C. Kobilarov, G., Lehmann, J., Cyganiak, R. & Ives, Z (2007) DBpedia: A Nucleus for a Web of Open Data. In Aberer et al. (Eds.) Springer-Verlag, pp 722-735

In Class:

- LOD concepts

## 16. Thursday 2019-10-10 Org 9, Application: Medical information resources

Before class:

Optional reading/skimming

- Cornet, R. & Chute, C G (2016) Health concept and knowledge management: Twenty-five years of evolution. IMIA Yearbook of Medical Informatics, S32-S41
- Haendel, M.A., Chute, C G, Robinson, PN (2018) Classification, ontology, and precision medicine. New England Journal of Medicine, 379:15, 1452 – 1462.

In class:

- Representation and organization in practice
- Review organization concepts

## 17. Tuesday 2019-10-15 Org 10, Wrap-up

Before class:

- Prepare for Quiz 2
- Prepare *Information in my Career Part 2* for class discussion

In Class:

- Quiz 2 Org
- Discuss: Representation and Organization of Information in my Career  
*Assign Information in my Career Part 3, due in class Thursday 2019-11-07*

## Thursday 2019-10-17, Fall Break

## 18. Tuesday 2019-10-22 IR 1, IR Concepts

Before class:

Read

- Cool, C., & Belkin, N.J. (2011). Interactive information retrieval: History and background. In Ruthven, I., & Kelly, D., (eds.), Interactive Information Seeking, Behaviour and Retrieval. London: Facet Publishing.
- Sanderson, M. & Croft WB., (2012). The history of information retrieval research. Proceedings of the IEEE, 100, 1444-1451.  
<http://ieeexplore.ieee.org/stamp/stamp.jsp?tp=&arnumber=6182576>

In class:

- What do you know?
- IR concepts.

## 19. Thursday 2019-10-24 Guest: Gary Marchionini, Dean and Boshamer Distinguished Professor, SILS

Before class:

Read

- TBA

*Assign Journal 3, What did you learn? Due in Sakai Thursday 2019-10-29, 10:00 a.m.*

## **20. Tuesday 2019-10-29 IR 3 Future of search; types of search**

*Journal 3 due in Sakai by 10:00 a.m.*

Before class:

Read

- White, R. (2018) Opportunities and challenges in search interaction. *Communications of the ACM* 61(12), 36-38. DOI:1-.1145/3195180
- Wildemuth, B.M., Freund, L., & Toms, E.G. (2014). Untangling search task complexity and difficulty in the context of interactive information retrieval studies. *Journal of Documentation*, 70(6), 1118-1140

In class:

- Follow-up Gary's talk: share journal ideas
- I wish I could search \_\_\_\_\_
- Types of searches.

*Assign Exercise 5, due in Sakai Thursday, 2019-10-31, 10:00 a.m.*

## **21. Thursday 2019-10-31 IR 4, Non-text IR**

*Exercise 5: Due in Sakai by 10:00 a.m.*

Before class:

Read

- Croft , WB, Metzler, T. & Strohan, T. (2015). 11.6 Words, Pictures, and Music 470-479. In *Search Engines: Information Retrieval in Practice*,. (Previously published by Pearson Education, Inc. 2010.)

In Class:

- Share Ex. 5 responses
- Non-text search: what do you know?
- What has changed since 2015?

## **22. Tuesday 2019-11-05 IR 5, PIM**

Before class:

Read

- Malone, TW (1983) How do people organize their desks?: Implications for the design of office information systems. *ACM Transactions on Information Systems (TOIS)*, 1(1) 99-112.
- Barreau, D & Nardi, B. (1995) Finding and reminding: file organization from the desktop. *SIGCHI Bulletin* 27 (3). <http://dx.doi.org/10.1145/221296.221307> (optional)

In Class:

- Finding, losing, & re-finding information

### 23. Thursday 2019-11-07 Networks 1

Before class:

- Prepare for Quiz 3
- Prepare *Information in my Career Part 3* for class discussion

In Class:

- Quiz 3 IR
- Discuss: Searching for Information in my Career
- Network concepts

Assign *Information in my Career Part 4*, due in class Tuesday 2019-11-26

### 24. Tuesday 2019-11-12 Networks 2

Before class:

Read

- Engber, D. (2017) Bad Footnotes Can Be Deadly. Slate, posted June 11 2017 [http://www.slate.com/articles/health\\_and\\_science/science/2017/06/how\\_bad\\_footnotes\\_help\\_ed\\_cause\\_the\\_opioid\\_crisis.html](http://www.slate.com/articles/health_and_science/science/2017/06/how_bad_footnotes_help_ed_cause_the_opioid_crisis.html)
- Peterson, GM (2019). The effectiveness of correction & republication as quality control in scholarly communication – A bibliometric analysis. Journal of the Association for Information Science and Technology, 70(3) 293-295

In Class:

- Citation concepts
- Demo: WOS

Assign Exercise 6, due in Sakai Thursday 2019-11-14, 10:00 a.m.

### 25. Thursday 2019-11-14 Guest: Amy Ising, Team Director in Emergency Medicine, Adjunct Instructor in Epidemiology and Health Policy Management, PhD student in Health Informatics

Exercise 6 due in Sakai by 10:00 a.m.

Assign Journal 4, What did you learn? Due in Sakai Tuesday 2019-11-19, 10:00 a.m.

### 26. Tuesday 2019-11-19 Networks 3

Journal 4 due in Sakai by 10:00 a.m.

Before class:

Read

- Wellman, B. (1996) For a Social Network Analysis of Computer Networks: A sociological perspective on collaborative work and virtual community. SICCP '96 Proceedings of the 1996 ACM SIGCPR/SIGMIS conference on Computer personnel research, 1-11. doi>[10.1145/238857.238860](https://doi.org/10.1145/238857.238860)  
Barry Wellman is one of the pioneers of modern social network analysis. This article traces the roots of SNA, and how they have translated to current research and practice.

In Class:

- Social network & recommender network concepts

## **27. Thursday 2019-11-21 Networks 4**

Before Class:

In Class:

- Continue social networks, recommender networks

## **28. Tuesday 2019-11-26 Wrap-up 1**

Before class:

- Prepare for Quiz 4
- Prepare Information in my Career Part 4 for class discussion

Read

- Helland, P. (2019) Identity by any other name. Communications of the ACM, 62(4) 80-87. DOI:10.1145/3303870 How do issues and ideas mentioned in the article relate to topics we've discussed in class?

In Class:

- Quiz 4 Networks
- Discuss: What I've learned about information in my career.
- Reflect: what are the major themes (not topics) in this course? How do they relate to other courses/work you have done or expect to do during your time at SILS?

*Thursday 2019-11-28, Thanksgiving*

## **29. Tuesday 2019-12-03 Wrap-up 2**

Before class:

Read

- Matsudaira, K. (2018) How to come up with great ideas. Communications of the ACM 61(7) 49-51. DOI:10.1145/3190570

In Class:

- Think about the devices, apps, work-flows you use in everyday life. What "great ideas" (problems/gaps/other/opportunities) can you identify to improve or augment them (or maybe make them unnecessary)?
- Review for Final Exam

**Saturday 2019-12-07, 12:00 – 3:00 Final Exam**

## **Assignment Overview**

### **INLS 202, Retrieval and Organizing Systems, Fall 2019, Dr. Stephanie W. Haas**

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Your work for this course are intended to provide opportunities for you to:

- explore your information world through the lenses of information representation, organization, and retrieval,
- apply theories, frameworks, and tools in real-world contexts,
- explore the information you are likely to work with in your career,
- reflect on and synthesize what you have encountered.

I will assess your learning based on your performance on a variety of activities and deliverables.

#### Final Examination (30% of final grade)

- Scheduled on Saturday, 2019-12-07, 12:00 – 3:00.

#### Quizzes (40% of final grade, 10% each)

- Quiz 1, Representation & Affordances, Tuesday 2019-09-03.
- Quiz 2, Organization, Tuesday 2019-10-15.
- Quiz 3, Information Retrieval, Thursday 2019-11-07.
- Quiz 4, Networks, Tuesday 2019-11-26.

#### Graded Exercises (20% of final grade, 3.33% each)

- Exercise 1 Information affordances and disaffordances: Assigned Thursday 2019-08-29, due Tuesday 2019-09-03.
- Exercise 2, Family resemblances and categories: Assigned Tuesday 2019-09-10, due Thursday 2019-09-12.
- Exercise 3, Hoarding and clutter: Assigned Thursday 2019-09-19, due Tuesday 2019-09-24.
- Exercise 4, Facets: Assigned Thursday 2019-09-26, due Thursday 2019-10-03.
- Exercise 5, Search analysis: Assigned Tuesday 2019-10-29, due Thursday 2019-10-31.
- Exercise 6, Citation networks: Assigned Tuesday 2019-11-12, due Thursday 2019-11-14.

#### Journal Entries (10% of final grade, 2.5% each)

- Journal 1: Assigned Thursday 2019-09-05, due Tuesday 2019-09-10.
- Journal 2: Assigned Tuesday 2019-09-24, due Thursday 2019-09-26.
- Journal 3: Assigned Thursday 2019-10-24, due Thursday 2019-10-29.
- Journal 4: Assigned Thursday 2019-11-14, due Tuesday 2019-11-19.