Course Description

This course provides an “Introduction to information science through the exploration of fundamental information science theories and information technologies. Theory and technology are discussed and applied to practical purposes in library and information services.” *This is a required course in the general MLIS curriculum.*

This course is about *Information Science*, a broad discipline that includes, but is not limited to, *Library Science*. In many ways, this course serves as a foundation to the entire MLIS program by surveying the major disciplines and paradigms in Information Science. Students will go beyond traditional librarianship to consider other information disciplines, such as information technologists and information policy experts. We will be examining:

- What is Information Science and what are the information disciplines?
- What is information and how do humans use it?
- What is the future of Information Science (and what is the future of information)?

Educational Goals and Outcomes

This course focuses upon GSLIS educational outcomes 1: Foundations, 3: Media and Technology, and 4: Leadership and Ethics. Upon successful completion of this course, students will achieve four course learning outcomes:

1. Explain information and its essential nature.
2. Recognize and distinguish historical debates in the field as to the essential nature of information, theories of information, theories of information behavior, organization of information, and ethics of information.
3. Describe and differentiate various technology tools.
4. Apply technology skills to present information in varied formats and tools.

This syllabus is organized in five sections:

SECTION 1: GENERAL INFORMATION AND POLICIES
SECTION 2: THE COURSE
SECTION 3: EXPECTATIONS
SECTION 4: EVALUATION OF STUDENT WORK
SECTION 5: COURSE CONTENT AND OUTLINE
Section 1: General Information and Policies

Course Prerequisite
None

Course Format
This is an asynchronous online course with no live meetings. Class begins Monday, 5/18/20 (first day of classes) and ends Friday 7/24/20 (last day of classes). Most assignments are due on Fridays.

Contact Information for the Instructor, Dr. Mandel
- Office location: Rodman Hall Office #107, Kingston, RI 02881
- Office Hours: by appointment
- Phone: 401-525-1613 (this is my work cell and you may call or text this number); 401-874-4646 (this is my office phone; I am rarely there so I recommend calling the cell phone)
- Fax: 401-874-4964
- E-mail: lauren_mandel@uri.edu
- Twitter: @lhmandel

Please note: I strongly encourage you to e-mail me or text me. I don’t check my office phone often. I will make every effort to check my e-mail daily and to reply to your e-mails as soon as possible. I make every effort to respond to emails within 24 hours, Mon-Fri.

Technology Requirements
At a minimum, you must have access to the following:
- Personal computer with internet access
- Two different web browsers (any two, such as Firefox, Chrome, Safari, and Explorer)
- Microsoft Office (Office 365 is available to all URI students: https://web.uri.edu/its/office-365/)
- Brightspace (https://urhodeisland.brightspace.com/d2l/login)
- Acrobat Reader (download Acrobat Reader DC for free at https://tinyurl.com/ucmfbk2; do not pay to download the Pro version)
- Google Apps for Education (included with your my.uri.edu account)

Throughout the course, you will use the following software, apps, and tools. Other than Microsoft Office, all other software, apps, and tools are available for free; instructions for accessing tools are available in the labs where you are asked to first use the tools:
- Brightspace
- Acrobat Reader
- Microsoft Word, Excel, and PowerPoint
- Google Docs, Sheets, Slides, Sites, and MyMaps
- Installed screenshot software on your operating system, Jing, or Lightshot
• An avatar tool, such as Bitmoji, Voki, Avachara, Doppel Me, Face Your Manga, and or Reasonably Clever
• Image editing software, such as Preview (for Mac), MS Paint (for Windows), or free tools like Pixlr
• A meme making tool, such as imgflip, Make a Meme, Quick Meme, or Canva
• Online presentation tools, such as Prezi, emaze, Projeqt, Zoho Show, or Canva
• Animation tools, such as PowToon or Scratch
• Comic tools, such as ToonDoo and Pixton
• Graphic design tools, such as Desygner, Canva, Snappa, ChartBlocks, Datawrapper, Silk, Sketchpad, or Thing Link
• Word cloud tools, such as Tagxedo, TagCrowd, Wordle, or Tagul
• Infographic tools, such as easel.ly, infogr.am, or Piktochart

Academic Integrity
All submitted work must be your own. If you consult other sources (class readings, articles or books from the library, articles available through internet databases, or websites) these must be properly documented, or you will be charged with plagiarism and will receive an F for the paper. In some cases, this may result in a failure of the course as well. In addition, the charge of academic dishonesty will go on your record in the Office of Student Life.

Regulations guiding academic integrity are outlined in the University of Rhode Island University Manual and the Graduate School Manual, specifically University Manual, Chapter 8 – Regulations for Students which outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading Chapter 8 §§ 8.27.10 - 8.27.21 (https://web.uri.edu/manual/chapter-8/) and the Graduate Manual (https://web.uri.edu/graduate-manual/) and for maintaining academic integrity.

Students with Disabilities
Any student with a documented disability is welcome and encouraged to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students office at 330 Memorial Union, 401-874-2098. You can also find them online at https://web.uri.edu/disability/ or email dss@etal.uri.edu.

Classroom Civility
The classroom, whether physical or virtual, is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, create an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing
their identities, and to develop an understanding of the community in which they live. Student conduct that disrupts the learning process, such as flaming, shall not be tolerated and may lead to disciplinary action and/or removal from class.

Communication
This course will use the Announcements tool in Brightspace for communications from the instructor to the class. These messages are available in Brightspace and will also be sent to you at your my.uri.edu email account. **You are responsible for checking your e-mail regularly.** When you email me, please:

- Put LSC508 Summer 2020 in the subject line (so I know what you're emailing about)
- Sign your name to the e-mail – full name, first and last (so I know who you are)
- If you are attaching a file to the e-mail, please include your last name in the filename.

Attendance
This is an asynchronous online course in which your attendance comes from logging into the course site, advancing through the modules, and contributing to the discussion board. You are expected to log into the course site and to contribute to the discussion board at least three times a week. This is reflected in the Weekly DB grade (see Section 4 below).

Incompletes
“For graduate students a grade of incomplete (I) shall be given in place of a grade when the work of the semester has been passing but has not been completed because of illness or for some other reason which, in the opinion of the instructor, justifies such a report” (Graduate School Manual, § 10.41). If you find yourself in a situation where you do not think you will be able to complete the course work in the semester, contact me **as soon as possible** so that we can discuss your options regarding course completion.

Gradable work
**Failure to follow these guidelines may result in a reduction of your grade.**

- Quizzes and discussion board are submitted via Sakai tools, labs and final projects are submitted via the class website, and all are due by 11:55 pm on the due date.
- **Late work will not be accepted.**
- Every assignment must be demonstrably proofread, clearly organized, and demonstrate mastery of the key concepts inherent in the assignment.
- Every assignment must adhere to the [University Manual §§ 8.27.10 - 8.27.21](#).
- Every assignment must be, in its entirety, (1) the original work of the student whose name is on the paper and who will receive credit for the assignment and (2) created by the student specifically for this course, in this semester only, and for the given assignment (unless otherwise specified).
- If you draw upon the published or unpublished work of another or others (quoting, paraphrasing, images, and videos), you must clearly state within the assignment exactly what portions of the assignment are derived from such work using the format for both in-text references and the Reference List provided in the *Manual of the American Psychological Association* (6th ed.).
Section 2: The Course

Course Materials

Required Textbook

*Note: If you have trouble obtaining a copy of this book, let me know ASAP.*

Additional resources
Additional resources (e.g., readings, videos, websites, etc.) will be available electronically via Sakai, subscription databases available through URI Libraries, and online. Please plan accordingly.

Brightspace Lessons
The course Brightspace site includes weekly lessons, in the Contents, each of which contains learning objectives, readings and/or videos, an online lesson that explain key concepts, and links to the week’s assignments including discussion board, quiz, lab, and the final project.

The Brightspace Site is available to support this course by the start of the new semester at [https://urhodeisland.brightspace.com/d2l/login](https://urhodeisland.brightspace.com/d2l/login). Log in using your URI single sign-on ID and password (if you have not set this up, call the Help Desk at 401-874-HELP immediately). You should see this course in My Courses on your Homepage, or you can find it using the Course Selector. You are required to check this Brightspace site at least three times a week to view the readings and lessons, post and respond to classmates’ posts in the Discussion Board, complete the quiz, and submit assignments.

Attribution of Sources
This course requires the use of the reference list and in-text citation formatting in the Manual of the American Psychological Association, 6th edition. General formatting guidelines are available freely through the OWL at Purdue: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/) and a tutorial is provided in the course Sakai site (see Academic Integrity link from the navigation menu). **Remember that ALL sources must be cited in ALL assignments, including discussion board posts. Failure to cite sources is a violation of the University Manual (see Academic Integrity above).**

Computer labs
Computer lab facilities are available in Rodman Hall, the HUB in Ranger Hall, the basement of the Kingston library, and the College of Education and Professional Studies (CEPS) in Providence.
Section 3: Expectations

Instructor’s responsibility to students
✓ I will be available to meet with students in Zoom by appointment.
✓ I will read and participate in the discussion board forums.
✓ I will be open to constructive input from students in the course.
✓ I will ensure that opportunities to participate are enjoyed equally by all students in the course.
✓ I will make every effort to respond to students’ emails within 24 hours, Monday-Friday.
✓ I will provide timely feedback (my plan is to return grades and feedback within one week of the assignment due date).

Students’ responsibility to the class
✓ Students are committed to completing the work of the class.
✓ Students will follow all class and university policies.
✓ Students will participate actively and regularly in the class.
✓ Students will interact professionally and effectively with their classmates.
✓ Students will alert the instructor immediately when they are experiencing health or other problems that affect their ability to keep up with class work.
✓ Students will behave professionally toward each other and the instructor.
Section 4: Evaluation of Student Work

Each assignment will be worth a pre-determined amount of points. The semester total will be 1000 points. Final point tallies and their associated letter grades are as follows:

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>930-1000</td>
<td>A</td>
</tr>
<tr>
<td>900-929</td>
<td>A-</td>
</tr>
<tr>
<td>880-899</td>
<td>B+</td>
</tr>
<tr>
<td>830-879</td>
<td>B</td>
</tr>
<tr>
<td>800-829</td>
<td>B-</td>
</tr>
<tr>
<td>780-799</td>
<td>C+</td>
</tr>
<tr>
<td>730-779</td>
<td>C</td>
</tr>
<tr>
<td>700-729</td>
<td>C-</td>
</tr>
<tr>
<td>600-699</td>
<td>D</td>
</tr>
<tr>
<td>0-599</td>
<td>F</td>
</tr>
</tbody>
</table>

Total Points Calculation for Course

- Discussion board: 10 weeks @ 20 points per week = 200 points
- Bi-weekly Quizzes: 5 quizzes @ 40 points each = 200 points
- Labs: 6 lab assignments @ 50 points each = 300 points
- Final Presentation: outline @ 50 points + website @ 250 points = 300 points

Total points: 200 + 200 + 300 + 300 = 1000 points

Assignment Descriptions and Details

Weekly Discussion Boards

Learning Objectives

- Explain information and its essential nature.
- Recognize and distinguish historical debates in the field as to the essential nature of information, theories of information, theories of information behavior, organization of information, and ethics of information.
- Describe and differentiate various technology tools.

Details

- This class will use the Discussions in the course Brightspace site for the weekly DB.
- Students are expected to contribute regularly to the discussion board to demonstrate their class participation.
  - Students are required to post on at least three different days to earn any grade for that week’s DB.
Because an A denotes exemplary work (i.e., above the minimum), you must post on four different days and demonstrate knowledge of the week's readings in two posts to earn full points for the week.

- The DB is meant to be a discussion, so your posts need to contribute but not overwhelm (keep it brief). Replying to other people's posts is encouraged.
- The instructor will begin prompts for the DB.
- Students are required to cite sources used in the DB in-text only (no reference list). Failure to cite sources is plagiarism pursuant to the University Manual and may result in an F for the week's DB and additional disciplinary action as detailed in the Manual § 8.27.

**DUE weekly on Friday Nights by 11:55 pm in Brightspace Discussions**

**Bi-Weekly Quizzes**

**Learning Objectives**

- Explain information and its essential nature.
- Recognize and distinguish historical debates in the field as to the essential nature of information, theories of information, theories of information behavior, organization of information, and ethics of information.
- Describe and differentiate various technology tools.
- Apply technology skills to present information in varied formats and tools.

**Details**

- Quizzes are intended to be low risk assessments that are used to reinforce and assess student learning of key course concepts. As such, each quiz is worth a small percentage of your total grade.
- Each quiz is open-book and open-note. You are allowed (and to some degree expected) to use your notes during the quizzes.
- Quizzes are not timed.
- You will have three attempts to take each quiz and Brightspace will record the highest grade you earn.

**DUE bi-weekly on Friday Nights by 11:55 pm in Brightspace Quizzes**

**Labs**

**Learning Objectives**

- Describe and differentiate various technology tools.
- Apply technology skills to present information in varied formats and tools.

**Details**

- Students will download lab instructions from the Assignments section of Brightspace.
- Labs will be on the following topics:
  - Lab 1: Intro to the Web and HTML ([DUE 5/29/20; you have 2 weeks for this lab!](#))
  - Lab 2: Word Processing ([DUE 6/5/20](#))
  - Lab 3: Spreadsheets ([DUE 6/19/20; you have 2 weeks for this lab!](#))
  - Lab 4: Slideshows ([DUE 6/26/20](#))
Final Project

Learning Objectives

• Explain information and its essential nature.
• Recognize and distinguish historical debates in the field as to the essential nature of information, theories of information, theories of information behavior, organization of information, and ethics of information.
• Describe and differentiate various technology tools.
• Apply technology skills to present information in varied formats and tools.

Details

• Each student will create a new page called Information Science under their individual page in the class Google Site.
• This page will have six topics (give each topic its own header on your page)
  1. Introduction: overview your project
  2. Information: compare and contrast definitions of information, concluding with your own definition of information
  3. Information Science: describe the historical and contemporary transitions in the field, concluding with a prediction of where IS will be in 20 years
  4. Application of IS to My Career: explain how you will work with information in your career
  5. Conclusion: wrap up your project
  6. References
• Students will provide a thorough, complete, and organized presentation of the key concepts in the course, incorporating readings, videos, and student-created media from the labs (or created new for this project) on their web page.
• This project has two deliverables:
  o **An Outline of the Final Project is DUE 7/10/20**
    - Outlines must include (1) student’s name, (2) notes for all required topics, including in-text citations of all paraphrased and quoted material and all planned images and videos not created by the student, (3) plans for incorporation of student-created media in all topics, and (4) a reference list. See the OWL at Purdue or the APA Manual for instructions on citing sources.
    - Submit this file as LSC508_SU20_Outline_Lastname.docx (replace Lastname with your last name and you can download Google docs in .docx format).
  o **The Final Project is DUE 7/24/20**
    - Web pages must include (1) all required topics, (2) in-text citations of all paraphrased and quoted material and all embedded images and videos not created by the student, and (3) a reference list. See the OWL at Purdue or the APA Manual for instructions on citing sources.
Section 5: Course Content and Outline

The following is a planned outline of the course topics and readings. Weather and other unforeseen events can require adjustments to the schedule, but I will always provide you with advance notice of any changes to the course schedule. Students are expected to complete the readings, view the lessons in Brightspace, post to the discussion board, complete the labs, take the quizzes, and complete the final project.

This course introduces a complex topic, for which there are many opinions: What is Information Science? What are the main concepts, principles, and paradigms?

Week 1: Information Science (May 18-22, 2020)

Objectives

1. Define Information Science and describe its history.
2. Differentiate Information Science from other disciplines.
3. Build a personal web page.
4. Recognize HTML coding and styles.

Readings

Required


Lab Readings (required but not due until next week)


Optional Supplementary Readings, depending on interest


Assignments

- Week 1 DB

Week 2: Information Technology (May 23-29, 2020)

Objectives

1. Identify, define, and describe key information disciplines.
2. Explain information processes.
3. Recognize and explain how information professionals apply the key concepts and principles of the information disciplines.
4. Build a personal web page.
5. Recognize HTML coding and styles.

Readings

Required


Lab Readings (required; see week 1)

Optional Supplementary Readings, depending on interest


Assignments

- Week 2 DB
- Lab 1
- Quiz 1


**Objectives**

1. Define information.
2. Distinguish information, data, and knowledge.
3. Compare different word processing software and use them to present information.

**Readings**

**Required**


**Optional Supplementary Readings, depending on interest**


Assignments
- Week 3 DB
- Lab 2

**Week 4: IS and information (June 6-12, 2020)**

Objectives
1. Compare scholars’ definitions of information.
2. Compare different spreadsheet software and use them to present information.

Readings
**Required**


**Optional Supplementary Readings, depending on interest**


Assignments
- Week 4 DB
- Quiz 2

*We will now shift away from asking the existential questions of our discipline and begin to focus on how humans use information. We will examine a few issues related to the use of information that you can explore throughout your time in the program.*

**Week 5: Communicating Information (June 13-19, 2020)**

Objectives
1. Identify and describe how information is used for communication.
2. Compare different presentation software and use them to present information.
Readings
Required

Optional Supplementary Readings, depending on interest

Assignments
- Week 5 DB
- Lab 3

Week 6: Information Society (June 20-26, 2020)

Objectives
1. Recognize an information society.
2. Compare different presentation software and use them to present information.

Readings
Required


Optional Supplementary Readings, depending on interest


Epipheo. (2013, May 6). *What the internet is doing to our brains* [Video file]. Retrieved from https://www.youtube.com/watch?v=cKaWJ72x1rl


Assignments
- Week 6 DB
- Lab 4
- Quiz 3

Week 7: Information Policy & Information Ethics (June 27 – July 3, 2020)

Objectives
1. Recognize information laws, policies, and ethics.
2. Describe key ethical concerns for information professionals.
3. Explain information visualization and create visualizations.
Readings

Required

Copyright Clearance Center. (2011, Feb. 11). *Copyright on campus* [Video file]. Retrieved from https://www.youtube.com/watch?v=2UWaQK5Wbvs


Read One


Optional Supplementary Readings, depending on interest


Assignments

- Week 7 DB
- Lab 5

*As we reach the end of the semester, we will think about where Information Science is going in the 21st century. Where should the discipline be going? How will information and our (humans’) relationship to it change?*

Week 8: New Literacies (July 4-10, 2020)

Objectives

1. Define various literacies and describe how people can acquire them.
Readings

Required


Optional Supplementary Readings, depending on interest


Assignments

- Week 8 DB
- Lab 6
- Quiz 4
- Outline of Final Project

Week 9: Future of IS (July 11-17, 2020)

Objectives

1. Identify factors impacting the future of Information Science.
2. Build a personal web page.
3. Explain information and its essential nature.
4. Recognize and distinguish historical debates in the field as to the essential nature of information, theories of information, theories of information behavior, organization of information, and ethics of information.
5. Describe and differentiate various technology tools.
6. Apply technology skills to present information in varied formats and tools.
Readings

Required


Optional Supplementary Readings, depending on interest


Assignments

➢ Week 9 DB

Week 10: Information Redux (July 18-24, 2020)

Objectives

1. Build a personal web page.
2. Explain information and its essential nature.
3. Recognize and distinguish historical debates in the field as to the essential nature of information, theories of information, theories of information behavior, organization of information, and ethics of information.
4. Describe and differentiate various technology tools.
5. Apply technology skills to present information in varied formats and tools.

Readings

Required (re-reading)


Assignments

- Week 10 DB
- Quiz 5
- Final Project