Spring 2016

Time: Monday 1:00-3:45 PM
Place: L030

Instructor: Howard Rosenbaum
Email: hrosenba@indiana.edu
Web: http://info.ils.indiana.edu/~hrosenba//home.html

Office: ILS 005C
Office hours: 11:00-12:30 M, 10:00-12:00 F
Phone: 855-3250

SLIS Bulletin Description

Information and Library Science students are introduced to the dynamic and shifting information professions, complex organizations, and emerging careers in the field. Issues in information management, user-oriented systems design, socio-technical concepts, and usability are major themes for the course.

Introduction

You have made an important decision in your lives and have chosen to spend the next year and a half to two years studying to complete a Masters of Information Science degree or perhaps you are on the slower path and pursuing a dual MIS/MLS degree. Whichever degree you are pursuing, during this time you will take a wide range of courses that are intended to prepare you to work in the information professions in a wide variety of information organizations. We take a broad view of information studies in the Department of Information and Library Science and see it as covering the domains of both information and library science. More specifically, information studies covers such topics as information organizations, information architecture, human-computer interaction, information search and assessment, information organization and representation, information management and preservation, data science, and information technology management and leadership. These are the main topics we will explore this fall.

Three basic themes run through the domains of information and library science and form the underlying assumptions of the degree programs in the Department of Information and Library Science and this course; these are:

1. Socio-technical orientation to technology in the workplace and in our social lives,
2. Focus on the people who design, implement, manage, and use technologies, and
3. Focus on the work involved in acquiring, organizing, and providing access to information in a range of information organizations from libraries to health care organizations, to insurance companies, to Federal government agencies.

Considering the first of these themes, here in ILS, we take a socio-technical approach to information and communication technologies (ICTs), meaning that ICTs must always be considered in their social and organizational contexts. For example, it is clear that ICTs are taking on an increasingly important role in our work and social lives. As smartphones become increasingly common information appliances. The use of ICTs to access online social networks is becoming a routine part of many people's work and social lives. According to Brenner and Smith (2013),

As of May 2013, almost three quarters (72%) of online U.S. adults use social networking sites, up from 67% in late 2012. When we first started asking about social networking sites in February 2005, just 8% of online adults said they used social networking sites.
In addition to asking about general usage of social networking sites in our current survey, we included a stand-alone question about Twitter and found that 18% of online adults are now Twitter users. This is roughly double the 8% of online adults who used Twitter in November 2010, the first time we asked about Twitter as a stand-alone platform.

Increased net use is happening across the life span as noted by Smith (2014)

America’s seniors have historically been late adopters to the world of technology compared to their younger compatriots, but their movement into digital life continues to deepen…

In April 2012 the Pew Research Center found for the first time that more than half of older adults (defined as those ages 65 or older) were internet users. Today, 59% of seniors report they go online—a six-percentage point increase in the course of a year—and 47% say they have a high-speed broadband connection at home. In addition, 77% of older adults have a cell phone, up from 69% in April 2012.

Almost all schools, colleges, universities and public libraries have internet connectivity. As of September 2013, 70% of adults have a high-speed connection at home. An increasing number of people are using multi-functional cell phones for voice communication and data exchange. According to the Pew Internet Life Survey, “as of January 2014, 90% of American adults have a cell phone. 58% have a smartphone. 32% of American adults own an e-reader (and) 42% of American adults own a tablet computer” According to Zickuhr (2011)

Desktop computers are most popular with adults ages 35-65, and Millennials are the only generation that is more likely to own a laptop computer or netbook than a desktop: 70% own a laptop, compared with 57% who own a desktop.

Almost half of all adults own an iPod or other mp3 player, but these are still most popular with Millennials - 74% of adults ages 18-34 own an mp3 player, compared with only 56% of the next oldest generation, Gen X (ages 35-46).

Game consoles are uniformly popular with all adults ages 18-46, 63% of whom own these devices.

Additionally, about one in 11 (9%) adults do not own any of the devices we asked about, including 43% of adults age 75 and older.

For many of us, work would not be possible (or would be much more difficult) without modern digital technologies. In addition, ICTs are becoming more integrated into the rest of our lives. Many people have adopted mobile communications devices, others routinely use wireless technologies and their laptops to do work and conduct business, and we are becoming increasingly immersed in what researchers call "pervasive computing." In fact, a Cisco (2011) survey found that for many people, ICTs and the internet are indispensable:

Demonstrating the increasing role of the network in people's lives, an international workforce study … revealed that one in three college students and young professionals considers the Internet to be as important as fundamental human resources like air, water, food and shelter. The 2011 Cisco Connected World Technology Report also found that more than half of the study's respondents say they could not live without the Internet and cite it as an "integral part of their lives" – in some cases more integral than cars, dating, and partying.

The second theme is that we are always concerned with the people who design, implement, and manage the ICTs and with the people who use them in their work and social lives. This is represented in our courses as a "person" or "user-centered" approach. The instances described above are part of a trend that is changing the way we, as individuals, interact with each other and our society. What is interesting at this moment is that we do not have a clear understanding of the types of changes that are taking place and how these changes are affecting us at work, at home, and out in the social world. Researchers working in a variety of disciplines are studying how ICTs work, the relationships between ICTs, the people who design, implement and use them, and the various social contexts in which they are used. One important discipline within which this type of work is being done is information science, and one important approach used in our discipline to study these issues is social informatics.
At ILS, we assume that to design, implement, and manage ICTs and the systems of which they are a part, you should have a sound understanding of theoretical approaches to information, ICTs, and the complex information organizations, libraries and other social settings within which information systems and services operate. We also assume that this knowledge should be augmented by practical knowledge of the processes of ICT and systems development and use, and of the positive and negative outcomes that occur as people use real systems in real organizational and social settings. Therefore, this course provides a general introduction to information and library science as we practice it here at ILS. In this course, you will learn about the intellectual disciplines that study information, where information and library science "fits" into this range, the relationships among information and library science and their cognate disciplines, and about the range of information professions for which you are preparing in this program. You will find out that information and library science is an interdisciplinary field that draws upon many other disciplines and covers all phases of the information life cycle. You will also develop a background in information and library science theory and research that will prepare you for the next courses that you will take in your MIS and/or dual degree program.

Over the next three months we will make use of a socio-technical perspective to explore and think about the implications of the types of relationships that we have with ICTS that are described above. We will ask questions about the ways in which the social and the technical interact in our work and social lives. What are the social implications of the increasing convergence of and interconnections among our ICTs? What are the implications for the design and maintenance of technologies of the ways in which our social and work lives are changing? We will answer these questions in five ways. First, with information architecture, we will think about the ways to organize digital information so that the people who are intended to use it can do so as easily and effectively as possible. Second, with human-computer interaction, we will investigate ways that we can test and evaluate the technologies we have designed to take advantage of the information architecture work we have done. Third, we will look under the hood with information retrieval thinking about the ways in which we use the ICTs to move information around to meet people's social and work-related needs. Fourth, we will explore strategic information management and leadership to understand the nature of the work involved in maintaining the complex socio-technical environments where people and ICTs meet. Finally we will explore the implications of these four approaches to thinking about ICTs, people and work and play in the context of different types of settings, particularly focusing on libraries and other information organizations.

Sources:


Course Objectives

At the end of this course, you will:

• Be able to describe the theoretical foundations and interdisciplinary nature of information and library science

• Be able to explain how the Masters in Information Science program here at ILS "fits" in relation to other cognate programs

• Understand the importance of taking socio-technical and user-centered approaches to studying ICTs in information organizations

• Have an understanding of the range of careers that are open to you with an MIS or dual degree

• Be aware of and able to access a range of information resources (research and popular writings, professional organizations) that information professionals rely on in their work

Course Requirements

To receive a passing grade in this course, you must turn in all of the assignments and the term project and complete any and all presentations. You cannot pass this course without doing all of the assigned work (which includes the final presentation), however, turning in all of the work is not a guarantee that you will pass the course. Grades of "I" (Incomplete) may be assigned in this course after discussion with the instructor, but depending on the circumstances, there will be a penalty applied at the discretion of the instructor.

All papers and assignments must be submitted on the dates specified in this syllabus. If you cannot submit an assignment or cannot deliver a presentation on the date it is due, it is your responsibility to discuss your situation with the instructor, preferably in advance. Given that your reasons or problems are legitimate, arrangements for the completion of the outstanding work can be made; this will occur at the discretion of the instructors.

There will be a penalty for work turned in after the assigned date, and this will also be applied at the discretion of the instructor.

Your written, web-based, and oral work will be evaluated according to four criteria; it must:

• Be clearly written, marked up, and/or presented and spell- and grammar-checked;

• Demonstrate insight into the concepts, issues, and trends in both the areas you investigate in the assignments and in the course content;

• Demonstrate originality in your reviews, analyses, and projects; and

• Display familiarity with current and/or classic literatures where appropriate.

Borderline grades will be decided (up or down) on the basis of class contributions and participation throughout the semester.

Academic dishonesty

There is extensive documentation and discussion of the issue of academic dishonesty in the Indiana University "Code of Student Rights, Responsibilities and Conduct" <http://www.indiana.edu/~code/>. Of particular relevance is the section on plagiarism:

3. Plagiarism
Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

a. A student must not adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.

b. A student must give credit to the originality of others and acknowledge indebtedness whenever:

1. Directly quoting another person's actual words, whether oral or written;
2. Using another person's ideas, opinions, or theories;
3. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
4. Borrowing facts, statistics, or illustrative material; or
5. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

From: Part II: Student Responsibilities
http://www.indiana.edu/~code/code/responsibilities/academic/index.shtml

Plagiarism is the use of someone else's ideas, words, or opinions without attribution. Any assignment that contains plagiarized material or indicates any other form of academic dishonesty will receive a grade of “F.” A second instance will result in an automatic grade of F for the course. Penalties may be harsher depending upon the severity of the offense. See Indiana University's "Code of Student Rights, Responsibilities and Conduct" (link above).

There is more to avoiding plagiarism than simply citing a reference. To aid students both in recognizing plagiarism and in avoiding the appearance of plagiarism, Indiana University's Writing Tutorial Services has prepared a short guide entitled Plagiarism: What it is and how to recognize and avoid it. For example, here are some strategies for avoiding plagiarism:

1. Put in quotations everything that comes directly from the text especially when taking notes.
2. Paraphrase, but be sure you are not just rearranging or replacing a few words. Instead, read over what you want to paraphrase carefully; cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a "guide"). Write out the idea in your own words without peeking.
3. Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

From: http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

This guide is available at the link above. It provides explicit examples of plagiarism and offers strategies for avoiding it. Each student should be familiar with this document and use it as a guide when completing assignments. In fact, there are many pamphlets at Writing Tutorial Services that you might find useful as you begin your graduate work. They are listed here <http://www.indiana.edu/~wts/pamphlets.shtml>.

Indiana University and School of Informatics and Computing policies on academic dishonesty will be followed. Students found to be engaging in plagiarism, cheating, and other types of dishonesty will receive an F for the
assignment and additional penalties applied at the discretion of the instructor. As a rule of thumb, when in doubt, cite the source!

**Grades in the Department of Information and Library Science**

The following definitions of letter grades have been defined by student and faculty members of the Committee on Improvement of Instruction and have been approved by the faculty (November 11, 1996) as an aid in evaluation of academic performance and to assist students by giving them an understanding of the grading standards of the Department of Information and Library Science:

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<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td><strong>Outstanding achievement.</strong> Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td><strong>Excellent achievement.</strong> Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td><strong>Very good work.</strong> Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td><strong>Good work.</strong> Student performance meets designated course expectations, demonstrates understanding of the course materials and is at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td><strong>Marginal work.</strong> Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td><strong>Unsatisfactory work.</strong> Student performance demonstrates incomplete and inadequate understanding of course materials.</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td><strong>Unacceptable work.</strong> Coursework performed at this level will not count toward the MLS or MIS degree. For the course to count towards the degree, the student must repeat the course with a passing grade.</td>
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<tr>
<td>D+</td>
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<td>F</td>
<td>0.0</td>
<td><strong>Failing.</strong> Student may continue in program only with permission of the Dean.</td>
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**Statement for Students with Disabilities:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact IU Disability Services for Students. <http://studentaffairs.iub.edu/dss/>

**Other Information**

There are four ways you can get in touch with me outside of class:

1. My office is Room 005C in the Department of Information and Library Science and my office hours are 11:00-12:30 PM on Monday and 10:00-12:00 PM on Friday. I can also meet with you by appointment if these hours are not convenient.

2. My office phone number at SLIS is 812-855-3250. I have voice mail, so you can always leave a message.

3. My email address is hrosenb@indiana.edu. For best results when contacting me about class business, put "Z510" in the subject line of your email.

4. You can also use the communication tools in Canvas.
Assignments

You will have five assignments in this class. For two of these assignments, you will work with a group. You will do three assignments on your own. These assignments are described below, and will be discussed in greater detail in class.

Group assignments

By Friday, January 15, you will be randomly divided into a group of no more than three people. At this time, you will receive email with the names and email addresses of your fellow group members. You should contact each other and have at least introduced yourselves by class on Monday, January 25. You will work with this group for the rest of the semester on the following two assignments.

Your group will have a collaboration space in Canvas that you can use for these assignments. It makes use of Google Docs, so you have to have a Google account. Before you can collaborate on documents, you need to authorize Canvas to access your Google Drive account; you can do this in Canvas.

CRITICAL REVIEWS OF ARTICLES

Select and critically review one article from the readings for the week to which you have been assigned (see the table below). Your group will review two articles during the semester. Someone from your group can email the article choice(s) to the instructor at any time, but no later than the week before your article review is due. You will receive approval within a day (or a suggestion to review a different article). Since there are two groups reviewing articles for each class, they will not be allowed to review the same article.

As you read and discuss this article with your group members, try to engage with the key issues in the article. As you analyze the article, you should try to answer the following questions:

• What is the main point of the article?

• How does the author develop a persuasive argument to convince the reader of the importance of this point?

• Is this argument persuasive? Why or why not?

• What types of evidence are offered?

• What background is required to understand and make use of this research?

• What is its significance to the field or to Information Science as a whole?

• What critiques have been offered (or could be offered) regarding its approach?

When you have answered these questions, you can use your collaboration space to write your critical review as an essay of ~1000 words. When it is completed, post the essay to the Pages page for your group by the Friday afternoon before the Monday class where the readings will be discussed. This way we can all read your work before class and it will serve as a reader's guide for all of us.

In class, your group will be expected to actively participate in the discussion of the article you all reviewed.

Each group will review one article for each of two class sessions. The class dates and review due dates are in the tables below.

This assignment is worth 30% of final grade, 15% for each review.
INVESTIGATION OF MIS CAREERS

Investigate at typical career that is characteristic of the track to which you have been assigned. During class on January 25, you will have time to meet in your group to rank the four tracks in the MIS program (information architecture, human-computer interaction, information retrieval, and strategic information management and leadership) in order of preference.

One member of each group will send email with the group’s rankings to the instructor by February 1. You will receive confirmation by February 3. Your group will be assigned to a track by February 8.

By February 15, your group will email to the instructor a list of three job titles from the track that interest your group. By February 17, you will receive confirmation from the instructor with the job title that you will investigate.

Job titles may include programmers, consultants, systems analysts, software engineers, usability analysts, webmasters, web architects, information systems developers, data scientists, database administrators, information managers, IT directors, etc. As you begin your investigation, you should try to answer these questions:

• What are some typical job descriptions?

• What kind of work do these people do?

• What are their typical working conditions and job responsibilities?

• What are some examples of academic and professional resources that these people are likely to use (Briefly describe each resource)?

• What are typical career paths in these jobs?

• What sorts of background and experience are required or expected at each step?

• What are some professional organizations that these people are likely to join (ACM, ASIS&T, AIS, SIGCHI, CPSR, SCIP, etc – briefly describe the organization)?

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<th>Review is due</th>
<th>Articles discussed in class</th>
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• What is the job outlook like for these careers?

When you have completed this assignment, you will distill the information into a 15 minute presentation that you will give in class on April 18 and April 25. Presentation times will be assigned on April 4.

In your presentation, your goal should be to make the career you have investigated the one everyone will want to pursue. You should plan to use PowerPoint or similar presentation software in your presentations. There will be a computer in class, so you can run the presentation from portable media.

You will send your presentation to the instructor and it will be uploaded to class collaboration space. This way you can learn about a wide range of IT careers at your leisure after class is over.

This assignment will be worth 15% of final grade, 10% or the presentation materials and 5% for the in-class presentation

**Individual assignments**

There are three assignments that you will do on your own.

**POSITION PAPER**

The information you get from social media is not a substitute for academic discipline at all.

- Bill Nye

Regarding social media, I really don’t understand what appears to be the general public’s lack of concern over privacy issues in publicizing their entire lives on the internet for others to see to such an extent … But hey it’s them, not me, so whatever.

- Axl Rose

When every person on this planet can reach, and communicate two-way with every other person on this planet, the power of nation-states to control every human inside their geographical boundaries may start to diminish.

- David Hughes

By giving people the power to share, we’re making the world more transparent.

- Mark Zuckerberg.

The march of science and technology does not imply growing intellectual complexity in the lives of most people. It often means the opposite.

- Thomas Sowell

Technology is the knack of so arranging the world that we don't have to experience it.

- Max Frisch

As information companies come to dominate the market—providing superior tools and services for students and faculty—the academic library is less visible and less necessary. With only a small user base remaining, colleges and universities outsource many of the remaining functions, as they did with meal service and bookstores earlier. In an era of endless abundance, the curation skills of librarians are still valuable, and they are employed at these companies.

- ACRL

Yes, public libraries have been of huge benefit in helping us educate ourselves over the last 150 years. It’s an honorable tradition - but it’s over. Their defense depends on a deficit model, the argument that they fill a unique gap, but that’s no longer true.

- John McTernan
Select a quote from this list and write a position paper of ~2000 words where you

• Explain the meaning of the quote and the issue that it presents
• Discuss why it is provocative or controversial
• Describe the argument that can be made to support the position in the quote
• Describe the argument that can be made to challenge the position in the quote
• Explain what your position is with respect to the quote.

The purpose of a position paper is to generate support for an issue by convincing the reader that your opinion is valid and defensible. You describe and provide a rationale for your position while also presenting and criticizing the opposing side of the issue.

It is important to ensure that you are addressing both sides of the issue and presenting them in a manner that is easy for your readers to understand. Your job is to take one side of the argument and persuade the reader that you have a persuasive argument for your position. You will strengthen your argument with evidence to support the validity of your claims, as well as to refute the counterclaims to show that you are well informed about both sides.

Once your quote is selected, you should do some research on the subject matter. While you may already have an opinion about the issue and about which side of the argument you want to take, you need to ensure that your position is well supported. Listing the pros and cons of the issue will help you examine your ability to support your counterclaims, along with a list of supporting evidence for both sides.

You can generate a counterargument by asking yourself what someone who disagrees with you might say about each of the points you've made or about your position as a whole. Once you have thought up a counterargument, consider how you will respond to it. Will you concede that your opponent has a point but explain why your audience should nonetheless accept your argument? Will you reject the counterargument and explain why it is mistaken? Either way, you will want to leave your reader with a sense that your argument is stronger than opposing arguments.

When you are summarizing the opposing argument, be charitable. Describe it as fairly and objectively as you can, rather than trying to make it look foolish. You want to show that you have seriously considered both sides of the issue, and that you are not simply attacking or mocking your opponents.

Suggested outline:

I. Introduction
   A. Introduce the quote
   B. Provide background about the issue raised by the quote to explain why it is provocative or controversial
   C. Briefly assert your thesis (your view of the issue)

II. The counterargument
   A. Describe the position with which you disagree
   B. Describe the evidence that could support this position

III. Your argument
   A. Describe your position on the issue
      1. Assert the claims that make up your argument
      2. Provide supporting information for your claims
   B. Refute the counterargument based on your claims and evidence

IV. Conclusion
   A. Conclude with a summary of your position

Adapted from:

How to write a position paper
http://www.xavier.edu/library/students/documents/position_paper.pdf
Writing a position paper
http://www.sfu.ca/cmns/130d1/WritingaPositionPaper.htm

Typical sources might include:

- Introductory information and overviews: from directories, encyclopedias, handbooks
- In-depth studies: from books, government reports
- Scholarly articles: from academic journals
- Statistics: from government agencies and NGOs
- Position papers and analyses: from association and institute reports

This assignment is due on **April 4** and will be worth **15%** of the final grade.

**IT APPLICATION ESSAYS**

You will write two short essays on topics relevant to the course materials. Each essay will be ~1000 words and will be due at the end of month in which it is assigned. Each essay will focus on the work that we have done in that month. The assigned readings, class discussions and small group activities are intended to create a learning community and to promote critical literacy skills among all students -- skills of reading, writing, listening, speaking and thinking. The success of these activities will require substantive and meaningful contributions from all students. In these essays you have an opportunity to demonstrate what you have learned. As you write these essays, make explicit reference to readings that you find to be relevant to the issues raised by the essay question.

When your essay is completed, you will send it to the instructor as an email attachment.

**Three** possibilities are offered below. You will write about two of them. Note when the essays are due!

**Essay #1**: Using principles and insights from our study of information architecture and human-computer interaction, select a web site of an organization of the type in which you would like to work and critically review it.

- For what audience is this site intended?
- Describe its structure (its information architecture), focusing on the strengths and weaknesses that you see
- Discuss the extent to which it is usable for its intended audience.

In your essay, be sure to clearly discuss the principles and insights that you are using to review the site. You should have at least five criteria and you should attribute these criteria to their sources.

By **February 8**, send the URL of the site you wish to investigate to the instructor. You will receive confirmation of your site by **February 10**.

This essay will be due on **February 29** and is worth **15%** of the final grade.

**Essay #2**: Conduct a comparison of two search engines. Select a set of 3 related terms and search each of them individually on two different search engines. Describe your results using a comparative table. Do not select a “meta” search engine for this assignment (since they search several other search engines at once and combine the results into one list, you don't get a good sense of coverage)

- To what extent was there overlap in the response sets?
- To what extent were there differences among the response sets?

Using principles and insights from our study of information search and retrieval, try to explain the reasons for the results that you obtained. In this explanation, be sure to describe the search engines you used. Do not use a meta-search engine for this assignment.
By **February 29**, send the URL of the search engines you wish to compare to the instructor. You will receive confirmation of your choices by **March 2**.

In your essay, clearly discuss the criteria that you are using to explain the similarities and differences among these search engines. You should have at least three criteria and you should attribute these criteria to their sources.

This essay will be due on **March 28** and is worth **15%** of the final grade.

**Essay #3**: Search the popular and trade literature and find an article (or articles) describing a large scale implementation of an information system in an organization that is either being proposed or has recently been implemented.

• Describe the organization and the information system

• Explain what the system is intended to do.

• Discuss these benefits and challenges for at least two groups of stakeholders - those who use the system and those who manage it.

Using principles and insights from our study of information management and leadership to provide your informed opinion about the benefits and challenges of this system might be for the organization.

By **March 28**, send a brief description of the system you wish to investigate to the instructor. You will receive confirmation of your choices by **March 30**.

In your essay, clearly discuss the criteria that you are using to explain the benefits and challenges that may occur as the information system is implemented and used. You should have at least three criteria and you should attribute these criteria to their sources.

This essay will be due on **April 18** and is worth **15%** of the final grade.

**Remember**: you only write two essays, so this assignment is worth **30%** of the final grade.

**CRITICAL COMMENTARY**

Over the course of the semester, the groups in the class will be posting critical reviews of articles we will be reading and discussing in class. By **February 22**, each group will have posted one of the two assignments it has to complete. By this time, you will have had a chance to read these postings.

For this assignment, you will add your informed commentary to at least two of these postings. This commentary will be brief - keep it to **two or three paragraphs**.

In your commentary, react to what you have read. You may agree with the group's comments about the article(s). You may disagree with either part of the summary or with the overall critical points raised about the article(s). You may want to reinforce the review. Perhaps you want to add more pointed criticism or defend the article(s). You may want to comment on other people's commentaries. Everything is fair game.

Whatever you decide to do, be sure to back up your commentary with references to articles we have read or that you have found on your own.

You will sign your commentary. You will **not** edit the text of the posting to which you are responding.

You will have your postings completed by **Monday April 11**.

This assignment will be worth **5%** of the final grade.
Grading

Each student’s final grade will be calculated according to the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Number</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical reviews of articles</td>
<td>15%</td>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>Investigation of MIS careers</td>
<td>10%</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT application essays</td>
<td>15%</td>
<td>2</td>
<td>30%</td>
</tr>
<tr>
<td>Position paper</td>
<td>15%</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>Critical commentary</td>
<td>2.5%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Class participation</td>
<td>5%</td>
<td></td>
<td>5%</td>
</tr>
</tbody>
</table>

NOTE: 5% of the overall grade that has been allocated for class participation. For the purposes of this class, participation is defined as contributing to class discussion or demonstrating in other ways that you are making an effort to succeed in this class. In addition, as a professional, you will be expected to articulate your ideas in both written and oral form, therefore it is important that you think critically and present your ideas throughout the duration of the class.

Required Texts

There are no required texts for this course. Readings are on the web or will be made available in Canvas.

Topic Outline

NOTE: The URLs for the readings were last checked on January 9, 2016

January 11: Introduction to Information Studies

Topics:

What is information science?
What is information?

Razor TV (2014). Can’t live without the internet (4:40)
http://www.youtube.com/watch?v=Sg8cgp23M1Y

Assignments

All assignments discussed in class

January 18: NO CLASS: Martin Luther King Day

Assignments

Assigned to groups
January 25: Information studies, information, and information organizations

Topics:

A brief history of information studies
  Information, representation, theoretical approaches
  Information organizations

Readings:


  http://dx.doi.org/10.1002/asi.20369


  http://dx.doi.org/10.1002/asi.20620

Assignments:

  Meet with group to rank tracks

February 1: Information architecture

Topics

What is Information architecture?
  Basic concepts and principles
  Organization and ontologies
  Hypertext
  Navigation and labeling

Readings:

  http://dx.doi.org/10.1002/asi.21582

  http://dx.doi.org/10.2196/jmir.7.2.e12

http://journalofia.org/volume3/issue2/03-resmini/

http://www.uxbooth.com/articles/complete-beginners-guide-to-information-architecture/

### Assignments

Send ranked track preferences to instructor; response received by February 3

#### February 8: Information architecture practice

**Topics**

Designing information architecture  
Information spaces  
Information interaction  
Information architecture careers

**Readings:**


**Assignments**

If you are writing essay #1, mail web site URL to instructor, response received by February 10

#### February 15: Human computer interaction

**Topics:**

What is HCI?  
Basic concepts and principles  
   Usability  
   Contextual design  
   Visualization
Readings:

http://dx.doi.org/10.1016/j.amepre.2011.01.009


http://dx.doi.org/10.1016/j.ijhcs.2012.02.003


http://doi.acm.org/10.1145/1390085.1390098

Assignments

Mail job titles to instructors; response received by February 17

February 22: Human-computer interaction practice

Topics:

A new agenda for HCI
HCI careers

Readings:

http://dx.doi.org/10.1145/1978822.1978833


Pew Research Center. (2014). Older Adults and Technology Use


http://aisel.aisnet.org/amcis2012/proceedings/PerspectivesIS/2

Assignments

Critical commentaries begin
February 29: Data science: Information search and retrieval

Topics

What is data science?
Basic concepts and principles of information retrieval
  Theories of IR
  Evaluation IR systems

Readings:


Ch. 3: A survey of, and about, professionals
Ch. 5: Data scientists and organizations
http://it-ebooks.info/book/2592/


Thomas, P. (2012). To what problem is distributed information retrieval the solution? Journal of the American Society for Information Science and Technology, 63(7), 1471–1476,
http://dx.doi.org/10.1002/asi.22684

Assignments

IT application essay #1 due
If you are writing essay #2, mail URL of search engine to instructor, response received by March 1

March 7: Data science: Information search retrieval continued

Topics

  Data science professionalization
  Affective computing
  IR careers

Readings:


http://hal.inria.fr/docs/00/70/22/77/PDF/RR-7974.pdf


March 14: Spring Break

March 21: Social informatics and information science

Topics:

- What is social informatics?
- What is organizational informatics?
- Basic concepts and principles
- Sociotechnical approaches to ICTs
- IT and social change

Readings:


March 28: IT leadership

Topics:

- What is IT leadership?
- Basic concepts and principles
  - Managing
  - Leadership
  - Project management

Readings:

http://dx.doi.org/10.1108/10878571211209305

http://ac.els-cdn.com.ezproxy.lib.indiana.edu/S1048984313000994/1-s2.0-S1048984313000994-main.pdf?_tid=33fe010e-2e0c-11e4-b1ae-00000aab0f6b&acdnat=1408939345_f467f9ae41cf568952e81503b3548113

http://dx.doi.org/10.1111/j.1467-6486.2010.00976.x

http://dx.doi.org/10.1111/j.1467-6486.2010.00978.x

Assignment

IT application essay #2 due
If you are writing essay #3, send a brief description of the system you will investigate to the instructor; receive confirmation of your system by March 30

April 4: IT leadership (cont.)

Topics:

IT, work, and communication
Communities of practice
Strategy
Knowledge management
IT and organizations; learning from failure
SIML careers

Readings:


http://dx.doi.org/10.1111/j.1540-5915.2012.00357.x


Assignments

Presentation times assigned
Position paper due

April 11: Information professions and social media

Topics:

Social networks
Virtual teams

Readings:


Assignments:

Group career presentation times assigned
Critical commentaries end

April 18: Ethics, policy and the information professions

Topics

Ethical frameworks
Ethics and computing

Readings:


**Assignments:**

- IT application essay #3 due
- Critical commentaries completed

**April 25 Careers in the information professions**

**Assignments:**

- Group MIS career presentations
- Individual critique due
- Position paper due
Assignments, Grading, and Due Dates

This table shows the assignments you have to do, the dates that they will be discussed in class, other important dates, and the percentage each is worth towards the final grade, and the dates the assignments are due.

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<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Date due</th>
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<td>30%</td>
<td>Various times</td>
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<td>January 11</td>
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<td>Receive group assignments</td>
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<td>Investigation of MIS careers</td>
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<td>April 11, April 18</td>
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<tr>
<td>Discussed in class</td>
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<td>January 11</td>
</tr>
<tr>
<td>Meet with group to rank tracks</td>
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<td>January 25</td>
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<tr>
<td>Send rankings to instructor</td>
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<td>February 1</td>
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<td>Assigned to a track</td>
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<td>February 3</td>
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<tr>
<td>Submit job titles to instructor</td>
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<td>February 15</td>
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<tr>
<td>Receive confirmation from instructor</td>
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<td>February 17</td>
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<tr>
<td>Receive presentation time</td>
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<td>April 11</td>
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<td>February 10</td>
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<td>Receive confirmation</td>
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<tr>
<td>Receive confirmation</td>
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<td>March 30</td>
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<tr>
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<td>April 4</td>
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<td>January 11</td>
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<tr>
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<td>Throughout</td>
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