Syllabus

LIB350G Current Issues of the Information Age

J-Term 2019

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Course Description

Critical current issues concerning the use of information are examined and explored through the use of the research process. Students will collaborate to create projects detailing research in areas of global concern. Emphasis will be placed on the interdisciplinary nature of information and on the use of research techniques as a foundation for informed citizenship.

In a 1986 article titled, “Four Ethical Issues of the Information Age” for Management Information Systems Quarterly, Richard Mason wrote that there were four ethical issues of the information age: Privacy, Accessibility, Property, and Accuracy.* Thirty years later, we are still grappling with those issues only in a much more global environment. LIB350 will explore topics related to these four themes in order to identify how they will affect future citizens.

This course will introduce you to college level information research skills and to the URI University Libraries information resources. A series of graded skills exercises will prepare you for the research work.

LIB 350G: Issues of the Information Age encompasses three modules, with Module 1 consisting of Information Research Skills (IRS) and Modules 2 & 3 are group projects addressing themes of privacy, accuracy, property, and access

Students will work individually on the Information Research Skills exercises and will collaborate with classmates on the projects in Modules 2-3. Each succeeding project will increase in complexity, requiring the use of library resources and the information literacy skills practiced during the semester.

Class will meet in Library Room LL12

Course Goals

This course will prepare students to conduct university-level research to address current information issues and beyond that, to develop skills necessary for life-long learning.

Textbook(s): There is no textbook for this course

General Education Student Learning Outcomes

B4 Information Literacy
C1 Civic Knowledge and Responsibility

This is a Grand Challenge course

Student Learning Outcomes
After successfully completing LIB 350G, students will be able to:

Information Literacy

- Understand the economic, legal, and social issues surrounding the use of information
- Examine current information issues from the perspective of an informed citizen
- Determine the extent of information needed in order to recognize and articulate a research problem
- Develop appropriate and effective search strategies in order to efficiently locate and retrieve information sources from retrieval tools
- Critically evaluate information within the context in which it is published

Civic Engagement

- Advocate for a position on important information issues in order to understand the role of social networks and community groups in promoting social change
- Understand how governments, businesses, and non-governmental organizations enforce laws and policies that directly affect citizens’ full participation in society
- Engage directly in advocacy for an information issue through social and other media in order to reinforce one’s understanding of his/her role in society

Course Objectives (from IDEA Student Evaluation of Teaching)

Essential Objectives:
Learning how to find, evaluate, and use resources to explore a topic in depth
Learning to apply knowledge and skills to benefit others or serve the public good
**Important** Objectives
Acquiring skills in working with others as a member of a team
Learning to analyze and critically evaluate ideas, arguments, and points of view

**Grading**

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Research Skills exercises</td>
<td>30%</td>
</tr>
<tr>
<td>Project 1 – Privacy or Access</td>
<td>30%</td>
</tr>
<tr>
<td>Project 2 - Accuracy or Property</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance/Participation/Forum News Discussions/Readings Quizzes</td>
<td>10%</td>
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Your grade will be based on an A-F scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Value Equivalent</th>
<th>Letter Grade</th>
<th>Point Value Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>D</td>
<td>60-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>F</td>
<td>59 and below</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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**Policies**

**Grading** - Each project will be graded on a group basis with part of the group grade based on peer evaluation. Attendance and successful completion of the online exercises will be graded on an individual basis.

**Evaluation** - Group projects will be evaluated using a rubric distributed prior to the assignment. Individual exercises will be assessed on a point scale valued at 30 points of the course grade.
**Attendance** - Attendance is mandatory both online and in the classroom. Attendance is your path to success. This course involves group collaboration so your presence is vitally important to your partners. Missing class will impact your individual and group grades and thus will lower your course grade.

**Late Assignments** – late work is not accepted without prior communication from student. Assignments will lose 10% of the grade per day late (unless a legitimate reason is given to the instructor).

**Academic dishonesty**, including cheating and plagiarism, will not be tolerated. Please read the University Manual sections on **Plagiarism and Cheating, 8.27.10+** http://www.uri.edu/facsen/8.20-8.27.html

Any student needing special accommodations should contact the **URI Office of Student Life, Disability Services** at (401) 874-2098, TTD (via RI Relay) 1-800-745-5555, or on the Web at http://www.uri.edu/disability_services/

Please Read the URI Student Manual sections on the use of **Computing Facilities, 4.13-4.20** http://www.uri.edu/judicial/studenthandbook.pdf

**The Academic Enhancement Center**
The AEC offers a comfortable environment in which to study alone or together, with or without a tutor. AEC tutors are your peers; they have taken your courses, and can answer questions, clarify concepts, check your understanding, and help you to study. You can make an appointment or walk in anytime during office hours -- Monday through Thursday from 9 am. to 9 pm, Friday from 9 am to 1 pm, and Sunday from 4 pm. to 8 pm. For a complete schedule go to [www.uri.edu/aec](http://www.uri.edu/aec), call (401) 874-2367, or stop by the fourth floor in Roosevelt Hall.

**Weekly Schedule**

*Subject to change*

<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>In Class</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Theme: Research as Inquiry</strong></td>
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<tr>
<td>1/2</td>
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### Readings

- Mason, “Four Ethical Issues of the Information Age”
- InfoRhode Tutorials – START

### Assignments

- Syllabus Critique (Tests & Quizzes)
- Introduce yourself in Forums

### Resources

- Organizing Research Worksheet
- bubbl.us
- Concept Mapping – How to Start Your Term Research Paper (video)

### Assignments

- Information Research Skills Ex. 1 (Assignments)
- IRS Exercise 2 Background Research
- News articles postings in Forums

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<table>
<thead>
<tr>
<th>Class 2</th>
<th>Readings</th>
<th>Theme: Authority is Constructed and Contextual</th>
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<tbody>
<tr>
<td>1/3</td>
<td>InfoRhode Tutorials – GATHER II</td>
<td>Readings Quiz</td>
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<tr>
<td></td>
<td>InfoRhode Tutorials – CITE</td>
<td>Discussion/Activity</td>
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<tr>
<td></td>
<td>“Lib Basics: Information Organization”</td>
<td>Tabloids</td>
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<tr>
<td></td>
<td>“LIB Basics: Introduction to Articles and Periodicals”</td>
<td>Assignment Prep</td>
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<tr>
<td></td>
<td>Identifying Scholarly/Professional Journal Articles</td>
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<td></td>
<td>Using Boolean Operators (video)</td>
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<tr>
<td></td>
<td>Identify Your Sources (Video from Otis College)</td>
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### Resources
- Annotated Bibliographies
- Tips for Annotated Bibliographies
- OWL Annotated Bibliographies Guide

### Assignments
- IRS 3 – National Newspapers
- IRS 4 – Scholarly Articles and Government Publications

### Readings
- InfoRhode Tutorials – EVALUATE
- “LIB Basics: Quality of Information”
- The CRAAP Test

### Assignments
- IRS 5 – Web Evaluation
- I Came to College to be Taught! - Group Rules

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### Week 2
#### Privacy Revolution

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<tr>
<th>Readings</th>
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<tbody>
<tr>
<td>Linder, “The Right of Privacy”</td>
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<tr>
<td>Warren &amp; Brandeis, “The Right to Privacy”</td>
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<tr>
<td>Byrum, “The European Right to be Forgotten”</td>
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<tr>
<td>Voas &amp; Kshetri, “Human Tagging”</td>
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<tr>
<td>Sula, “Research Ethics in an Age of Big Data.”</td>
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<tr>
<td>Turgut, “Value of Information and Cost of Privacy in the Internet of Things”</td>
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<tr>
<td>Chung et al, “Alexa, Can I Trust You?”</td>
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#### Access Project

<table>
<thead>
<tr>
<th>Readings</th>
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<tbody>
<tr>
<td>United Nations, “Universal Declaration of Human Rights”</td>
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### Theme: Information has Value

Readings Quiz

Discussion/Activity

Group Rules

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### Theme: Scholarship as Conversation

Readings Quiz

Project Prep

Privacy Revolution Part 1

Readings Quiz

Project Prep

Privacy Revolution Part 2

Readings Quiz

Project Prep
- Dworznik, “The Public’s Right to Know in the Age of Social Media.”
- Horrigan, “How People Approach Facts and Information”
- Vick, “The Digital Divide: A Quarter of the Nation is Without Broadband.”
- “Technology Overuse May be the New Digital Divide”
- Scott, “Time Spent Online”

**Assignment**

**Accuracy Project**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8</td>
<td>Lab</td>
</tr>
<tr>
<td>1/9</td>
<td>Lab</td>
</tr>
<tr>
<td>1/10</td>
<td>Presentations</td>
</tr>
<tr>
<td>1/14</td>
<td>Property Project</td>
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<tr>
<td>1/15</td>
<td>Lab</td>
</tr>
<tr>
<td>1/16</td>
<td>Lab</td>
</tr>
</tbody>
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**Readings**

- Ikonen et al, “Transparency for Sponsored Content”
- CBS Sunday Morning - Overload: How Technology is Bringing us Too Much Information
- Petrescu et al, “Online Piracy Versus Policy and Cultural Influencers”
- Rempala & Okdie, “Safe Harbor”

**Accuracy Project**

- Fowler, “How Did Russian Trolls Get Into Your Facebook Feed?”
- Wells, “Russia Ads Targeted Precise Groups”
- Giles, *Handbook of Russian Information Warfare* (selections)
- Douglas, “Should Internet Researchers Use Ill-Gotten Information?”

**Assignment:**

**Access/Property**
Reading List
[Subject to updating]


