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Course Objectives

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 in terms of this class:

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:

1. **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.
2. **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.
3. **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

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:

1. **Game Review (30 Points)**: In groups of 4-5 people, you will choose some tools from your field to review and share with the class.
2. **Book Club / Review (30 Points)**: In groups of 4-5, you will choose a book from a list and provide a book review to the class.
3. **Final Group Project (100 Points)**: Use design thinking framework to design design a virtual escape room or virtual collaborative team building game
   1. I will assign groups based on different skill sets (project managers, creative thinkers, makers)
   2. We will develop a set of expectations for the design project in the first few weeks of the semester.
   3. 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 160 points possible in this course. Grades will be distributed as follows:

- A = 96%+ (153 points)
- A- = (90%) 144 – 152
- B+ = (87%) 139 – 143
- B = (83%) 132 – 138
- B- = (80%) 128 – 131
- C+ = (77%) 123 – 127
- C = (73%) 117 – 122
- C- = (70%) 112 – 116
- See meeee: under 111 points

Course Policies & Honor Code

Policies

Instructor communication

Feel free to email me at (megan.winget@unc.edu) with questions, but you ****must** include your current best answer to the question, or what you've tried so far.**

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 discussion / escape room preparation. If you wait until the day before an something is due to ask me a clarification question, there is a good chance that you will not receive a response in time.

It is always helpful if your e-mail includes a targeted subject line that begins with "**INLS 697**." Please use complete sentences and professional language in your e-mail.

For more complicated questions or help make an appointment to talk with me at a time that is convenient for you. I cannot discuss grades over e-mail; if you have a question about grading, you must talk with me via zoom.

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. Three forms of address that are not fine: "Ma'am" and "Mrs." or "Ms."

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.

Acknowledgements and thanks

Escape room idea is from Maggie Melo, and structure of design thinking project is directly from Tim Zak's Design Thinking short-course at Carnegie Mellon University.

Schedule

Week 1: August 11

Introductions / Getting to Know You / How it Works / Syllabus & Etc.

1. Syllabus (Video)
2. Game 1
3. Talking About Book Club / Book Report (15 minutes)
    1. What's the purpose of the book club? What would you like to do in your book club meetings?
    2. How do you know you've done a good job in your book report? What does a good book report look like?
    3. What would you like to see in your colleagues' book reports?
4. Game Reviews (Breakout room discussions) (20 minutes)
    1. As a team, think about what games you'd like to review, send me your choices; (decide on 3 games in case another group else chooses the same as you)
        1. What's interesting about this game?
        2. How doe this game relate to the final project?
    2. Different roles (will everyone play? How will you write the blog post? Who will create the video? Upload it?)
5. Game 2

Week 2: August 18

Decisions re: What's Good / Murder Mystery

1. Talking About Game Reviews (30 minutes)
    1. Rosewater, M. (2011, December 19). Ten Things Every Game Needs, Part 1 & Part 2. MAGIC: THE GATHERING. https://magic.wizards.com/en/articles/archive/making-magic/ten-things-every-game-needs-part-1-part-2-2011-12-19
    2. Clarifying the Assignment
        1. What's the purpose of these game reviews?
        2. What would you like to see in your colleagues' game reviews?
        3. What kinds of games would you like to review?
2. **Game: Murder in Ancient Egypt (noon)**
3. Talking About the Final Project (Using Design Thinking to Create a Virtual Escape Room)
    1. Readings
        1. Ashton, M. (2018, October 3). At Meaningful Play: Design Thinking X Game Design. Gamasutra. https://www.gamasutra.com/blogs/MarsAshton/20181003/327768/At_Meaningful_Play_Design_Thinking_X_Game_Design.php
        2. Sarkar, S. (2017, August 14). Game Development Using Design Thinking. LinkedIn. https://www.linkedin.com/pulse/game-development-using-design-thinking-suvrajit-sarkar
    2. We will talk about this next week
4. Talking About Design Thinking:
    1. Overview of the History (Interaction Design Foundation, December 2019); https://www.interaction-design.org/literature/article/designthinking-get-a-quick-overview-of-the-history

Week 3: August 25

Game Reviews 1

1. Short Game (30 minutes)
2. Design Thinking Lecture | Slides | Questions? (30 minutes)
    1. Readings:
        - Designing for Growth : A Design Thinking Tool Kit for Managers
            - Chapter 1: Why Design?
            - Chapter 2: Four Questions, Ten Tools
            - Chapter 3: Visualization
        - The Designing for Growth Field Book: A step-by-step project guide
            - Step 1: Identify an Opportunity
    2. Class discussion: Final Project – what is this project all about?
        1. What is a virtual escape room? Collaborative team building game?
        2. How do you know when you've made a good game?
        3. How do you know that you're doing a good job in your project group?
    3. Meet with project group to discuss opportunities for game design
3. Go through game review 1 – (20 minutes)
4. Book Club (Breakout room discussions) (20 minutes)
    1. Read at least 1/4 of the book.

2. Find an interview with the author(s). Listen to it, and be able to talk about it in book club this week.
3. Take notes on interesting points for your book review.

Week 4: September 1

Game Reviews 2

1. Short game
2. Game reviews
3. Design thinking: [Lecture](#) | [Slides](#) | Questions?
    1. Readings:
        - [Designing for Growth : A Design Thinking Tool Kit for Managers](#)
            - Chapter 4: Journey Mapping
            - Chapter 6: Mind Mapping
        - [The Designing for Growth Field Book: A step-by-step project guide](#)
            - Step 2: Scope your project
            - Step 3: Draft your design brief
        - Video: Review the 4 instructional videos associated with the book Back of the Napkin (Dan Roam)
            - Process of Visual Thinking (Look / See / Imagine / Show) : https://www.youtube.com/watch?v=aGnns7VqMug
            - Seeing Part 1: Pattern Recognition: https://www.youtube.com/watch?v=NcbS0t2WfzI
            - Seeing Part 2: Imagine: https://www.youtube.com/watch?v=oZjFlCkW7UU
            - Introduction to Showing: https://www.youtube.com/watch?v=QphzPHGmByk
2. Meet with project group:
    1. How have you as individuals been interpreting the design process in terms of game design?
    2. What are your individual ideas?
    3. Begin thinking about which of your ideas are most "tractable" in terms of game design. In terms of design thinking?

Week 5: September 8

Game Reviews 3

1. Design ThinkingFundamentals of Ethnography and Identifying Insights ([Lecture](#)) ([Slides](#))
    1. Readings:
        - [Designing for Growth : A Design Thinking Tool Kit for Managers](#)
            - Chapter 7: Brainstorming
            - Chapter 8: Concept Development
        - [The Designing for Growth Field Book: A step-by-step project guide](#)
            - Step 4: Make Your Plans
            - Step 5 Identify Insights and Tools
        - Farnam Street. (2017, December 11). Making Compassionate Decisions: The Role of Empathy in Decision Making. https://fs.blog/2017/12/against-empathy/

        - Scutti, S. (2015, June 11). The Science Of Decision-Making: 5 Surprising Ways We Make Life Choices. https://www.medicaldaily.com/science-decision-making-5-surprising-ways-we-make-life-choices-337546

        Individual Design Brief DUE September 11

        Team Design Brief DUE September 11

Week 6: September 15

Game Reviews 4

1. Design Thinking: Establishing Design Criteria, Brainstorming, Concept Development ([Lecture](#)) ([Slides](#))**
    1. Readings:
        - [Designing for Growth : A Design Thinking Tool Kit for Managers](#)
            - Chapter 9: Assumption Testing
            - Chapter 10: Rapid Prototyping
        - [The Designing for Growth Field Book: A step-by-step project guide](#)
            - Step 7: Establishing Design Criteria
            - Step 8: Brainstorm Ideas
            - Step 9: Concept Development
        - Better Brainstorming (Harvard Business Review, March-April 2018); https://hbr.org/2018/03/better-brainstorming

Week 7: September 22

Book Report 1

1. Group 2: Topic
   1. Readings
   2. Presentation
   3. Discussion Questions
2. Design Thinking: Assumptions Testing & Prototyping ([Lecture](#)) ([Slides](#))**
   1. Readings:
      - [The Designing for Growth Field Book: A step-by-step project guide](#)
        - Step 11: Surface Key Assumptions
        - Step 12: Make Prototypes

Team Design Criteria DUE September 25

Week 8: September 29

Book Report 2

Group Key Assumptions DUE October 2

Week 9: October 6

Book Review 3

Team Napkin Pitch DUE October 9

Week 10: October 13

Book Review 4

Week 11: October 20

Team 1 Game

Week 12: October 27

Team 2 Game

Week 13: November 3

Team 3 Game

Week 14: November 10

Team 4 Game

Week 15: November 17

Class Reflection

Team "Journey of Discovery" DUE November 17

**All Design Thinking lectures and slides are based on Designing for Growth: A Design Thinking Toolkit for Managers and the Designing for Growth Field Book: A step-by-step project guide. Not my content.

Zip File for Templates [HERE](#)