INLS 697
Information Science Capstone

Course Objectives

Description from the Course Catalog:

"INLS 697: Information Science Capstone: Contemporary topics of information science, information systems, information technology, information design, and information management. Assessment of future impact of new developments."

What that Means to Me

Information Science is a vibrant and rapidly transforming 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.

This section of INLS 697 will focus on three issues, which I think will launch students into the professional world with confidence and success:

- **Skills**: I have developed a final group project that will allow students to bring together and use all of the skills they've learned throughout their SILS undergraduate coursework.
- **Theory**: We will be reading a book and related articles regarding the technical, cultural, and economic foundations of social media, and how our society is reacting to those challenges.
- **Creativity**: In my experience, one of the greatest skills in the workplace (or in graduate study, if that's what you're hoping to do) is the ability to think creatively and solve problems though an iterative process of trial and error. We will spend time every class on creativity, making things, and solving problems under unusual circumstances.

Each week we will introduce several new topics that will enable students to integrate and apply their academic background and experience. The primary objective of this course is to raise awareness and curiosity about contemporary and emerging topics of information science, information systems, information technology, and information management. As a result, students will be able to assess the future impact of new developments, and to envision the future of our field.

Learning Objectives

At the end of this course, students will:

- Have experience integrating fundamental concepts and concerns associated with information studies into a creative project.
- Be able to relate theoretical concepts and concerns to current events, situations, and technologies.
- Be prepared to succeed after graduation.

Assignments

Structure of the Course

This course does not involve traditional lectures. It builds up from class discussions, group work, and personal reflection. Most of the activities in this class are conducted in groups. There are three ways to amass points in this class:

- **Class Discussions** (45 Points):
    - Throughout the course students will team up with different classmates to lead class discussions (x3),
    - When not leading discussions, students will post personal reflections to the class blog that will add to understanding and enhance the in-class discussion.
    - Students not leading the discussion will actively participate in the discussion.
- **Final Group Project** (55 Points): Design and Run an Escape Room
    - I will assign groups based on different skill sets (project managers, creative thinkers, makers)
    - We will develop a set of expectations for the escape rooms in the first few weeks of the semester.
    - We will spend time in every class working on this final project; I am conscious that this is a different kind of project, and will require a support mechanism to allow students to succeed.

Grading

There are 100 points possible in this course. Grades will be distributed as follows:

A   95+

A-   90 – 94.9

B+   86 – 89.9

B   83 – 85.9

B–   80 – 82.9

C+   76 – 79.9

C   73 – 75.9

C–   70 – 72.9

D+   66 – 69.9

D   60 – 65.9

F   <60

Honor Code & Course Policies

Instructor communication

For specific, concrete questions, e-mail is the most reliable means of contact for me. During the week (Monday 9 a.m. – Friday 5 p.m.) You should receive a response within 24 hours. Weekends or holidays might take 2 or 3 days. If you do not receive a response by Monday at noon, please follow up. Please keep this in mind when you are scheduling your own activities, especially those related to paper preparation. If you wait until the day before an paper is due to ask me a clarification question, there is a good chance that you will not receive a response before the exam.

It is always helpful if your e-mail includes a targeted subject line that begins with "**INLS 697**."

For more complicated questions or help, come to office hours (no appointment necessary!) or make an appointment via WhenWorks (https://when.works/meganwinget) to talk with me at a different time. I cannot discuss grades over e-mail; if you have a question about grading, you must talk with me in person.

You are welcome to call me by my first name ("Megan"). However, you may also use "Dr. Winget" if that is more comfortable for you. Either is fine. "Ma'am" and "Mrs." are not appropriate.

Academic integrity

The UNC Honor Code states that:

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…

This includes prohibitions against the following:

- Falsification, fabrication, or misrepresentation of data or citations.
- Unauthorized assistance or collaboration.

All scholarship builds on previous work, and all scholarship is a form of collaboration, even when working independently. Incorporating the work of others, and collaborating with colleagues, is welcomed in academic work. However, the honor code clarifies that you must always acknowledge when you make use of the ideas, words, or assistance of others in your work. This is typically accomplished through practices of reference, quotation, and citation.

If you are not certain what constitutes proper procedures for acknowledging the work of others, please ask the instructor for assistance. It is your responsibility to ensure that the honor code is appropriately followed. (The UNC Office of Student Conduct provides a variety of honor code resources.)

The UNC Libraries has online tutorials on citation practices and plagiarism that you might find helpful.

Students with disabilities

Students with disabilities should request accommodations from the UNC office of Accessibility Resources and Service (https://accessibility.unc.edu/).

Online Class Statement

1. By enrolling as a student in this course, you agree to abide by the University of North Carolina at Chapel Hill policies related to the Acceptable Use of online resources. Please consult the Acceptable Use Policy on topics such as copyright, net etiquette and privacy protection.
2. As part of this course you may be asked to participate in online discussions or other online activities that may include personal information about you or other students in the course. Please be respectful of the rights and protection of other participants under the UNC-Chapel Hill Information Security Policies when participating in online classes.
3. When using online resources offered by organizations not affiliated with UNC-Chapel Hill such as Google or YouTube, please note that the Terms and Conditions of these companies and not the University's Terms and Conditions apply. These third parties may offer different degrees of privacy protection and access rights to online content. You should be well aware of this when posting content to sites not managed by UNC-Chapel Hill.
4. When links to sites outside of the unc.edu domain are inserted in class discussions, please be mindful that clicking on sites not affiliated with UNC-

Chapel Hill may pose a risk for your computer due to the possible presence of malware on such sites.

Schedule

January 10: Introductions / Getting to Know You / Syllabus & Etc.

Buy Course Book

January 17: Book Making

Class will take place in the Carmichael Residence hall Maker Space. Please read through these instructions (Stab-BindingPDF) so you have some idea what we'll be doing. I will provide all of the materials.

January 24:

1. Creativity Activities
2. Discussion:
   o 10 Arguments For Deleting Your Social Media Accounts Right Now: Introduction & Argument 1: You are Losing Your Free Will
   o Ted Talk – Jaron Lanier – How We Need to Remake the Internet (YouTube)
     ▪ Scientists: Megan Winget
     ▪ Engineers: Megan Winget
     ▪ Devil's Advocate: Megan Winget
3. Final Project Group Formation
4. Field Trip to Escape Room?

January 31:

1. Creativity Exercises
2. Discussion:
   o Argument 2. Quitting Social Media Is The Most Finely Targeted Way To Resist The Insanity Of Our Times
   o Ted Talk – Zeynep Tufekci – We're Building a Dystopia Just to Make People Click Ads (YouTube)
     ▪ Scientists
     ▪ Engineers
     ▪ Devil's Advocate
3. Final Project Group Work (HowTo Technical Documentation)

February 7:

1. Creativity Exercises
2. Discussion:
   - Argument 3. Social Media Is Making You Into An Asshole
   - 6 Scientific Reasons Facebook Turns Everybody Into A Jerk (CRACKED!)
     - Scientists
     - Engineers
     - Devil's Advocate
3. Final Project: **Creative Directors Pitch Ideas to Class**

February 14:

1. Creativity Exercises
2. Discussion:
   - Argument 4: Social Media Is Undermining Truth
   - What causes fake news, and what are its solutions? (There's a video here as well)
     - Scientists
     - Engineers
     - Devil's Advocate
3. Final Project Group Work

February 21:

1. Creativity Exercises
2. Discussion:
   - Argument 5: Social Media Is Making What You Say Meaningless
   - Reply All: Crime Machine Part 1 (Podcast)
   - Reply All: Crime Machine Part 2 (Podcast)
     - Scientists
     - Engineers
     - Devil's Advocate
3. Final Project Group Work

February 28:

1. Creativity Exercises
   - Discussion: Argument 6: Social Media Is Destroying Your Capacity For Empathy
   - Is Technology killing our empathy ? | Jacquelyn Quinones (TedxParis)
     - Scientists
     - Engineers
     - Devil's Advocate
2. Final Project: **Project Proposal & Template for Team Documentation DUE**

March 7:

1. Creativity Exercises
   - Discussion: Argument 7: Social Media Is Making You Unhappy
   - Sherry Turkle: Reclaiming Conversation: The Power of Talk in a Digital Age ([YouTube](#))
     - Scientists
     - Engineers
     - Devil's Advocate
2. Final Project: **Layout / Map, & Video Storyboard DUE**

March 14 – Spring Break

March 21 (1):

1. Final Project: **Props Assessment DUE**
2. Discussion (1):
   - Argument 8: Social Media Doesn't Want You To Have Economic Dignity
   - Professor Paul Oyer, "The Gig Economy: Threats and Opportunities for Workers and Employers" ([YouTube](#))
   - Future of Working: The Future of Employment & Job Automation ([YouTube](#))
     - Scientists
     - Engineers
     - Devil's Advocate

March 21 (2):

- Discussion (2):
  - Argument 9: Social Media Is Making Politics Impossible
  - Likewar: The Weaponization of Social Media ([YouTube](#))
    - Scientists
    - Engineers
    - Devil's Advocate

March 28:

1. Creativity Exercises
2. Discussion:
   - Argument 10: Social Media Hates Your Soul
   - The nightmare videos of childrens' YouTube — and what's wrong with the internet today | James Bridle ([YouTube](#))
   - Why Technology Favors Tyranny, Yuval Noah Harari ([Atlantic](#))
     - Scientists

- Engineers
- Devil's Advocate
-
3. Final Project: **Introduction Spiel & Escape Room Rules DUE**

April 4 – Escape Room

April 11 – Escape Room

April 18 – Escape Room

April 25 – Escape Room

Acknowledgements and thanks

This syllabus includes elements of INLS 697 sections taught by Mohammad Jarrahi, and English 308 at Arizona State University, taught by Maggie Melo.