INSTRUCTORS INFORMATION

Instructor
- Joseph Winberry, Ph.D. (He/Him)
- Jwinber@unc.edu (Preferred Contact Method)
- 919-843-9378 (leave a voicemail)
- Office: Manning 200
- Office Hours: Thursdays, 2-3 PM EST (and by appointment)

Welcome Statement
You may have heard it said that “information is everywhere!” But what does that really mean? In this class you will wrestle with fundamental ideas around what is the role of information in people’s lives. As an asynchronous course we will not all be meeting together in the same physical or virtual space at one time, but we must all strive to make our class an engaging and welcoming space. Looking forward to learning with you!

COURSE INFORMATION

Course Catalog Description
The behavioral and cognitive activities of those who interact with information, with emphasis on the role of information mediators. How information needs are recognized and resolved; use and dissemination of information.

Learning Goals
Students who actively engaged with this course should at its conclusion be able to:
- Recount empirical and theoretical literature on information seeking such as recognition of information needs, actions to take resolve them, roles of intermediaries (human or not), and retrieval and use of information.
- Map out a personal understanding of terms key to information interaction such as identity, context, and information behavior/practice, as well as how they interrelate with one another.
- Engage productively in a team in accordance with individual strengths and partnership goals.
- Conceptualize, design, and implement a recorded learning aide.
- Critically examine human interactions in future professional and personal settings, applying major theories and empirical tenets to aid in identifying, outlining, and improving interactions.
COURSE MATERIALS AND RESOURCES

Required Readings
There is not a required textbook for this class. Instead, weekly readings and other media will be posted to Canvas for you to engage with. However, one textbook available online through UNC Libraries which can help further contextualize course materials is the following:


Helpful Resources
In addition to these course materials, there are various resources at UNC Chapel Hill which can help you obtain holistic success while in this and other classes. Select resources include:

- The Graduate School C.H.A.R.T Guide
- University Libraries
- Information Technology Services
- Learning Center
- Writing Center
- Accessibility Resources & Service
- Campus Health
- Carolina Cupboard Community Food Pantry

COURSE POLICIES

Teaching Philosophy
This class is not meant to simply help you regurgitate dense information theories. Its purpose lies in bridging the application gap between information theory and information work in practice. As such, I expect that you will read (or otherwise engage in the case of non-text based materials), annotate (as necessary given your learning style), and analyze all assigned materials prior to beginning the week’s graded activities. Engaging meaningfully (and respectfully) with other students and with the instructor is both key to your success and the road to a satisfying class experience. The asynchronous nature of the course will not be without challenges for some of you. Take responsibility for your learning and reach out proactively with questions, concerns, or comments. We will conquer the course together!

Email and Canvas
Class-related communication occurring outside of the classroom will be conducted via email or Canvas.

The instructor is required to email you through your UNC email address. If you prefer to use another email address, consult ITS about the possibility of forwarding your UNC email to your preferred address if you do not wish to check both accounts.
It is the student’s responsibility to ensure that any time sensitive email is read and acted upon. Do not hesitate to email with updates, concerns, or (after reviewing the syllabus) questions. When emailing, include “INLS 500” in the subject line to ensure my fastest response. If you have an urgent problem, you can be emphatic in the subject line. You are also welcome to flag the message (e.g., red flag for “urgent”). In most situations I will typically respond within 24 hours, to emails received Monday-Friday. Emails sent Friday-Sunday may not be answered until Monday.

The course will utilize the Canvas learning management system. You may also receive individual, group, or class-level communications from me through Canvas. My preference in communication is for you to email me as I will not be as fast to respond to Canvas messages as I would emails. It is the student’s responsibility to regularly check Canvas and engage with course materials or communications. Contact ITS if experiencing issues with Canvas or other UNC technology.

**Instructor Office Hours**

I maintain office hours every Thursday during the semester. Office hours will usually be held in person in my office (Manning 200) but may occasionally need to be held via Zoom. In unforeseen circumstances I may not be able to meet during the usual office hours. If I need to make any changes to office hours’ time or location, I will let you know in advance via the syllabus calendar or through a Canvas announcement. If you are unable to meet during my regularly scheduled office hours, please email me and we will find a mutually beneficial time to meet on campus or via Zoom.

**Technology in the Classroom**

Although we will not be meeting together in a classroom, any technology used for the purpose of completing the course should be done in accordance with university policies.

**Course Attendance and Participation**

Course materials will be made available every Monday morning on Canvas. Engaging with the instructor and fellow students is as essential to your success as completing individual readings and assignments. Therefore, attendance and participation are mandatory. Attendance is measured by time spent on Canvas in general and in watching posted materials. Participation requires the additional step of interacting with students and instructor such as in the book club assignments. Students should be prepared to engage meaningfully and collegially with the instructor and fellow students; we may not always agree, but disagreements should be discussed respectfully and be about ideas not the people sharing them. Participation also includes completing assignments in accordance with the deadline established by the instructor. If you do not have a reasonable excuse for missing class or assignment deadlines, you can expect to lose a letter grade from assignments for each day you are late with the eventual possibility of failing.

Absent an emergency, students should contact the instructor by email to inform them ahead of time of any issues which might slow their participation in class. In the case of excused or unexcused absences, it is the responsibility of each student to obtain information and complete any activities missed due to an absence by contacting a fellow student or the instructor. Chronic, unexcused attendance and participation issues will affect your final score in the class.
Examples of reasonable excuses for failing to complete weekly activities and/or assignments on time include: 1) illness; 2) family emergencies; 3) special curricular activities or job requirements; 4) participation in official university activities such as music performances; 5) military obligation, 6) religious holidays; and 7) court imposed legal obligations (e.g., jury duty, subpoena). Email the instructor if you expect to be delayed in completing the class content for the week or as soon as is reasonable after an emergency has taken place (Please do not email me—as a past student did—immediately after being in a car accident. Class is important but not that important.). We can develop a plan for class success despite setbacks—but only if you communicate!

If I have to cancel a class, I will let you know by email or Canvas what materials or assignments (if any) for the week you should still complete. If the university has cancelled class on Tuesday or Thursday afternoons due to inclement weather or an emergency, this information will be shared via Alert Carolina, you will receive an extension for engaging course materials or meeting assignment deadlines until the next regularly scheduled class.

**Plagiarism**
The UNC Instrument of Student Judicial Governance defines “plagiarism” as the *deliberate or reckless representation of another’s words, thoughts, or ideas as one’s own without attribution in connection with submission of academic work, whether graded or otherwise*. Plagiarism will not be tolerated in my classroom. Students should expect that each assignment submitted is checked for plagiarism; students who submit plagiarized work will receive zeros on those assignments. Ignorance of what plagiarism is and what it looks like will not be an acceptable excuse. If you have any questions about plagiarism, please review this tutorial and then contact me with any remaining questions.

**Artificial Intelligence**
Use of generative AI in your coursework is based on the following principles:

1. *AI should help you think. Not think for you.*
Use these tools to give you ideas, perform research (in compliance with point 2 below), and analyze problems. Do not use them to do your work for you, e.g., do not enter an assignment question into ChatGPT and copy & paste the response as your answer.

Engage with AI technologies responsibly, critically evaluating AI-generated outputs and considering potential biases, limitations, and ethical implications in your analysis and discussions. Utilize AI technologies ethically, respecting privacy, confidentiality, and intellectual property rights. Ensure that the data used for AI applications is obtained and shared responsibly and in compliance with relevant regulations.

3. *You are 100% responsible for your final product.*
You are the user. If the AI makes a mistake, and you use it, it’s your mistake. If you don’t know whether a statement about any item in the output is true, then your responsibility is to research it. If you cannot verify it as factual, you should delete it. You hold full responsibility for AI generated content as if you had produced the materials yourself. This means ideas must be attributed, facts are true, and sources must be verified.
4. *The use of AI must be open and documented.*
The use of any AI in the creation of your work must be declared in your submission and explained. Details on how to source your AI usage are explained below.

5. *These guidelines are in effect unless I give you specific guidelines for an assignment.*
It is your responsibility to ensure you are following the correct guidelines. Failure to properly cite the use of generative AI is plagiarism and will be treated as such by the instructor.

6. *Data that are confidential or personal should not be entered into generative AI tools.*
Putting confidential or personal data (e.g., your One Card details) into these tools exposes you and others to the loss of important information. Therefore, do not do so.

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**UNIVERSITY POLICIES**

**Diversity, Equity, Inclusion and Belonging**
In support of the University’s diversity goals and the mission of the UNC School of Information and Library Science, SILS embraces and promotes diversity and inclusion in all their forms. We broadly define diversity to include ability, age, ethnicity, gender, gender identity, gender expression, immigration status, national origin, race, religion, sexual orientation, and socioeconomic status. SILS is committed to preparing our graduates to be leaders in an increasingly multicultural and global society. To this end, we strive to:

- Ensure that our leadership, policies, and practices are inclusive
- Integrate diversity into our curriculum and research
- Promote and nurture an environment in which diverse perspectives and experiences are respected and valued
- Recruit and retain students, faculty, and staff from traditionally underrepresented groups
- Participate in outreach to underserved communities in North Carolina and beyond

We are committed to cultivating an academic environment that is open, representative, and equitable to all. *The Faculty and Staff of the UNC School of Information and Library Science*

**Accessibility Resources and Services**
The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. Follow the “Connect with ARS” link on the [ARS Website](#) to request accommodations.

**Honor Code**
The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina, and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any
suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the Honor System. Information, including your responsibilities as a student, is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code are expected. In continuing in this class, you commit to following the Honor Code.

Safety
SAFE.UNC.EDU is the main portal for undergraduate and graduate students, faculty, staff, and visitors at UNC-Chapel Hill for resources and information about discrimination, harassment, sexual violence, interpersonal violence, and stalking. It includes information not only about the response and prevention work of EOC (such as Title IX), but also of our campus and community partners.

Responsible Employee
Please note that most instructors are designated as “responsible employees” and/or “campus security authorities” meaning that they must report/are not able to be a confidential source for students wishing to share and seek advice about experiences such as discrimination, harassment, sexual violence, interpersonal violence, stalking, or other crimes. While this instructor is happy to discuss with you, students wishing to engage a confidential source for discussing these incidents should contact:

- Counseling & Psychological Services (CAPS) caps.unc.edu | 919-966-3658 (24 hours)
- Gender Violence Services Coordinators mailto:gvsc@unc.edu | 919-962-1343
- University Ombuds Office ombuds.unc.edu | 919-843-8204
- Orange County Rape Crisis Center orcc.org | 866-935-4783 (24 hours)
- Compass Center for Women and Families compassctr.org | 919-929-7122 (24 hours)

COURSE ASSIGNMENTS & GRADING

Graded Assignments
This table delineates assignments by name, point value, percentage of final grade, and due date. A brief description of each assignment follows the table. A more detailed description of each assignment will be provided via Canvas at the appropriate juncture.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage of Final Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Club</td>
<td>30</td>
<td>30%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Case Studies</td>
<td>40</td>
<td>40%</td>
<td>02/04/24</td>
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<td></td>
<td></td>
<td></td>
<td>03/03/24</td>
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<td></td>
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<td>03/31/24</td>
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<td>04/30/24</td>
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<tr>
<td>Group Project</td>
<td>30</td>
<td>30%</td>
<td>05/07/24</td>
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<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
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**Book Club**
In a book club, each participant reads the same book and comes together to discuss it. In our INLS 500 version of a book club, each week you will be assigned a core reading as well as supplementary readings which add further context to the core reading. These “readings” might sometimes be a video. After engaging with the materials, you will take to that week’s discussion board to share what you learned by engaging with the reading, what you are still confused about, and how this week’s material relates to what you had previously learned in the course. While the hope is that you will make time for all the readings, assessment of your answers will be based on how well you understand and discuss the core reading. While you can get a passing grade by sharing your substantial reactions to the readings, a high pass will require discussion about the other readings and/or in-depth engagement with others’ posts.

**Case Studies**
To provide an opportunity to put information concepts you are learning into practice, there will be 4 case studies throughout the semester. Each of these case studies will require students to read a story and apply course readings, videos, and/or other materials from the weeks proceeding the case study assignment to the answering of story-specific questions. These assignments are designed to show both how information theory relates to everyday life and to help students digest the course in smaller sections for their own learning.

**Group Project**
Information theory—and more broadly information science—can be a rich but dense resource that does not always feel accessible to members of the general public. The purpose of this project will be to help make key class concepts more tangible while also giving you a chance to work on team building and management as well as creative skills. These will be accomplished by working with fellow students to develop a learning aid which in the tradition of [Jenna Hartel](https://www.example.com) makes information concepts visually and intellectually stimulating for a broader audience.

**Preparing Assignments**
All individual assignments must be word-processed, double-spaced (unless the assignment instructions specifically state otherwise) and include your name, date, and course number (i.e., Student Name(s), Date, INLS 500) in the **top right-hand corner** of the first page as the heading:

```
Student Name
01/10/23
INLS 500
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The title of the document/file should be StudentFirstNameLastName_INLS 500_Assignment Name. Example: JosephWinberry_INLS 500_Case Study 1

Submitted documents for individual assignments should be in Word or PDF form unless otherwise directed.

The core exception to heading/file naming requirements are the book club submissions as these will be submitted via Canvas discussion boards rather than Word or PDF.
Submitting Assignments
All assignments are due by 11:59 PM Eastern unless noted otherwise in the course schedule shown at the end of the syllabus or unless I provide an updated schedule via Canvas. If it looks like you are not going to be able to make the deadline, please email me at least 12 hours beforehand so that we can identify an alternative schedule if possible. It is up to the student(s) to reach out in advance whenever possible (late work can be accepted without penalty in response to emergencies as discussed previously). If you do not reach out in advance or do not have an explanation for tardiness in communicating and completing assignments that reach the level of an emergency, you should expect to lose points.

Grading Scale
Grades are based on UNC Registrar policy. At the graduate level, students are graded on an H-F scale while undergraduates are graded on the more precise A-F scale. To calculate your overall grade in the class, you can divide your score by the total of points available at the time of your calculations (100 by the end of the semester). If you have a score of 90 out of 100 points, then you have a P or A- depending on which scale is used.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>H</td>
<td>Superior work: complete command of subject, unusual depth, great creativity or originality. It is very rare to obtain an H in the class as this refers to work above and beyond the level of “A” in a traditional scale.</td>
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<tr>
<td>P</td>
<td>Completely satisfactory performance: good solid coverage and work. A &quot;P&quot; will be given when a student completes an assignment satisfactorily and according to the instructions.</td>
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<tr>
<td>L</td>
<td>Unacceptable performance: substandard in many respects (seriously deficient)</td>
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<tr>
<td>F</td>
<td>Performance substandard in many/all respects; completely lacking in merit (unworthy of credit)</td>
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<tr>
<td>IN</td>
<td>A temporary grade that converts to an F unless the grade is replaced with a permanent grade by the last day of classes for the same term one year later. Students may request an incomplete but whether to grant it (and under what circumstances) is up to the instructor.</td>
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Note: Most students earn a “P” of some variety.

Undergraduate Scale:
- A = 94-100 points
- A- = 90-93 points
- B+ = 87-89
- B = 83-86 points
- B- = 80-82 points
- C+ = 77-79 points
- C = 73-76 points
- C- = 70-72 points
- D+ = 67-69
- D = 63-66 points
- D- = 60-62 points
- F = 0-59 points

COURSE CALENDAR

The course outline is arranged by week and the date the module opens. Modules for the following week are opened on Monday morning throughout the semester. Each week is further organized by module name. Primary topics to be addressed are listed along with readings and assignments. These include required
readsings, class activities, and assignments. You should complete the required readings before attending class and prior to completing other activities. You are also required to check each module on Canvas for additional required course materials not listed here, including any recorded lectures, supplementary readings, and other materials. All assignments are due in Canvas at 11:59pm Eastern Standard Time unless alternative timeline is explicitly stated in instructions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Core Readings</th>
<th>Assignments</th>
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<td></td>
<td>• Book Club #1 (due 1/14)</td>
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<td>• Group Check #1 (due 1/28)</td>
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<td>• Case Study #1 (due 2/4)</td>
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<td>• Group Check #2 (due 2/18)</td>
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<td>• Case Study #2 (due 3/3)</td>
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<td></td>
<td></td>
<td>• Group Check #3 (due 3/10)</td>
</tr>
<tr>
<td>N/A</td>
<td>3/11</td>
<td>SPRING BREAK – NO CLASS</td>
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<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Activities</td>
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</tbody>
</table>
• Case Study #3 (due 3/31) |
• Group Check #4 (due 4/7) |
• Case Study # 4 (due 4/21) |
| 15   | 4/22 | Workshopping | No new readings—spend this extra time working on final project | • Group Check #5 (due 4/28)  
• Final Project (due 5/7) |

**CHANGES TO SYLLABUS**

The instructor reserves the right to update the syllabus and course schedule at any point throughout the course of the semester. Any revisions will be communicated via Canvas announcements and/or email. The resulting revised syllabus will be clearly marked with a version number and revision date in the header of the syllabus. This syllabus is informed by a previous version by Dr. Leslie Thomson, and others.