IST 499  
Spring 2012  

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We will use Blackboard, Google applications and Elluminate extensively throughout the semester.

Course Description  
Development of professional skills in information science. This course includes development of student presentation skills both in face-to-face and computer-mediated formats, including interviewing, web development (ePortfolios), the resume, and oral presentation skills. IIST 499w meets the University at Albany’s Oral Discourse Requirement and upper level Writing Intensive Requirement (20 pages of written material). Prerequisite: Information Science Major, senior status.

Learning Goals  
At the end of this course, students will be able to:  
- Identify, question and assess different perspectives on topics related to information science.  
  As demonstrated by group class activities, blogs, projects and presentations.  
- Define, support, and defend opinions on these topics.  
  As demonstrated by group class activities, blogs, projects and presentations.  
- Track themes through diverse topics.  
  As demonstrated by group class activities, blogs, projects and presentations.  
- Present and support those opinions verbally, in writing both in face-to-face and computer-mediated forums, and with visuals.  
  As demonstrated by Elluminate (webinar) presentations, face-to-face presentations, and poster presentations.  
- Evaluate the writing and presentations of others and suggest methods for improvement.  
  As demonstrated by peer evaluated presentations (both face-to-face and computer mediated and peer evaluated writing assignments.  
- Cooperate and interact effectively and appropriately with a team.  
  As demonstrated by a variety of workshops and team based projects.  

Readings  
The Facebook Effect by David Kirkpatrick  
Additional readings will be posted on Blackboard  

There will be additional readings throughout the semester as new pieces are published. When possible, links will be added to Blackboard.
Teams

This course will be using a modified Team-Based-Learning (TBL) format (www.teambasedlearning.org). This instructional method aims to help develop your 21st century workplace learning skills and will be done in a way that will hold teams accountable for using course content to make decisions that will be reported publically and subject to cross-team discussion/critique.

Individual grades will be influenced by team performance on team-based assignments. While in many courses, group work can be structured unfairly, such that some students end up doing all the work while everyone shares in the credit, two factors will prevent that from happening in this class. First, nearly all graded team work will be preceded by one or more preparatory assignments, for which each individual will be accountable, thus ensuring that individual team members are each prepared to contribute to the team effort. Second, each individual’s contribution to team work will be assessed by his or her teammates during the semester.

Phase 1 – Preparation: You will complete specified readings for each module.

Phase 2 – Readiness Assurance Test: At the first class meeting of each module, you will be given a Readiness Assurance Test (RAT). The RAT test (10 multiple-choice questions) measures your comprehension of the assigned readings, and helps you learn the material needed to begin problem solving in phase 3. Once the test period is over, the instructor may give a short mini-lecture to clarify concepts that are not well understood as evidenced by the individual test scores. The purpose of phase 2 is to ensure that you and your teammates have sufficient foundational knowledge to begin learning how to apply and use the course concepts in phase 3. RATs are closed book and based on the assigned readings.

• Individual RAT (iRAT) – You individually complete a 10 question multiple-choice test based on the readings.

• Team RAT (tRAT) - Following the iRAT, the same multiple-choice test is re-taken with your team. These tests use a “scratch and win” type answer cards known as an IF-AT. You negotiate with your teammates, and then scratch off the opaque coating hoping to reveal a star that indicates a correct answer. Your team is awarded 10 points if you uncover the correct answer on the first scratch, 6 points for second scratch, and 2 point for third scratch.

• Appeals Process - Once your team has completed the team test, your team has the opportunity to complete an appeal. The purpose of the appeal process is to allow your team to identify questions where you disagree with the question key or question wording or ambiguous information in the readings. Instructors will review the appeals outside of class time and report the outcome of your team appeal at the next class meeting. Only teams are allowed to appeal questions (no individual appeals).

• Feedback and Mini-lecture - Following the RATs and Appeal Process, the instructor may provide a short clarifying lecture on any difficult or troublesome concepts.
**Phase 3 - In-Class Activities:** You and your team use the foundational knowledge, acquired in the first two phases to make decisions that will be reported publically and subject to cross-team discussion/critique. We will use a variety of methods to have you report your team’s decision at the end of each activity. The presentation of your team responses are critical to the team grade. You should expect each team member to present individually and for the entire team to present with smooth transitions.

**Grading determined 1/24/2012**

There will be an individual set of grades, a team set of grades, and a peer review grade. The percentage given to each category and within each category for specific assignments will be determined the first day of class. Once the weighting is determined, a student sample for download will be available on Blackboard so you can track your own grades.

<table>
<thead>
<tr>
<th>Category</th>
<th>Assignment Type</th>
<th>Weight Within Category</th>
<th>Category Weight in the Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Grades</td>
<td>iRAT Tests</td>
<td>40%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Individual Assignments</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Team Grades</td>
<td>gRAT Tests</td>
<td>40%</td>
<td>40%</td>
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<tr>
<td></td>
<td>Unit Projects</td>
<td>60%</td>
<td></td>
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<tr>
<td>Peer Evaluation</td>
<td></td>
<td></td>
<td>20%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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</table>

* Student teams will negotiate the exact proportions of individual grades, team grades, and peer evaluation in the course, within the ranges given above. For example, they may agree on individual grades at 50%, team grades at 30% and peer evaluation at 20% of a student’s course grade.

**Policies**

**Attendance:** Your in-class performance is key to your success in this course. Attendance, itself, is not graded. Instead, graded in-class activities and assignments constitute an important part of the course grade. Keeping a passing average on these is not possible without consistent attendance. Missing class means the student earns an automatic zero for the activities or assignments missed. No make-up opportunities will be available.

**Tardiness:** Missing an assignment or activity that happened before a student arrives or after a student leaves also earns a zero. No make-up opportunities will be available.

If you know that it will be difficult for you to consistently get to class on time and stay for the entire period, you should take this course at a time that better fits your schedule. Missing or being late frequently will guarantee a low grade for the course.
Make-up Policy: There are generally no make-up opportunities for missed assignments except in extenuating circumstances. Instead of asking to make up missed work, please use the course ‘safety valves’ described below.

Since there will be occasions in your life when missing a class meeting is simply unavoidable, this course has 2 no-fault safety valves.

Safety valve 1: You may miss ONE class and it’s associated in-class assignment grade(s). So, if you must miss class for any reason, it will be possible to drop the zero you would automatically receive for missing the assignment. Be careful not to waste your drop on frivolous things early in the semester, since you may need it if you catch a cold or need to leave town for a day later in the semester. If you do not use your safety valve for missed classes, you will be able to use your safety valve to improve your grade, by dropping your lowest score.

Plan carefully for classes that you know you will need to miss. Work, religious practice, sports team travel, military duty, club activities, fraternity/sorority obligations, family responsibilities, assignments for other courses, and even brief illnesses, etc—these are your responsibility to manage by using your safety valve. If you need to be out of class for any of these, make sure you have conserved your droppable grade to cover the class you need to miss.

Safety valve 2: If you become seriously ill during the semester, or become derailed by unforeseeable life problems, and have to miss so many assignments that it will ruin your grade, schedule a meeting with me in order to make arrangements for you to drop the course to save your grade point average. Don’t wait until it’s too late to see me when you get in trouble.

Late papers: Papers are due on the due date, in class. Late individual papers will be accepted, but will be graded out of 90 points during the first 24 hours late, out of 80 points for the second 24 hours, etc.

Cell phones & laptops: Please make sure your cell phone and laptop are turned off before entering the classroom. There will be occasions where we will use both cell phones and/or laptops.

Special needs policy: The Disability Resource Center on campus can provide any services or accommodations needed for students with disabilities. Please let me know and then contact the Disability Resource Center in Campus Center 137, or at 442-5490, if needed.

Policies from Undergraduate Bulletin:
http://www.albany.edu/undergraduate_bulletin/regulations.html

Note: a student found plagiarizing in this class will receive a zero for the assignment and the Violation of Academic Honesty Report will be filed with the Vice Provost of Undergraduate Studies and the Department.
**Timeline TBA; Final Schedule on Blackboard**

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Class work and assigned homework</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/24</td>
<td>Introductions Grade Distribution Syllabus</td>
<td>1. Review syllabus and Blackboard content &lt;br&gt;2. Read <em>The Facebook Effect</em>, Prologue and chapter one. &lt;br&gt;3. Create Google Account and submit address in Blackboard.</td>
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<tr>
<td>2</td>
<td>1/31</td>
<td>Guest Speaker: Career Center; Resumes and ePortfolios (first 90 minutes of class) &lt;br&gt; RAT 0: Syllabus</td>
<td>1. Read <em>The Facebook Effect</em>, Ch 2-4 &lt;br&gt;2. Create your ePortfolio &lt;br&gt;3. Google Account</td>
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<td>3</td>
<td>2/7</td>
<td>RAT 1: <em>The Facebook Effect</em>, Ch 2-4</td>
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<td>4</td>
<td>2/14</td>
<td>RAT 2: <em>The Facebook Effect</em>; Ch 5-6</td>
<td>Online Dating WebSites &lt;br&gt;1. Read two blog posts on <a href="http://socialmediacollective.org/">http://socialmediacollective.org/</a> &lt;br&gt;2. Be prepared to present an overview of these posts</td>
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<td>5</td>
<td>2/21</td>
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<td>1. Elluminate</td>
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<td>6</td>
<td>2/28</td>
<td>Guest Speaker: Allison Hosier; Evaluating Sources of Information</td>
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<td>7</td>
<td>3/6</td>
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<td>Week of 12 March, Spring Break</td>
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<td>8</td>
<td>3/20</td>
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<td>1. Complete midterm evaluation</td>
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<td>9</td>
<td>3/27</td>
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<tr>
<td>10</td>
<td>4/3</td>
<td>Elluminate; Distance class</td>
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<td>11</td>
<td>4/10</td>
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<td>4/17</td>
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<td>4/24</td>
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<td>14</td>
<td>5/1</td>
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| 15 | 5/8 | Poster session  
Peer evaluation | 1. Bring poster of final paper research  
2. Final portfolio reflection due on BLS |