IIST 601: The Information Environment (7889)
Syllabus - Fall 2017 (Fully Online)

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1. Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Abebe Rorissa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course role</td>
<td>Instructor</td>
</tr>
<tr>
<td>Office</td>
<td>Draper 140B</td>
</tr>
<tr>
<td>E-Mail</td>
<td><a href="mailto:arorissa@albany.edu">arorissa@albany.edu</a></td>
</tr>
<tr>
<td>Telephone</td>
<td>518-442-5123</td>
</tr>
<tr>
<td>Office hours</td>
<td>Thursdays, 12:00–4:00PM; by appointment (phone or email/Blackboard)</td>
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<table>
<thead>
<tr>
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<tr>
<td>Course role</td>
<td>Teaching Assistant (TA)</td>
</tr>
<tr>
<td>Office</td>
<td>Online</td>
</tr>
<tr>
<td>E-Mail</td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department’s office:</th>
<th>Draper 113</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>Mon. - Fri. 8:30-4:30</td>
</tr>
<tr>
<td>URL:</td>
<td><a href="http://www.albany.edu/information-science/">http://www.albany.edu/information-science/</a></td>
</tr>
<tr>
<td>Mailing address:</td>
<td>Department of Information Science, Draper Hall, Room 113, University at Albany, State University of New York, 135 Western Avenue, Albany, NY 12222</td>
</tr>
</tbody>
</table>

2. Course Information

2.1 Course Description

Provides a theoretical background for students entering the information science professions. Through guest speakers, field trips, a variety of readings, class discussion, lectures, and writing assignments, students gain knowledge of the critical themes in the field, such as information seeking, users, environments, policies, and ethics.

2.2 Fully Online Learning/Course

This section of IST 601 will be offered in a fully online learning format. The class will integrate online lectures and discussions/interactions with online assignments. We will NOT meet face-to-face for the course’s 15 or so weeks. A number of assignments and all of the classwork will be completed independently using the Blackboard Learning System (BLS). If you are unfamiliar with Blackboard, please visit the Blackboard help pages for students (http://ondemand.blackboard.com/students.htm, https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student). During the first week of classes, you will complete an “Ice-Breaker” module that includes specific exercises and tasks that require the use of Blackboard.

2.3 Objectives

It is expected that students who finish this course will have been exposed to, and be able to:

- Discuss the basic foundations, concepts, models, theories, & methods of library and information sciences.
- Recognize, understand, and demonstrate their understanding of the relationships and interactions between information/content, people, and technology as well as the role each plays within the context of the various information environments;
- Recognize the dynamic nature of information/content, people, and technology and be able to adapt to the changes constantly;
- Discuss the historical, social and economic context of formal and informal information activities, technologies and services;
- Discuss the different types of formal settings—political, economic, institutional, educational, technological—within which information is produced, processed, sought, disseminated, and used
Discuss the ways in which information is created, organized and distributed, and how it is sought by users;
Discuss the critical issues within the information profession — ownership, privacy, free access, cost, censorship—and the ethical and social conflicts involved.

IST601 is also designed to help students meet the following Goals and Objectives of the Department of Information Science:
1. Demonstrate a sense of professional identity by applying the concepts and principles of library and information sciences and related disciplines.
2. Know the history of the information professions and understand the changing roles of information professionals in a global environment.
3. Recognize the crucial role of users in the development and delivery of user-centered information systems and services.
4. Formulate, interpret, and implement information policy including issues of privacy, equity, intellectual property, and intellectual freedom.
5. Promote and demonstrate the use of ethical standards in the creation, management, and use of information.
6. Conduct and apply research to develop, maintain, and evaluate information content and assess information services.
7. Understand, implement and use appropriate technologies in the delivery of information content and services.
8. Understand the information environment and build collaborative relationships to strengthen library and information services and literacy.

Goals/Objectives #1, 2, 6, 7, and 9 will be assessed using a number of assignments aligned to corresponding rubrics & checklists.

2.4 Class Meetings
The course is fully online. Check the weekly course schedule for assignment and project due dates. There are no quizzes and final examination in the course. Final papers are due the last week of classes, but will be accepted earlier.

2.5 Prerequisites
None. This is the foundations or introductory course for the Master of Science in Information Science (MSIS) program.

2.6 Textbook
There is one required textbook. A copy of the textbook is on reserve in the Dewey Library (Downtown campus).


Additional readings from the professional and scholarly literature are also required. The additional required readings will be available in Blackboard.

Where to Get the Book: You should be able to order the textbook from bookstores or online sellers such as Amazon (https://www.amazon.com/).
3. Technology Requirements

3.1 Internet access and Blackboard

Reliable Internet access is required to access the course’s Blackboard site. High-speed Internet access is recommended, but you may find dialup access sufficient. Blackboard recommends a number of Web browsers. You can check whether your browser is supported here: https://help.blackboard.com/Learn/Instructor/Getting_Started/Browser_Support/Browser_Checker. You can also obtain Blackboard Mobile Learn: https://wiki.albany.edu/display/public/askit/Blackboard+Mobile+Learn.

If you don’t have Internet access or you are unable to access the Internet from your home, you may wish to consider using a computer on campus (here is a list of computer labs on campus: http://library.albany.edu/infocommons/labmaps, http://library.albany.edu/infocommons/) or in a public library.

If you experience problems accessing Blackboard, please read the Blackboard Help pages at: http://www.albany.edu/blackboardhelp (UAlbany) & http://help.blackboard.com (Blackboard). If you can’t find a solution on the Blackboard Help pages, please contact the University at Albany Information Technology Services (ITS) Help Desk at http://www.albany.edu/its/currentstudent.html or call (518) 442-3700.

3.2 Technology competencies

IST 601 personnel do not provide training in entry-level technology skills. We assume that you possess basic computer skills, including the ability to browse the Web; create, send, receive, and read email, including attachments; access and respond to interactive web pages; use word processing functions such as copying, cutting, and pasting text; and the ability to open, edit, and store/save computer files. If you lack skills in these areas, we recommend that you take IST 523 and/or expect to devote extra time to learning these skills.

However, we do provide course-related help and personal assistance. As part of the “Ice-Breaker” module, you will also complete specific assignments/exercises that require the use of Blackboard. However, if you are relatively new to Blackboard, we recommend taking the tutorials available at: https://help.blackboard.com/en-us/Learn/Reference/Blackboard_Learn_Videos.

4. Assignments & Course Requirements

4.1 Assignments

Note the following specifications, especially for the “Open Topic” & “Information Professionals” assignments:

- See the “Weekly Course Schedule” for due dates of all assignments.
- Papers should be word-processed, double-spaced, and with 12 point type the rule.
- Papers should be submitted, via Blackboard, to their respective drop boxes as electronic documents (single file for each assignment).
- All assignments should be submitted by 11:59PM on the due date.
- When you do quote or refer to a piece of writing or source, please follow APA, MLA, or Chicago Manual of Style. (see the Web for more information; search “APA style”; “MLA style”; or “Chicago Manual of Style”). This is your choice.
- Please make sure to paginate your papers.

Open Topic Reaction Paper: This and the “Information Professionals” assignment have similar parameters. Select two articles, chapters, or books from the course readings or from other library databases or online resources. The two articles should NOT include articles by Burnett, Cahill, Craig,
Feather, and Kennan. In a 3-page (double spaced) essay reflect on the content, surprises, arguments, similalities and differences of the two articles/pieces. In your essay discuss both articles at once (as opposed to splitting the paper and writing 1.5 pages on each).

Remember that the objectives of this course include creating a professional awareness of the field. You will have to read many articles in order to find two that lend themselves to discussion. While reading for these assignments you will have a chance to look at writing in the field, as well as at the types of journals in which information science types publish. The course readings include a wide range of materials that have been, in part, recommended by various faculty members in the Department.

Give a bibliographic citation for each work at the start of your paper. (Just copy it out of the bibliography and paste the two citations directly below your title and before your first paragraph.) Use headings for various sections of your paper in order to keep yourself organized. It is strongly recommended that you finish drafts of these papers in advance of the due dates, let them sit, and then rewrite to make them even more coherent and tight. Give your paper a title that reflects the overarching theme of your discussion. It is probable that it will have something to do with one of the major topics of the course.

Field Study Assignment: This is a group assignment and it is designed to provide you with an opportunity to investigate a selected information environment in some detail. You are free to choose your group (of two to four students) and the environment that you would like to study, with a few reservations. You may not study a place where you work or have worked—you will learn more if you choose an environment that you do not know. Also if you work in a particular environment, choose a different type of environment (if an academic library, select a bookstore or an archives; if a bookstore, select a children's section of a library or the inventory system of large for-profit corporation). The previous examples are only suggestions to give you a range of possibilities. You will probably find it helpful if the environment is conveniently situated for home or work access, but make sure that it is large enough to provide sufficient information for your study.

You will work on this project in groups of two to four. Each group should pick a group leader and make the selection of the information environment by Week 3 (at 11:59PM on 9/13) (the group leader should submit the field study topic to the appropriate drop box on the group’s behalf). Very often a group project allows for more discussions, more creative thinking, and a better final product/paper. Consider this project a way to “scope out” a possible internship or job interest while fulfilling the requirements for this course.

The Field Study

1. Make an initial (anonymous if possible) visit to the environment to determine whether it will be suitable for your purposes and to get a feel for the atmosphere.
2. Collect copies of any materials they have on display or their website. You might append these to your final paper.
3. Introduce yourself as an MSIS/CAS/PhD student, explain the project, and ask if you can make an appointment to talk to a senior member of the professional staff.
4. Read all the materials you have collected, and anything else you can find about your environment before the interview so that you will sound informed and interested.
5. Come prepared with a list of topics you wish to discuss, and questions that you wish to ask. Try to cover all the information that you need at this one meeting so that you will not need to go back. Do get a telephone number or email address, and permission to contact the person you interviewed if you do find that you need more details.
6. Please note that steps one through five above are exactly what you would do if you were going for an interview for a job or internship.
7. You might ask permission to study the environment in more detail—be a fly on the wall—if it is not a truly public space. In an open environment like a public or academic library you can just go back to make more observations.
8. Select the environment by Week 3. We will poll the class to make sure that we are not unduly studying one particular environment.
The Paper/Wiki Page

For your report, each group will need to collaboratively construct a group Wiki page in Blackboard that covers the following topics. As with the other assignments for this course, think pithy with headings (as opposed to rambling prose). The Wiki page should run between 7 to 10 printed pages. Appendices are not included in the page limit, BUT they should all be referred to in the text.

Background: What is the environment that you are studying? What population does it serve? What are the information needs of these people? Does the institution you are studying have any data on who does (and does not) use its services? Where is it located? What is its external environment?

History: Give at least a paragraph on the history of the organization. How long has it been around? Has its mission and/or location changed over time? Look for a few pertinent facts. There is a lot of difference between a 150-year-old library and a 3-year-old computer software company.

Management: Is there a mandated management body? Who is on it and what is the role of the head manager? What are the responsibilities of this group, and how well are they qualified to fulfill them? Is there an official policy document on management?

Staffing: Numbers of professional and nonprofessional staff. How their roles differ. Where they fit in the management structure. Are these sufficient to provide efficient service? Has there been much staff turnover in recent years (and what might be the reasons)? Again, if you are working with a private sector organization, this information might be hard to obtain. Do the best you can based upon the interview and any observations you make.

Funding: If this is a public sector organization, what is its budget and from where does funding come? How has funding changed over the last years? Is the budget sufficient to meet the organization’s needs? If this is a private sector organization you will be able to look up annual reports although some businesses are hesitant to give you information on market share. Do the best you can with getting financial information.

Collections: Size and makeup of the information that is being organized and used. Different types of materials collected (any recent changes or developments?) Do they have special collections? If so, what are they?

Technology: How involved is the organization in using technology to do its business? What areas are automated and how? How has the introduction of technology changed staff roles? Are there new positions or have the old staff learned the job?

Services: What new services has the organization introduced in the last few years (if any)? Were these in response to technological developments, user requests, or perceived need? Are they especially related to particular user groups or aimed at the general population?

Floor Plan (if appropriate): Part of dealing with information environments is figuring out information flows and general levels of accessibility. In order to judge these please include a floor plan of your information environment as an appendix in your Wiki page and discuss it in the text. It can be hand drawn, just neat and labeled, and scanned. You may use a floor plan (plans) that already exist in the agency.

General Impressions: What were the general issues that surfaced during your fieldwork? Were there surprises, interesting facts, procedures that you would recommend to others?

Consultant’s Suggestions for Improvement: Finish your Wiki page by putting on the hat of a consultant hired to make improvements in the environment you have studied. What needs to be changed and how? What works really well and should not be changed? This is a truly subjective part of the paper. You’ll have to spend more time thinking than writing. How would you evaluate the effectiveness of this organization in serving its customers? Each member of the group needs to contribute to this section individually.
Graphics: This is an optional item, but digital cameras have made it possible for you to illustrate your field study if you so desire.

There is no bibliography required for this assignment unless you have looked up additional materials on the environment, or used someone else’s ideas in order to make a point or compare a similar situation. Label appendices (A, B, C) in the order that you discuss them in your paper. Feel free to combine topics above or rearrange them as seems appropriate for your environment. Be creative in your design and organization of the Wiki.

Information Professionals Paper--Final Paper of the Course: Read the articles by Burnett, Cahill, Craig, Feather, and Kennan, the various codes of ethics (ACM, ALA, and SAA), and Chapter 5 of the Bawden & Robinson book. These explicitly discuss the information professional. In a 4 to 5 page (double-spaced) essay reflect on how you plan to position yourself in the field of information science. What are your career goals? What are the strengths that you bring to the field? Where will you need to study more and develop stronger skills? Refer to at least three of the five articles and relevant chapters of the textbook as they focus or enhance your discussion. Citations that simply cite the author’s name in parentheses at the end of a sentence are fine. You should also feel free to reflect upon what you have learned throughout the course—speakers, other readings, field projects, and online discussion—that influenced how you see yourself in the profession.

Use headings for various sections of your paper in order to keep yourself organized. Give your paper a title that reflects the overarching theme of your discussion. It is o.k. to use the first person for the paper. Continue to avoid contractions, the second person, and colloquialisms. The grade for this paper will be based upon your organization, mechanical correctness, coherent presentation, and thoughtfulness.

4.2 Peer Review

In addition to the three major assignments (Open Topic Reaction Paper, Field Study Assignment, and Information Professionals Paper), you will be required to post short answers to discussion questions, which will be added to the modules for some weeks, based on readings for the course. Your postings should be made by Wednesday so that you will be able to review one other student’s post and make a comment or respond to the post by Friday. In your comment/response, you can give a feedback; ask a question, and point out a conceptual and/or factual error. Simply saying “I agree” or “I disagree” is not enough. You don’t have to wait until either Wednesday or Friday to post. Please note that you will not be able to post a peer review until after you post your own short answer.

4.3 Efforts Expected

Students can expect to work 3 to 4 hours per week for each credit hour. This means students may spend about 9 to 12 hours a week on online discussions, readings, assignments, and other activities. The instructor and TA want students to succeed and we are available to help. Students who are having problems or find themselves spending substantially more than 12 hours on average per week or falling behind are strongly urged to contact the instructor as soon as possible. In addition to comprehending the subject matter, students are expected to develop or refine various professional skills, including teamwork and appropriate use of technology.

4.4 Style Manuals & Guidelines

In written reports, students are required to cite sources according to the format rules in either the APA or Turabian style manual (not both):


Style manuals are available in the reference sections of many mainstream bookstores and the reference or reserve sections of the University at Albany Libraries.

4.5 Online Participation and Communication

Each student is expected to have an email account for this class. Blackboard messages (internal) is the best (and preferably the only) method for communicating with the instructor and TA concerning the course, assignments, questions, and readings. Each student must also subscribe to IST-L (http://www.albany.edu/information-science/assets/Listserv_instructions.pdf), the Information Studies listserv.

Students are required to use Blackboard to read course materials, including assignments, submit assignments electronically, and contribute to online discussions. They are also expected to visit the course’s Blackboard site at least once every other day to respond to communications from the instructor, TA, or other students. For all assignment deadlines, see the course’s weekly schedule.

5. Student Performance Evaluation (Grading)

5.1 Grading

Grades are determined on a 10-point scale. An A signifies superior work beyond basic requirements of the course, B signifies adequate work that meets most requirements, and C or lower signifies inadequate work that does not meet the requirements.

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<tr>
<th>Letter Grade</th>
<th>A</th>
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<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D</th>
<th>E</th>
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<td>86-89</td>
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<td>79-82</td>
<td>75-78</td>
<td>71-74</td>
<td>68-70</td>
<td>60-67</td>
<td>0-59</td>
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The following shows the weights (percentage of total grade) of the various assignments.

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<tr>
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<th>Percentage of Total Grade</th>
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<tbody>
<tr>
<td>“Ice-Breaker” Module &amp; Blackboard exercises</td>
<td>5%</td>
</tr>
<tr>
<td>Blackboard discussion postings (10 in total)</td>
<td>30%</td>
</tr>
<tr>
<td>Open topic reaction paper</td>
<td>15%</td>
</tr>
<tr>
<td>Field study assignment</td>
<td>30%</td>
</tr>
<tr>
<td>Information professionals paper</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Keep in mind that submitting assignments on time and replying to communications via Blackboard in a timely fashion are factors in assigning grades/scores.

5.2 Grading criteria

**Deadlines:** To facilitate timely grading, all assignments must be submitted by 11:59PM on the due date. A point will be deducted for each day an assignment is late. An exception can be made if the student absolutely cannot meet the deadline and notifies the instructor in advance. Without this notification and an extension by the instructor, any assignment submitted more than one full week (7 days) late will not be reviewed or graded. Students may also lose points for incomplete submissions and failure to follow instructions. If you do not understand the assignment and instructions, you should contact the instructor -- prior to assignment deadlines.

**Writing Expectations:** One of the goals of the course is to help you learn the tools for effective research and writing at the graduate level. As such, your papers are expected to be well researched, well organized and well written. Quality academic writing carries the reader along in a logical progression, is well organized, is clear, adheres to the format prescribed by the assignment, does not use the first person (e.g. I or we, unless specifically allowed in the assignment), avoids colloquialisms, uses correct grammar/punctuation/spelling, and supports statements with cited references. A good general reference for research writing is available at: https://owl.english.purdue.edu/owl/.
A useful free Open Source computer tool for helping organize your thoughts and topics is FreeMind. It is available at: [http://sourceforge.net/projects/freemind/](http://sourceforge.net/projects/freemind/).

**Substantive Post:** A contribution to an online discussion through postings is substantive if it responds to the discussion question or another student’s post by critically reflecting on what is being discussed. Simply posting “I agree” in response to another student’s post would not be considered a substantive post.

**Participation:** In order to benefit from the course, each student needs a high level of participation in all online discussions and activities. All students are expected to login to the course’s Blackboard site at least once every other day and to reply to email within 24 hours. Exceptions are weekends and holidays unless an assignment is due.

### 5.3 Grade options

**Extra credit:** No assignments for extra credit will be made under any circumstances. Students who are having trouble with regular assignments should contact the instructor as early as possible for advising.

**Withdrawal:** Please see the University at Albany’s policy on withdrawal ([http://www.albany.edu/graduatebulletin/requirements_degree.htm](http://www.albany.edu/graduatebulletin/requirements_degree.htm)) and the semester schedule for deadlines. Please note that a student who simply stops participating and does not file for withdrawal per University at Albany procedures may receive a grade of “E”.

**Incomplete:** A tentative grade of “I” is given only when the student has nearly completed the course but due to circumstances beyond the student’s control the work is not completed on schedule. The student is responsible for contacting the instructor to request an incomplete and discuss the work required for completing the course in advance of the end of the semester. The date for the completion of the work is specified by the instructor. The date stipulated will not be later than one month before the end of the session following that in which the Incomplete is received. The grade “I” is automatically changed to “E” unless work is completed as agreed between the student and the instructor.

### 6. Readings

Note that, in addition to the textbook, a number of reading materials for the course will be available electronically on the course’s Blackboard site under “Readings”. Some materials might not be available at the beginning of the semester.

### 7. Course Policies

#### 7.1 Class Attendance

Although the class does not meet face-to-face, all students are expected to login to the course’s Blackboard site at least once every other day and to reply to email within 24 hours. You are asked to notify the instructor in advance if you expect to submit work late or intend to withdraw from the course. This course depends heavily upon student participation and you need to explore the course materials in Blackboard to get full benefit from the course.

#### 7.2 Class conduct

**Availability:** The instructor and TA are available for student consultation during office hours, by appointment, and online in Blackboard. Students are expected to check Blackboard messages (internal) at least once every other day to see whether the instructor or TA is trying to reach them. Students should not assume that instructors and TAs are online 24 hours a day, 7 days a week, to answer your questions immediately (even though we will try to do so as much as possible).
**Courtesy:** In class (online) discussions and group assignments, the instructor, TA, and students are expected to demonstrate professional behavior. This means cooperating and interacting in a courteous, supportive, and tactful manner based on mutual respect for each other's ideas.

### 7.3 Plagiarism and Academic Dishonesty/Misconduct

The instructor of this course has a zero tolerance policy for academic dishonesty, plagiarism ([http://library.albany.edu/usered/plagiarism/](http://library.albany.edu/usered/plagiarism/)), and cheating. As a policy for this course, plagiarism, self-plagiarism or cheating will result in a failing grade for the course. In addition, the instructor will pursue further disciplinary action at the University level including reporting to the Office of Conflict Resolution & Civic Responsibility ([http://www.albany.edu/judicial_affairs/](http://www.albany.edu/judicial_affairs/)) according to the policies set forth in the current University at Albany Undergraduate Bulletin or University at Albany Graduate Bulletin, whichever is applicable to the student. The instructor abides by and enforces all relevant University at Albany policies.

Academic misconduct includes cheating, plagiarism and other unethical and illegal activities. Students are encouraged to form study groups and to talk about and read each other's assignments. Learn by interacting with one another—support and help one another. Nonetheless, students are expected to give credit where credit is due by citing the work and ideas of others in papers that they write. If you are not sure about what constitutes academic dishonesty, ask the instructor or err on the side of citing more than you think necessary.

The Department of Information Science takes academic dishonesty very seriously. Before taking classes within the Department of Information Science, you should familiarize yourself with the Department’s academic dishonesty policy, available in both the Department’s graduate handbook and online at [http://www.albany.edu/content_images/Academic_Dishonesty.pdf](http://www.albany.edu/content_images/Academic_Dishonesty.pdf). Professors reserve the right to add to the Department’s policy as they see appropriate.

### 7.4 Students with disabilities

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you believe you have a disability requiring accommodation in this class, please notify the Director of the Disability Resource Center (BA 120; Phone: (518) 442-5490; [http://www.albany.edu/disability/index.shtml](http://www.albany.edu/disability/index.shtml)).
8. Course Schedule as of 8/11/2017 (subject to revision)

Weekly Course Schedule (Topics, Speakers, Readings, and Assignments to hand in): The instructor will adjust the schedule as speakers commit to the calendar. Readings will be announced to correspond to speaker topics.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment/Due*</th>
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<tbody>
<tr>
<td>1</td>
<td>8/28 – 9/3</td>
<td>Introductions; Syllabus; Course information; Blackboard</td>
<td>Course syllabus; Student profiles/introductions; Blackboard exercises</td>
<td>Complete “Week 1” Module</td>
</tr>
<tr>
<td>2</td>
<td>9/4 – 9/10</td>
<td>Information and Communication: Concepts &amp; History</td>
<td>Bawden &amp; Robinson(pp. xii-xiv; pp. xv-xxv; pp. xxvi-xxx(Skim); Chapter 2; Chapter 4; Chapter 10); Buckland (1991, 1997)</td>
<td>Online post**</td>
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<td>3</td>
<td>9/11 – 9/17</td>
<td>Information Environment &amp; Information Science</td>
<td>Bawden &amp; Robinson (Chapter 1; Chapter 2; Chapter 3; Chapter 14); Dewan (2012); Saracevic (1999); Zins (2007a, 2007b)</td>
<td>Online post**</td>
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<td>4</td>
<td>9/18 – 9/24</td>
<td>Information Society</td>
<td>Bawden &amp; Robinson (Chapter 11; Chapter 15); Duff (2008)</td>
<td>Online post**</td>
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<td>5</td>
<td>9/25 – 10/1</td>
<td>Information Technologies &amp; their impact on Society</td>
<td>Bawden &amp; Robinson (Chapter 7; Chapter 10); Bush (1945)</td>
<td>Online post**</td>
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<td>6</td>
<td>10/2 – 10/8</td>
<td>Information Economics</td>
<td>Bawden &amp; Robinson (Chapter 10); Lievrouw &amp; Farb (2005); Wheeler (2011)</td>
<td>Online post**</td>
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<td>7</td>
<td>10/9 – 10/15</td>
<td>Information Organization &amp; knowledge Management</td>
<td>Bawden &amp; Robinson (Chapter 4; Chapter 6); Berners-Lee, Hendler, &amp; Lasilla (2001); Duffy (2000); Koenig (2005); McCollum (2006); Rorissa (2007); Zins (2007c)</td>
<td>Online post**</td>
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<td>8</td>
<td>10/16–10/22</td>
<td>Information Users &amp; Human Information Behavior</td>
<td>Bawden &amp; Robinson (Chapter 9); Belkin (2000); Burnett &amp; Erdelez (2010); Marchionini (2008); Fisher, Durance, &amp; Hinton (2004); Jurkowski (2006); Wilson (2010)</td>
<td>Online post**</td>
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<td>9</td>
<td>10/23 –10/29</td>
<td>Open Topic Paper</td>
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<td>Open Topic Paper due</td>
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<td>10</td>
<td>10/30 –11/5</td>
<td>Information Policy: Copyright, Privacy, Ethics, Censorship, &amp; Open Access (Guest Speaker - Lorre Smith)</td>
<td>Bawden &amp; Robinson (Chapter 10; Chapter 11; Chapter 12); Asheim (1953, 1983); Brooks (2012); Greengard (2008); Fleischmann, Robbins, &amp; Wallace (2011); Wengert (2001); ALA, ACM, &amp; SAA Codes of Ethics; ASIST Professional Guidelines</td>
<td>Online post**</td>
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<td>11</td>
<td>11/6 –11/12</td>
<td>Information Literacy</td>
<td>Bawden &amp; Robinson (Chapter 13); Buschman (2009); Ferguson (2009); Snavely (2005); Talja (2006)</td>
<td>Online post**</td>
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<tr>
<td>12</td>
<td>11/13–11/19</td>
<td>Field Study Assignment</td>
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<td>Field study Wiki due</td>
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<td>13</td>
<td>11/20–11/26</td>
<td>Thanksgiving Week</td>
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<td>14</td>
<td>11/27 –12/3</td>
<td>Information Professions; Diversity (Guest Speaker – Frank D’Andraia)</td>
<td>Bawden &amp; Robinson (Chapter 5); Fisher, Durance, &amp; Hinton (2004); Honma (2005); Marshall, Marshall, Morgan, Barreau, Moran, Solomon, Rathburn-Grubb, &amp; Thompson (2009)</td>
<td>Online post**</td>
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</tbody>
</table>

* All assignments should be submitted through Blackboard before midnight on the due date. **These are posts in response to discussion questions and peer review comments based on a number of readings for the course.