COURSE SYLLABUS
INSC 510: Information Environment
Spring 2018

Last revised: 01/03/18

Course Sections: 003 (CRN 20096 and 24873)
Meeting Time and Place: Tuesdays, 6:30 – 9:10 p.m. (Eastern), Cyberspace!
Course Credit Hours: 3 Graduate Hours

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Office Hours: By appointment

COURSE DESCRIPTION/VALUE PROPOSITION
“Generation, production, management, dissemination, and use of information. Roles of
information in society, information-seeking and user behavior, information industry, economics
of information products and services, technological and organizational change, information
professions, and issues.” (SIS Graduate Student Handbook)

This class is required for the Master of Science in Information Science degree and
introduces you to foundational concepts in our field, shows you potential career paths, and
asks you to re-think what you know about common words like “information” and “access.”
It may change how you view the world, how you think about information production and
dissemination, and how you position yourself with respect to these concepts.
Acknowledgement for the course design, assignments, and organization is given to Dr.
Carolyn Hank, who teaches other sections of this course.

STUDENT LEARNING OUTCOMES
By end of this course, you will be able to:
• Discuss the various types and definitions of “information”;
• Discuss the history and evolution of the field of Library & Information Science, and the
evolution of the Information Professional;
• Describe the range of issues facing information professionals;
• Use the vocabulary of the profession;
• Identify various information fields and careers open to those with the Master of Science in
Information Science (MSIS);
• Identify professional associations that support these careers and help them find content,
support, and lift they need from their discipline;
• Move on to more advanced levels of study in the information sciences.
TEXTS FOR THE COURSE
Required:


Additional assigned readings – unless indicated otherwise – are on our Canvas site.

LEARNING ENVIRONMENT
Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other’s thoughts and process, and everyone’s voice and experiences are important.

My approach to teaching is based on Malcolm Knowles’ view of adults as learners, and on John Dewey’s ideas about active (versus passive) learning. I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. You are interested in creating a collaborative learning community, where we co-create value and generate new knowledge. Even though you may be new to working with youth in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You are selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave, be the person who asks when others are silent.

There are several different kinds of learning activities in this class, including but not limited to papers, group work, polls or surveys, presentations, and lectures. You can realistically expect to spend three hours outside of class for each hour of in-class time. Instructional techniques include live and pre-recorded lectures, peer-to-peer teaching through presentations and collaborative projects, personal reflections and analysis through blogs and discussion board postings. Class sessions are 2 hours and 40 minutes long, including a break (usually 10 minutes).

HOW TO BE SUCCESSFUL IN THIS CLASS
Be present, be intellectually curious, and engage equally with your peers and with me.

INFORMATION LITERACY/TECHNOLOGICAL RESOURCES
This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation software. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.
For additional information or support:

- Technology at SIS – www.sis.utk.edu/sis-technology
  - For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”
- UT Office of Information Technology (OIT): https://oit.utk.edu/Pages/default.aspx
  - There’s a link to the OIT HelpDesk on the upper left side of the page.
- lynda.com is a great source, with tutorials and video on everything from Google Drive to our own out-of-class software Canvas, so check it out, at https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx. You’ll need your UTK netid and password to access lynda.

Each semester OIT offers “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv (UTKSIS-L@LISTSERV.UTK.EDU) and at the LiveOnline@UT site (https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx). You’re strongly encouraged to participate each term.

**COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS**

**Methods of Documentation for Assignments**

- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- Title pages optional, BUT always give your paper a title
- Cite everything!
- Put your name on everything!

The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.

**Penalty for Late Work**

Except by prior agreement, one (1) point per business day may be deducted for written or oral work not submitted by class time on the due date. “Prior arrangement” means at least 24 hours prior to the original time scheduled for the presentation or assignment.

**Citizenship, Resilience, and Grit (aka active class participation)**

You do more than show up for class. You are present and engaged during and after class; start and contribute to posts on Canvas, and bring related materials to the attention of the instructor or your fellow students. Your contributions show original thought and initiative, not simply agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning community. Quality of thought is much more important than quantity.
UNIVERSITY POLICIES
Assessment and Evaluation

- Formative (along the way, usually ungraded)
  - Includes but is not limited to feedback during class, comments on drafts, in-class polls and clarification requests, discussion board postings and feedback
- Summative (at the end of the section, usually graded)
  - All your assignments, as posted on Canvas

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a particular grading scale for graduate students (see [http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades_Credit_Hours_and_Grade_Point_Average](http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades_Credit_Hours_and_Grade_Point_Average)) and the scale below is how I convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be 13/15 = .87 x 100 = 87, or a B+.

### Converting Points to a Letter Grade

<table>
<thead>
<tr>
<th>Letter</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>(4 quality points per semester hour) superior graduate student performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92.75</td>
<td>(3.7 quality points per semester credit hour) intermediate performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89.75</td>
<td>(3.5 quality points per semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87.75</td>
<td>(3 quality points per semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82.75</td>
<td>(2.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79.75</td>
<td>(2.5 quality points per semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70 – 77.75</td>
<td>(2 quality points per semester hour) well below the graduate student standard.</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69.75</td>
<td>(1 quality point per semester hour) clearly unsatisfactory/doesn’t satisfy degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0-59.75</td>
<td>(no quality points) extremely unsatisfactory/doesn’t satisfy degree requirements.</td>
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</tbody>
</table>

You are welcome to discuss your evaluations with me. You must wait 24 hours after receiving the grade to contact me, and present valid documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

**Note on “Incompletes”**

Based on University of Tennessee policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An “F” is submitted for students who simply disappear. More information is available at [http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete](http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete).

### Class Attendance Policy

Students are expected to attend class each week and be fully prepared to actively participate. Please try to notify me in advance if you need to miss class. If you do miss class, listen to the archived lecture/discussion and let me know if you have questions.
Class Cancellation
Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for announcements via Canvas. More information about the School’s cancellation policy is available at www.sis.utk.edu/courses/guidelines.

Academic Honesty
Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, “Academic Honesty,” http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty.)

STUDENTS WITH SPECIAL NEEDS
Any student who feels he or she may need an accommodation based on the impact of a disability should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: sds@utk.edu.

COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT
CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see www.cci.utk.edu/diversity-statement.

HODGES LIBRARY INFORMATION SCIENCE LIAISON
Our Information Sciences librarian is Margaret Casado, http://libguides.utk.edu/profile.php?uid=15558

I reserve the right to revise, alter or amend this syllabus. We’ll discuss any changes ahead of time, but you will always be notified in writing and/or by email of any changes.
Spring 2018 Course Calendar and Weekly Schedule

January 16 (Meeting 1) – Course overview
Read for today
  • Syllabus
DUE JANUARY 14th
  • Introduction (see Canvas discussion board for more info) Assignment

January 23 (Meeting 2) – History and Evolution
Read for today

Optional Readings

January 30 (Meeting 3) – What is Information?
Read for today

Optional Readings

DUE today
  • Reading Reflection

February 6 (Meeting 4) – Theories and Domains of Information Science
Read for today
  • Bawden & Robinson (2012). Chapter 5: Domain analysis, pp. 91-104.

**Optional readings**

**DUE today**
• Information Concept Map

**February 13 (Meeting 5) – Information Behaviors: Needs, Motivation & Seeking**

**Read for today**

**Optional reading:**

**February 20 (Meeting 6) – Information Behaviors: Information Retrieval & Use**

**Read for today**
• Bawden & Robinson (2012). *Chapter 7: Information technologies ...*, pp. 131-164
• Bawden & Robinson (2012). *Chapter 8: Informetrics*, pp. 165-185

**Optional reading**

Last revised 01/03/18
February 27 (Meeting 7) – Information Society; Information as a Commodity

Read for today

View/Skim:
- Skim the Lib-Value Project at [http://libvalue.org/home](http://libvalue.org/home)

Optional reading

DUE today
- Reading Reflection

March 6 (Meeting 8) – Information Technology, Overload & Literacy

Read for today

Watch for today

Optional reading

March 13 – Spring Break (no class)

March 20 (Meeting 9) – Information Policy: Privacy and Intellectual Freedom

Read for today
http://www.ala.org/advocacy/intfreedom/NotCensorshipButSelection


**Optional reading**

- Open the Government Web site, online at http://www.openthegovernment.org/.

**DUE today**

- Reading Reflection

**March 27 (Meeting 10) – Information Policy: Copyright and Open Access**

**Read for today**


**Review/skim for today**

- Copyright Term and the Public Domain in the U.S. (2013 January 1). [Table]: [http://copyright.cornell.edu/resources/publicdomain.cfm](http://copyright.cornell.edu/resources/publicdomain.cfm)
- Copyright Advisory Network: [http://librarycopyright.net/](http://librarycopyright.net/)

**Optional reading**


**DUE today**

- Prescription for Information Sickness (and peer comments due on or before 4/10)

**April 3 (Meeting 11) – The Work of Information Professionals; Culminating Experiences**

**Read for today**


View/skim SIS information on careers and culminating experience options:
  • www.sis.utk.edu/careers/resources/qualifications
  • www.sis.utk.edu/careers/resources/jobtypes
  • Comps info: www.sis.utk.edu/programs/comps
  • ePortfolio info: http://www.sis.utk.edu/programs/eportfolio
  • Thesis info: http://www.sis.utk.edu/programs/components/thesis

Optional material for viewing/skimming
  • Sample comp questions: http://www.sis.utk.edu/programs/comps (scroll to bottom of the page for listing by semester/year)

DUE today
  • Job Posting Analysis

April 10 (Meeting 12) – Professional Societies, Values, and Ethics
Read for today

Review (in some depth) for today
  • ALA Core Values of Librarianship:
    http://www.ala.org/advocacy/intfreedom/statementspols/corevalues
  • ALA Library Bill of Rights: http://www.ala.org/advocacy/intfreedom/librarybill.
  • ALA Freedom to Read Statement: http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement.
  • SAA Core Values Statement and Code of Ethics.

April 17 (Meeting 13) – Information Research and Information Organization
Read for today
Review/skim for today
• Student course projects and IRB review. Note: This is a handout prepared for students by the University of Tennessee’s Institutional Review Board.

DUE today
• Five Laws Infographic
• Reading Reflection

April 24 (Meeting 14) – Anticipating the Future; Course Wrap-up

Read for today

View/Skim:

ASSIGNMENT SUMMARY

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Delivery Method</th>
<th>Points Toward Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>Post to Canvas, “Introductions” discussion board</td>
<td>5</td>
</tr>
<tr>
<td>Information Concept Map</td>
<td>Upload to Canvas Assignments</td>
<td>15</td>
</tr>
<tr>
<td>Five Laws Infographic</td>
<td>Upload to Canvas Assignments</td>
<td>15</td>
</tr>
<tr>
<td>Prescription for Info Sickness</td>
<td>Post it in Assignments, (Graded Discussion)</td>
<td>15</td>
</tr>
<tr>
<td>Job Postings Analysis</td>
<td>Upload to Canvas Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Reading Reflections</td>
<td>Post to Canvas, various weeks</td>
<td>20</td>
</tr>
<tr>
<td>Citizenship, resilience and grit</td>
<td>Every week, every class, every assignment</td>
<td>10</td>
</tr>
</tbody>
</table>

Assignment details and due dates are posted on the Canvas site.