

INLS 697: Emerging Topics in Information Science

School of Information and Library Science, University of North Carolina at Chapel Hill
Spring Semester 2023

CLASS TIME: Monday/Wednesday 8:00 am to 9:15 pm

CLASS MEETING PLACE: Online – Zoom Link: <https://unc.zoom.us/j/6604083019>

INSTRUCTOR: Jeff Campbell

PHONE: 919-962-3883 (Office)

OFFICE: Virtual via Zoom

EMAIL: jcampbell@unc.edu

OFFICE HOURS: By appointment.

COURSE DESCRIPTION

Information Science is a rapidly changing 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.

INLS 697 introduces you to several new topics and enables you to integrate and apply your academic background and experience. The primary objective of this course is to raise your awareness and curiosity about contemporary and emerging topics of information science, information systems, information technology, and information management. As a result, you will be enabled to assess the future impact of new developments, and to envision the future of our field.

STRUCTURE OF THE COURSE

The course structure does not involve traditional lecturing, but it largely builds from a lot of class discussions and personal reflections. Most activities are done in groups. Through this course you will team up with different classmates and will contribute to the class discussions through personal reflections that are posted before each class.

STUDENTS NUMBERS

1	Chen, Pengyi
2	Barbee, Jackson
3	Evangelisto, Justin
4	Susewell, Robert
5	Harper, Christopher
6	Li, Jiarui

7	Garvin, Cody
8	Stukes, Deseree
9	Amico, Alexis
10	Roberts, Morgan
11	Rizwan, Nasiha
12	Jones, Michael
13	Kyeremeh, Denise
14	Ali, Hanan
15	Donovan, Krystal
16	Ray, Bedaprakash
17	Jackson, Thaddeus
18	Ly, Eric
19	Zhang, Hao
20	Gutierrez-Ochoa, Alejandro
21	Kaglic, Feifei
22	Khan, Haad
23	Crane, Camilla
24	Sansom, Jaycee
25	Park, Gina
26	Perez, Richard
27	Martinez, Andres
28	Saini, Jay
29	Smith, Byron

30	Chen, Junhao
31	Sommers, Jackson
32	Zhu, Qi
33	Chen, Alfred
34	Luck, Langston
35	Kpaka, Osman
36	Hitchings, Connor
37	Sirlapu, Shreyasri
38	Alonso-Vazquez, Bri
39	Viverette, Tyler
40	Sehgal, Vibhuti
41	Geodakyan, Nina
42	Dunkak, Nicole
43	Jarrett, Ethan
44	Hu, Yuqi
45	Judge, Jessica
46	Monroe, Ayana
47	Cheuk, Janice
48	Castillo Carvajal, Cai
49	Oxendine, Mikayah
50	Alshaikhli, Ola
51	Corbett, Breonna
52	Lee, Chae Hyun

SCHEDULE

You should regularly check the Sakai site for the course schedule and assigned viewings for each class. Please Note: Course schedule may change. The Sakai version will always represent the official and up-to-date syllabus.

	DATE		TOPIC	GROUP ASSIGNMENT		
1	09-Jan	M	Introduction and overview			
2	11-Jan	W	Network science	Scientist	Engineer	Devil's Ad.
				1	2	3
	16-Jan	M	MLK day (no class)			
3	18-Jan	W	Surveillance capitalism	Scientist	Engineer	Devil's Ad.
				4	5	6
4	23-Jan	M	Network individualism	Scientist	Engineer	Devil's Ad.
				7	8	9
5	25-Jan	W	Blockchain and Bitcoin	Scientist	Engineer	Devil's Ad.
				10	11	12
6	30-Jan	M	Silicon Valley	Scientist	Engineer	Devil's Ad.
				13	14	15
7	1-Feb	W	Entrepreneurship/startups	Scientist	Engineer	Devil's Ad.
				16	17	18
8	6-Feb	M	Innovation	Scientist	Engineer	Devil's Ad.
				19	20	21
9	8-Feb	W	Nicholas Carr	Scientist	Engineer	Devil's Ad.
				22	23	24
	13-Feb	M	Well-Being Days (No Class)			
10	15-Feb	W	Mindful tech	Scientist	Engineer	Devil's Ad.
				25	26	27
11	20-Feb	M	Artificial intelligence 1	Scientist	Engineer	Devil's Ad.
				28	29	30
12	22-Feb	W	Artificial intelligence 2	Scientist	Engineer	Devil's Ad.
				30	31	32

13	27-Feb	M	Open Work Day (no class)								
14	1-Mar	W	Ghost Work: How to Stop Silicon Valley from Building a New Global Underclass	Scientist		Engineer			Devil's Ad.		
				33		34			35		
15	6-Mar	M	Disinformation /misinformation	Scientist		Engineer			Devil's Ad.		
				36		37			38		
16	8-Mar	W	Future of work	Scientist		Engineer			Devil's Ad.		
				39		40			41		
	13-Mar	M	Spring Break (No Class)								
	15-Mar	W	Spring Break (No Class)								
17	20-Mar	M	Gig/sharing economy	Scientist		Engineer			Devil's Ad.		
				42		43			44		
18	22-Mar	W	COVID and transformation of our future	Scientist		Engineer			Devil's Ad.		
				44		45			46		
19	27-Mar	M	Techno-libertarianism	Scientist		Engineer			Devil's Ad.		
				47		48			49		
20	29-Mar	W	Life balance	Scientist		Engineer			Devil's Ad.		
				50		51			52		
21	3-Apr	M	Presentation	1	2	3	4	5	6	7	8
22	5-Apr	W	Presentation	9	10	11	12	13	14	15	16
23	10-Apr	M	Presentation	17	18	19	20	21	22	23	24
24	12-Apr	W	Presentation	25	26	27	28	29	30	31	32
25	17-Apr	M	Presentation	33	34	35	36	37	38	39	40
26	19-Apr	W	Presentation	41	42	43	44	45	46	47	48
27	24-Apr	M	Presentation	50	51	52					
28	28-Apr	F	Final Project	Due:12:00pm							

COURSE WEBPAGE – SAKAI

Sakai will play a central role in this course. The readings, handouts, this syllabus, and all other electronic information about the course (including your grades) will appear on Sakai. In addition, both individual and group assignments should be submitted to Sakai.

PARTICIPATION AND CLASSROOM ETIQUETTE

Your participation and thoughtful discussion of the various exercises will make the class a successful learning experience. Since the class exercises and discussion are an integral part of the course, your

attendance at every class is expected. If you will be unavoidably absent, please notify me before the class (or as soon afterward as you can).

Any late assignment will incur a penalty of 25% of the grade for each day late. If you have a recurring health issue which causes you to repeatedly miss assignments, you will need to provide the relevant documentation from a medical practitioner, counselor, etc. If you are experiencing a personal problem, disability, or issue that will interfere with your attendance and performance throughout the semester, I encourage you to contact me as soon as possible.

ASSIGNMENTS AND EVALUATION

Working on a system of 100 points total, different components will carry the following weights:

In-class discussions (three roles)	20 points
Attendance / Participation /In-class activities	20 points
Personal reflections (blog postings)	20 points
Visual résumé	15 points
Final project	25 points
Total	100 points

In-class discussions on readings and viewings:

We use a three-group format for class discussions. The discussion in each class revolves around three groups with different roles (Scientists, Engineers and Devil's Advocates). In each class, one student is assigned to each group. Please check the schedule regularly for group assignments.

1. Scientist (1 student)

- Scientists provide a summary of the key ideas presented in the viewing(s) or reading(s). Highlight what you find interesting and novel.
- You can defend the key ideas by using other scholarly sources to support them.
- You must prepare a 7-10 minute presentation or discussion.

2. Engineer (1 student)

- Engineers focus on the application of key ideas and explain how we can use them to address other types of problems in our society or in organizations.
- You will be expected to provide at least two examples of events/ news items/ case studies / fictional examples/ personal stories that illustrate in a meaningful manner one or more of the topics. Try to pick something that goes beyond a trivial example, one whose significance becomes more apparent in light of the class readings or viewings.
- You can use your own experience and should articulate in a creative way how we can apply the concept/idea elsewhere.
- You must prepare a 7-10 minute discussion.

3. Devil's advocate (1 student)

- Devil's advocates are expected to critique the topic, key ideas, and their common applications. You may discuss alternatives.

- Using a critical perspective, you should examine possible side-effects, challenges and broader negative social impacts.
- You can use other scholarly sources that oppose the key ideas
- You must prepare a 7-10 minute discussion.

The success of this class depends on your active engagement. I expect everyone (not only those who are assigned to participate in the three groups) to come to class not just having read the assigned readings or viewed the videos, but also to have thought about the topics and be ready to discuss them.

Attendance and participation: The structure of this course is meant to engage and stimulate you. Your attendance and participation are therefore strongly encouraged and will be rewarded. This includes attending classes and contributing to class discussions and activities. Your contribution will be judged not only on quantity, but quality and consistency as well.

You are required to attend all but two of the classes. However, you have to be present in classes when you are assigned scientist, engineer or devil's advocate roles, and when you are scheduled to present a book report. Two points will be deducted for missing a third class and four points will be deducted for missing a fourth class, fifth class, etc.

Personal reflections: You are required to react to readings, viewings, and discussions (as assigned) with a 100 – 250 word written response due before the class meets. These reflections should not be a simple repetition of the materials but should include your opinion and critique of the topic.

All students except those who are involved in the class discussion in each class are required to submit these reflections. Please note that all reflections should be submitted by 9 pm the night before the class.

Assessing personal reflections: You must post on time. Please note that by just posting things you will not get a full grade. The following criteria can be helpful in assessing your contribution:

- The degree to which the ideas shared here are novel and not just a simple repetition of what is already mentioned in the videos or other students' comments, i.e. the degree to which a post advances the discussion.
- Depth of understanding of the material, videos or concepts
- Integration of personal experience (e.g. work experience) or recent events that represent the concept in question
- Critical reflection (e.g. what is missing; what is problematic or etc)

Reflections on the BSIS degree: There are four main statements that describe what we hope our BSIS students possess when they leave Carolina. They are quoted below.

BSIS graduates should be able to...

- Use modeling to formalize understanding of complex systems in order to study and improve how data is created, managed, and used
- Understand how individual and organizational context, user behavior and experience, and information technologies support and influence information use
- Understand the ethical dimensions, nuances, and importance of information, including how information is constructed, interpreted, shared, managed, and assessed
- Explain, discuss, analyze, and report on complex systems, organizational behavior, and the importance of information in professional contexts

For this assignment, you are to create a 5-10-minute presentation about your BSIS experience, framing it as a way to explain to potential employers about why they want to hire you. We'll call it a visual résumé, using these four statements as the four pillars of your talk. The result might be a way for you to think about what you have learned and how you might use that learning as you move forward into the next phase of your career or academic life.

There will be two presentations of this assignment. First you will present this to the class as a five-minute storytelling style presentation. Secondly, you will record this presentation for submission. The recorded presentation maybe 5-10 minutes and use any presentation style you like, from an instructor style with slides to a storytelling style. It's your choice.

I will have more information on the delivery method, ASAP.

Final project: This involves a summary project about a specific social media or online communities. Details of the project will be provided later.

LETTER GRADES

The numeric total will translate into a letter grade according to the following scheme:

Letter	Points	What it means
A	95-100	Clear excellence: Student performance demonstrates full command of the course materials that surpasses course expectations. In INLS 585, this means that the student has contributed on a regular basis to the in-class activities and the discussion forums with insightful comments supported by professional literature beyond that provided by the basic required readings. Command and understanding of the subject is demonstrated in the written assignments and the mid-term examination. The H student initiates issues discussions, leads in summary and conclusions, and shares knowledge with classmates. Leadership and initiative are demonstrated throughout the semester.
A- B+ B B-	91-94 87-90 83-86 80-82	Satisfactory: Student performance meets designated course expectations, demonstrates understanding of the topics across the entire semester and supports this understanding with the required readings. The students participates in both in-class and forum discussions with relevant comments.
C+ C C- D+ D	77-79 73-76 70-72 67-69 60-66	Unsatisfactory Work: Student performance demonstrates incomplete or inadequate understanding of course material and/or is frequently absent.
F	< 60	Failing: Student may continue in program only with the permission of the dean
IN		Work Incomplete: A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor.

Student Religious Observance Policy: UNC recognizes the diverse faith traditions represented and supports the rights of faculty, staff, and students to observe according to these. A more detailed student policy can be found at <http://equalopportunity-ada.unc.edu/accommodations/religious-accommodations/> . Under this policy, students are provided an opportunity to make up examination, study, or work requirements that may be missed due to religious observance. Please notify me before the end of the second week of classes of any planned observance during the semester.

UNC Honor System: The University of North Carolina at 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://www.unc.edu/depts/honor/honor.html>. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If you have questions about your responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect.

Diversity Statement: If you feel you may need an accommodation based on the impact of a disability, please contact me privately to discuss your specific needs. Also, please contact UNC Disability Services at (919) 962-8300 or disabilityservices@unc.edu at the Student and Academic Services Buildings, located in Suite 2126, 450 Ridge Road, to formally coordinate accommodations and services.

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.