

IIST 601: The Information Environment (6745) Fall 2008

Rorissa601Fall08Syllabus.doc

Instructor:

Abebe Rorissa

Office: Draper 140B; **Tel.:** (518) 442-5123, **E-mail:** arorissa@albany.edu

Office Hours: Wednesdays, 12:30–3:00PM, Thursdays, 1:00–3:30PM; by appointment (phone or email)

Class Hours: Thursdays, 4:15-7:05 PM in Draper 313B

Class Meetings: The course will meet 13 times. Check the weekly course outline (page 3) for meeting dates. There are no quizzes for the course and no final examination. Final papers are due the last day of class, but will be accepted earlier. In the event of inclement weather, check 442-SNOW for an announcement on university closings.

Class Attendance: Attendance is taken each week. In the unavoidable event of an absence, students should check the course's Blackboard site or make arrangements with other students to pick up class notes and assignments. Time will be given during the first meeting of class for students to find study partners. Students who miss more than 2 classes will have their final average dropped by two points per each additional absence. This course depends heavily upon student participation. Students need to attend class to get full benefit from the course.

Prerequisites: None. This is the introductory course for the masters program.

Readings: There are two required texts, *The Wealth of Networks* (Benkler) and *Fundamentals of Information Studies*. A copy of the Lester & Koehler book is on reserve in the Dewey Library. Other required readings will also be available in Blackboard.

Benkler, Yochai. *The Wealth of Networks*. New Haven: Yale Univ. Press, 2006, is available in free download version at:

http://www.benkler.org/Benkler_Wealth_Of_Networks.pdf

Lester, J. and W. C. Koehler, Jr. *Fundamentals of Information Studies*. 2nd Ed. New York: Neal-Schuman, 2007. ISBN: 1-55570-594-4

Where to Get the Books:

Only Mary Jane Books has the required text (Lester and Koehler) for the course, although you should be able to order it from other bookstores, walk-in or virtual.

Please see the weekly course outline (page 3) and bibliography, for citations, at the end of this syllabus (beginning page 9). Required readings will be available on the course's Blackboard site.

Student Performance Evaluation: Evaluation is based upon the following weightings:

- 20% Wealth of Networks papers
- 10% Participation in class & Blackboard; initial Blackboard exercises
- 15% Open topic reaction paper
- 30% Field assignment
- 25% Information professionals final paper

Keep in mind that attendance is a factor in grading (see attendance statement above). Additionally, the instructor will give a grade of "R" (rewrite) for any paper that does not meet graduate level standards. Students have **one week** to rewrite the paper and resubmit it for a new grade. Please write "*required rewrite*" on the top of the revised paper. The "R" grade will be removed at that time. Students who wish to may substantially rewrite and resubmit papers within the same one week time frame. Please indicate "*voluntary rewrite*" on the top of the revised paper and include a statement on how you changed the paper and why it deserves a higher grade.

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

- The historical, social and economic context of formal and informal information activities, technologies and services;
- The different types of formal settings—political, economic, institutional, educational, technological—within which information is processed;
- The ways in which information is created, organized and distributed, and how it is sought by users;
- The critical issues within the information profession—ownership, privacy, free access, cost, censorship—and the ethical and social conflicts involved.

Time Required: This class meets for approximately three class contact hours each week. Homework should take two to three hours per each contact hour. You will need to devote at least 9 hours per week to this class (3 hours in class and 6 to 9 hours outside of class). If you find yourself spending substantially more than 12 hours on average per week, please see the instructor.

Email & Blackboard: Each student is expected to have an email account for this class. Students will need to check their Blackboard mail at least twice a week. Blackboard mail is the best method for communicating with the instructor concerning assignments, questions, and readings. Each student must also subscribe to IST-L, the Information Studies listserv.

Incompletes: No incompletes will be given in this class without the express permission of the instructor in advance of the end of the semester. Students who do turn in papers late without the express permission of the instructor will have their paper grade lowered by 5 points under the assigned grade. There is no rewrite option for late-without-permission papers. No kidding. See the instructor about marriages, births, and other legitimate issues that might cause a paper to be late.

Academic Dishonesty: Due to the exploratory nature of this course, 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, citing the work and ideas of others in papers that they write. 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. 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 Studies takes academic dishonesty very seriously. Before taking classes within the Department of Information Studies, 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/cci/informationstudies/forms/admin_forms/Academic_Dishonesty.pdf. Professors reserve the right to add to the Department's policy as they see appropriate.

Course Outline as of 8/8/2008 (subject to revision)

Weekly Course Outline (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.

Date	Topics	Readings	Due*
8/28	Introduction; Course syllabus; Blackboard		
9/4	Information, Information Environment, and Information Professional?	Lester, Chapters 2 and 7	Blackboard Exercises
9/11	The Information Society	Lester, Chapters 1-6 and 13, Boynton (2000), Hildreth (2002), Mann (2001), Nunberg (1996)	
9/18	Information Economics	Lester, Chapter 9, Benkler, Chapters 1 and 2. See also Braunstein (1979), King (1998), Kingma (1992), and Mellon (1986)	
9/25	Book discussion: Peer production and communication	Benkler, Chapter 3	WON #1 Field topic
10/2	Users and User Studies	Bilal (2000), Jurkowski (2006), Lathey (2001), Lucky (1998), Markey (2007a, 2007b), Mellon (1986), Sample (2001), Somi (2005)	
10/9	No Class		
10/16	Visual Information; diversity issues, information literary	Tufte PowerPoint, Camara (2007), Fisher (2004), Rorissa (2007), Snavely (2005), Talja (2005)	Discuss paper found in databases
10/23	Book discussion— information filtering, relevance and accreditation, knowledge management	Benkler, Chapters 4 and 5; See also Asheim (1953), Holsapple (2002), McCollum (2006), McInerney (2002), Thornton (2000)	
10/30	Open topic paper discussion, Copyright	Gasaway (1998), Ginsberg (1993), Mann (1998)	Open Topic Paper due
11/6	Field study discussion (1--short); Book discussion— information and public discourse	Benkler, Chapters 6, 7 and 8 Lester, Chapters 11 and 12 Smith (2001)	WON #2 (choose one between WON 2 and 3)
11/13	Book discussion— information, development, social ties and privacy	Benkler, Chapters 9 and 10; Lester, Chapter 8; Alderman and Kennedy (1995), Grossman (1998)	WON #3 (see above)
11/20	Jobs, resumes, interviews; Ethics; Field study discussion (2--long)	http://www.albany.edu/ci/informationstudies/resources.shtml , Lester, Chapter 13; ALA, ACM and SAA Codes of Ethics, Baase (1997), Koehler (2000), Rubin (1996)	Field study; Scenario of ethical dilemma
11/27	No Class – Thanksgiving		
12/4	Information professionals discussion; class evaluations	Lester, Chapter 7, Crosby (2000), Davenport (2002), Griffiths (1998), Melton (1999), Rurak (1998), Taylor (2000)	Information professionals paper

* All assignments should be submitted through the “[Assignments](#)” option on the “[Course Tools](#)” menu of Blackboard before midnight on the due date

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. Good academic writing carries the reader along in a logical progression, does not use the first person (e.g. I or we), avoids colloquialisms, and supports statements with cited references. A good general reference for research writing is available at:

<http://owl.english.purdue.edu/workshops/hypertext/ResearchW/>

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/>

Graduate Assistant: The Graduate Assistant (GA) for this course is _____ (____@albany.edu), an INF PhD student. The GA will be grading assignments for the course and generally helping with administrative matters as well as have student help sessions and email (Blackboard) question answering. The GA's office hours (in Draper 118) for the course are: Wednesdays and Thursdays, 3:15 to 4:15PM.

Assignments for the Semester

Note the following specifications for all the assignments for the course:

- See the "Weekly Course Outline" for due dates for assignments.
- Students should have papers ready at the beginning of the class and be prepared to discuss their findings and conclusions with the class.
- Papers should be word-processed, double-spaced, and single sided, with 12 point type the rule.
- Papers should be submitted via Blackboard mail (sent to the instructor).
- All assignments should be submitted before midnight on the due date.
- When you do quote or refer to a piece of writing, please follow APA, MLA, or Chicago Manual of Style. (see web for information; search "APA style"; "MLA style"; or "Chicago Manual of Style"). This is your choice.
- Please make sure to paginate your papers
- Finally, finishing a paper during class time is not considered good form. The professor frowns on missing class to complete word processing in the basement of Draper. Please plan ahead so that this does not happen to you.

Wealth of Networks Assignments

WoN #1:

In chapter 3, Benkler discusses peer production of information products as a key aspect of digital networks. Reflecting on your career goals, how do you think peer production will affect the information environment you will be in? How will the issues of filtering information for relevance and credibility be achieved? What impact will these developments have on your professional role? Write a paper (3 to 4 pages double spaced maximum) succinctly summarizing your thoughts.

This should be a collection of thoughts with grammatical sentences and coherent paragraphs. Headings for each topic are required (underlined or bold). You should also give your paper a title that reflects its content and your point of view.

Be prepared to discuss your critical issues in class the day the paper is due.

The four page maximum is designed to keep your paper pithy—rather than discussing one issue in great detail it is expected that you will formulate a series of critical points and in each case get to the

point. Hit the nail on the head and move on. Use quotations sparingly if at all. There is no need to quote other literature in this paper. You are not expected to cover everything that is discussed in the book. Be selective. Read some essays from **The New York Review of Books** if you need to find a voice for this kind of writing.

WoN #2:

In chapters 6, 7 and 8 Benkler argues that digital networks have the potential to change political and cultural discourse both within the United States and worldwide. Do you find his arguments convincing or unconvincing? Explain your reasoning.

WoN #3

Benkler argues in Chapters 9 and 10 that broad access to digital information is critical to achieve a just use of technology. From an ethical standpoint, what role should information professionals have in helping to achieve information equity? In your professional role, what constraints and affordances do you think you will have that would affect your ability to support equity of access?

Open Topic Reaction Paper

This and the information professional assignment have similar parameters. Select two articles, chapters, or books from the course bibliography or from other university database or online resources. (*These should NOT be any of the five information professionals articles (see last assignment parameter; not Bates, Crosby, Griffiths, Melton, or Rurak).*) In a **3-page double spaced** essay reflect on the content, surprises, arguments, similarities and differences of the two pieces. In your essay discuss both articles at once (as opposed to splitting the paper and writing 1.5 pages on each). See the student writing samples in the appendices for an example of doing this well.

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 bibliography includes 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 do 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 Assignment

This assignment is designed to provide you with an opportunity to investigate a selected information environment in some detail. You are free to choose 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 possibilities 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 may work on this project by yourself or in groups of two. Very often a group project allows for more discussions, more creative thinking, and a better final product on the paper. Consider this project a way to "scope out" a possible internship or job interest while fulfilling the requirements for this course. Expect to present your field study to the class.

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. (See introductory letter.)
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 your interview person 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 the 4th week of class. We will poll the class to make sure that we are not unduly studying one particular environment. This will also be a time to decide to work together if two individuals have unknowingly selected the same environment.

The Paper

For your report you will need to cover the following topics. As with the other assignments for this course, think pithy with headings (as opposed to rambling prose). The paper should run between 7 and 10 typewritten pages (maximum) double-spaced. Appendices are not included in the page limit, BUT they should all be referred to in the text. Groups as well as individuals will be held to the ten-page limit.

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 changed over time? Its location? 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 paper and discuss it in the text of your paper. It can be hand drawn, just neat and labeled. 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 paper 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?

Graphics: This is an optional item, but digital cameras have made it possible for you to illustrate your paper if you so desire.

There is no bibliography required for this paper 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. A reminder: no report covers, please.

Information Professional Paper--Final Paper for Course

Read the articles by Bates, Crosby, Griffiths, Melton, and Rurak, the various codes of ethics (ACM, ALA, and SAA), and Lester Chapter 7. 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 sections of Benkler 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 class discussion--that influences 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.

Selected Bibliography on Information Environment
Prepared by
Professor Deborah Andersen

Note that the bibliographic 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.

- Alderman, Ellen and Caroline Kennedy. 1995. *The Right to Privacy*. New York: Knopf. (See pp. 321-332, "Privacy and Information")
- Arunachalam, Subbiah. 1999. Information technology: What does it mean for scientists and scholars in the developing world? *Bulletin of the American Society for Information Science* 25(4): 21-24.
- Asheim, Lester. 1953. Not censorship, but selection. *Wilson Library Bulletin* 28(September): 63-67.
- Asheim, Lester. 1983. Selection and censorship: A reappraisal. *Wilson Library Bulletin* 58(3, November): 180-84.
- Baase, Sara. 1997. *A gift of fire: Social, legal, and ethical issues in computing*. Upper Saddle River, NJ: Prentice Hall. (monograph; "Chapter 10" on Blackboard)
- Bates, Mary Ellen. 1998. The newly minted MLS: What do we need to know today? *Searcher* 6(5): 30-33.
- Bilal, Dania. 2000. Children's use of the Yahoo! search engine: I. Cognitive, physical, and affective behaviors on fact-based search tasks. *Journal of the American Society for Information Science* 51(7): 646-665.
- Bowles, Jerry. 1998. The future Internet: Faster, smarter, mobile, scarier. *Newsweek* (November 16): 12-14 (special advertising section)
- Boynton, Robert S. 2000. You say you want an e-book revolution? *Time Digital* (December): 39-48.
- Bradley, Janette. 1998. Human-computer interaction and the growing role of social context. *Bulletin of the American Society for Information Science* 24(3): 18-19.
- Braunstein, Yale. 1979. Costs and benefits of library information: The user point of view. *Library Trends* 28(1): 79-87.
- Castells, M. 1996. *The rise of the network society*. Malden, MA: Blackwell Publishers Ltd.
- Brown, John Seely and Paul Duguid. (2000). *The Social Life of Information*. Cambridge, MA: Harvard University Press. [Note that this was formerly a required text for the course and is now recommended instead.]
- Camara, Giberto and Frederico Fonseca. 2007. Information Policies and Open Source Software in Developing Countries. *Journal of the American Society for Information Science and Technology* 58(1): 121-132.
- Crawford, Walt. 1998. Paper persists: Why physical library collections still matter. *Online* (January/February): 42-48.
- Crosby, Olivia. 2000. Librarians: Information experts in the information age. *Occupational Outlook Quarterly* (Winter): 3-15. [o.k 1/16/08] <http://www.bls.gov/pub/ooq/2000/Winter/art01.pdf>

- Davenport, Thomas H. 1997. *Information Ecology: Mastering the Information and Knowledge Environment*. New York: Oxford University Press. [Note that this was formerly a required text for the course and is now recommended instead.]
- Davenport, Thomas H., Robert J. Thomas and Susan Cantrell. 2002. The mysterious art and science of knowledge-worker performance. *MIT Sloan Management Review* (Fall): 23-30.
- Drucker, Peter F. 1994. The age of social transformation. *Atlantic Monthly* 274 (November): 53-80.
- Fisher, Karen E., Joan C. Durrance and Marian B. Hinton. 2004. Information grounds and the use of need-based services by immigrants in Queens, New York: A context-based, outcome evaluation approach. *Journal of the American Society for Information Science and Technology* 55(8):754-766.
- Franklin, Phyllis. 1993. Scholars, libraries, and the future of primary records. *College & Research Libraries* 54(September): 397-406.
- Gasaway, Laura N. 1998. Copyright, the Internet, and other legal issues. *Journal of the American Society for Information Science* 49(11): 1003-1009.
- Getz, Malcolm. 1987. Some benefits of the online catalog. *College & Research Libraries* 48(May): 224-240.
- Getz, Malcolm. 1988. More benefits of automation. *College & Research Libraries* 49(November): 534-544.
- Ginsberg, Jane C. 1993. Copyright without walls?: Speculations on literary property in the library of the future. *Reflections* 12(Spring): 53-73.
- Griffiths, Jose-Marie. 1998. The new information professional. *Bulletin of the American Society for Information Science* 24(3): 8-12.
- Grossmann, John. 1998. Could John Grossmann have some privacy please? *Sky* (April): 66-74.
- Harris, Blake. 1999. Empowering the digital citizen. *Government Technology* 12(11): 7, 45-47.
- Hildreth, Charles R. and Michael Koenig. 2002. Organizational realignment of LIS programs in academia: From independent standalone units to incorporated programs. *Journal of Education for Library and Information Science* 43(2): 126-133.
- Holsapple, Clyde W. and Kshiti D. Joshi. 2002. Knowledge management: A threefold framework. *The Information Society* 18(1): 47-64.
- Johnson, Jeff. 1996. The information superhighway: A worse case scenario. *Communications of the ACM* 39(2): 15-17.
- Jorgensen, Corinne L. 1999. Theory and practice in the organization of images and other visuo-spatial data for retrieval. *Bulletin of the American Society for Information Science* 25(6): 13.
- Jurkowski, Odin L. 2006. The library as a support system for students. *Intervention in School and Clinic* 42(2): 78-83.
- King, Donald W. 1998. Some economic aspects of the Internet. *Journal of the American Society for Information Science* 49(11): 990-1002.
- Kingma, Bruce R. and Philip B. Eppard. 1992. Journal price escalation and the market for information: The librarians' solution. *College & Research Libraries* 53(6): 523-535.
- Karrakar, Roger. 1991. Highways of the mind. *Whole Earth Review* (Spring): 4-11.
- Koehler, Wallace and J. Michael Pemberton. 2000. A search for core values: Towards a model code of ethics for information professionals. *Journal of Information Ethics* 9(Spring): 26-54.

- Lathey, Jonathan W. and Bernadette Hodge. 2001. Information seeking behavior of occupational health nurses: How nurses keep current with health information. *AAOHN Journal* 49(2): 87-95. (Note: Lathey is a graduate of the Department of Information Studies.)
- Lucky, Robert W. 1998. A lucky hit. *Technology Review* 101(4): 72-75.
- Mann, Charles C. 1998. Who will own your next good idea? *The Atlantic Monthly* 282(3): 57-66.
- Mann, Thomas. 2001. The importance of books, free access and libraries as places—and the dangerous inadequacy of the information science paradigm. *Journal of Academic Librarianship* 27(4): 268-281.
- Marcum, Deanna. 2002. When Everyone Will Be a Librarian: The Future of Libraries. *Journal of the Association for History and Computing* 5(1). [o.k. 1/16/08]
<http://journals2.iranscience.net:800/mcel.pacificu.edu/mcel.pacificu.edu/JAHC/JAHCV1/ARTICLES/marcum/Marcum.htm>
- Markey, Karen. 2007a. Twenty-five years of end-user searching, Part 1: Research findings. *Journal of the American Society for Information Science and Technology* 58(8): 1071-1081.
- Markey, Karen. 2007b. Twenty-five years of end-user searching, Part 2: Future research directions. *Journal of the American Society for Information Science and Technology* 58(8): 1123-1130.
- McCollum, Duane. 2006. Mark Twain and knowledge management. *Information Outlook* 10(9): 15-24.
- McInerney, Claire. 2002. Knowledge management and the dynamic nature of knowledge. *Journal of the American Society for Information Science and Technology* 53(11): 1009-1018.
- Mellon, Constance. 1986. Library anxiety: A grounded theory and its development. *College & Research Libraries* 47(2): 160-165.
- Melton, Marissa. 1999. The modern MLS degree: Library schools today are turning out webmasters. *US News & World Report*.
- Nunberg, Geoffrey. 1996. Farewell to the Information Age. In *The Future of the Book*. Berkeley: Univ. of California Press.
- O'Connor, Brian C. and Mary K. O'Connor. 1999. Categories, photographs & predicaments: Exploratory research on representing pictures for access. *Bulletin of the American Society for Information Science* 25(6): 17-20.
- Oppenheimer, Todd. 1997. The computer delusion. *Atlantic Monthly* 280(July): 45-62.
- Peck, Robert S. and Ann K. Symons. 1997. Kids have first amendment rights, too. *American Libraries* 28(8): 64-65.
- Peek, Robin, Jeffrey Pomerantz, and Stephen Paling. 1998. The traditional scholarly journal publishers legitimize the Web. *Journal of the American Society for Information Science* 49(11): 983-981.
- Redman, Thomas C. 1998. The impact of poor data quality on the typical enterprise. *Communications of the ACM* 41(2): 79-82. [Read Redman & Tayi PLUS another article for a reaction paper—they are short and companion pieces]
- Rorissa, Abebe. 2007. Benchmarking visual information indexing and retrieval systems. *Bulletin of the American Society for Information Science and Technology* 33(3): 15-17.
- Rurak, Maura. 1998. Demand explodes for librarians with high-tech research skills. *National Business Employment Weekly*.
- Rubin, Richard and Thomas J. Froehlich. 1996. Ethical aspects of library and information science. In *Encyclopedia of Library and Information Science* 58(21): 33-52.

- Sample, Holbrook. 2001. The great escape. *City Limits* 26(2): 18-23. (Note: Sample is a graduate of the Department of Information Studies)
- Smith, Martha. (2001). Global information justice: Rights, responsibilities, and caring connections. *Library Trends* 49(3): 519-537.
- Snavely, Loanne. 2005. Visual images and information literacy. *Reference & User Services Quarterly* 45(1): 27-32.
- Somi, Ntombizodwa G. and Karin de Jager. 2005. The role of academic libraries in the enhancement of information literacy: A study of Fort Hare Library. *South African Journal of Libraries and Information Science* 71(3): 259-267.
- Stieg, Margaret F. 1990. Technology and the concept of reference: Or what will happen to the Milkman's cow? *Library Journal* 115(7): 45-49.
- Talja, Sanna. 2006. The social and discursive construction of computing skills. *Journal of the American Society for Information Science and Technology* 56(1): 13-22.
- Tayi, Gin Kumar and Donald P. Ballou. 1998. Examining data quality. *Communications of the ACM* 41(2): 54-57. [Read Redman & Tayi PLUS another article for a reaction paper—they are short and companion pieces]
- Taylor, Mary K. 2000. Library webmasters: Satisfactions, dissatisfactions, and expectations. *Information Technology and Libraries* 19(3): 116-124.
- Tenopir, Carol. 2002. Educating tomorrow's information professionals today. *SEARCHER: The Magazine for Database Professionals* 10(7): 12-22.
- Thornton, Glenda A. 2000. Impact of electronic resources on collection development, the roles of librarians, and library consortia. *Library Trends* 48(4): 842-856.
- Tufte, Edward R. 1983. *The Visual Display of Quantitative Information*. Cheshire, CT: Graphics Press.
- Tufte, Edward R. 1990. *Envisioning Information*. Cheshire, CT: Graphics Press.
- Tufte, Edward R. 1997. *Visual Explanations*. Cheshire, CT: Graphics Press.
- Turner, James M. 1999. A typology for visual collections. *Bulletin of the American Society for Information Science* 25(6): 14-16.

Internet Sources

(edited and all functioning as of 1/16/08)

<http://www.ctg.albany.edu>

This is the site for the Center for Technology in Government, located on Western Avenue. The site contains a variety of helpful manuals and white papers. In particular, "Making smart IT choices, A handbook" has been downloaded over 4,000 times and has become a standard in the public sector for dealing with information technology. Also see their July 1998 publication, "Models for action: Practical approaches to electronic records management & preservation," also available on the web site.

http://www.ctg.albany.edu/publications/reports/models_for_action/models_for_action.pdf

<http://www.sims.berkeley.edu/resources/infoecon/>

Hal Varian's web site on the information economy, "The economics of the Internet, information, goods, intellectual property and related issues." May be a bit dated but worth taking a look on management and policy issues.

<http://www.press.umich.edu/jep/econTOC.html>

McKnight and Bailey's introductory article about Internet economics (**Journal of Electronic Publishing** which also contains other articles on information economics)

<http://www.state.ak.us/>

Alaskan government information delivery—in a place where it's often hard to drive to motor vehicles! Note that this also gives very good information about the state (good for school projects), about hot topics, Alaskan news, and other important issues for citizens of the state. Note that you should be able to get to any state by substituting its abbreviation for "ak" above.

<http://diggov.org/library/library/pdf/nsf2.pdf>

Herbert Schorr and Salvatore J. Stolfo. Towards the digital government of the 21st century: A report from the workshop on research and development opportunities in federal information services. June 24, 1997. This is a 35 page document that discusses, among other things, federal information services, various critical issues in federal information storage, manipulation, retrieval, and security, and recommendations from the authors on improving services.

Samples of Student Writing

On Davenport: (with a specific focus on secondary schools)

Problems such as not paying attention to the consumer (or student) are often linked to the political elements of the organization. Davenport sets forth four political models for governing information in businesses that also exist in schools. He describes them in terms of information monarchy, federalism, feudalism, or anarchy. A monarchy has the most centralized control while anarchy, obviously, has the least. For businesses, Davenport advocates information federalism, a "representative democracy with a weak central government, and a high level of local autonomy" (p. 69) that depends on excellent communication lines for its effectiveness.

One of the problems public school districts face in this area is the constant change of political orientation. Administrators change even more frequently than CEOs, and the change of a district superintendent or building principal can alter the political structure and thus the information structure of an entire school district. For example,....

On Davenport: (note the inclusion of the author's musings about Davenport's technique)

Changing how people search for, use, modify, share, hoard or ignore information is a very critical component of any information environment. It is the area where most changes occur, good or bad. Sharing information vertically, horizontally, and cross-functionally; handling information overload via increasing engagement; and dealing with multiple meanings are three critical areas of information behavior that can be addressed to improve the information environment. To change behaviors, according to Davenport, managers need to provide incentives for positive information behaviors such as mentoring and teaching. It is interesting to note that Davenport seems to indicate that much of his information was derived from surveys. One wonders what methods and/or materials he used to get managers to really attend to his survey and thereby avoid falling into the category of information overload. Changing information behaviors needs to be addressed at earlier and more fundamental levels as part of the academic educational process long before it becomes a workforce issue.

Reaction Paper: (Asheim, Peck & Symons)

Both Asheim, and Peck and Symons call immediate attention to the fact that librarians are trained to observe the First Amendment rights of all, and that they must therefore dispense information to the patron, regardless of what materials they subjectively feel ought not to be seen by the individual. Asheim asserts that everyone's interests should be considered, even those customers who might not be as vocal as others concerning what they would or would not like to see as part of the collection. Librarians serving minors, according to Peck and Symons, cannot play parent; that is, their professional training demands of them to offer all legal materials to anyone, adult or child, who requests them. Whether the material is a pro-abortion tract or an anti-Semitic Web site, and whether the patron be a thirteen year old or a thirty year old, the argument is the same: all are equal when they pass through the library doors.

Field Assignment General Impressions: (a paragraph from this section)

Looking at this information environment from Davenport's perspective, it is apparent that management is doing many things to foster an ecological environment. They have a tremendous amount of information to manage, and the information changes dramatically from day to day due to patient flux. The information is created by many different staff members. Attempting to make this information useable for all is quite a challenge. Perhaps because they have so much at stake in terms of patient safety, the information managers have not rushed into a technology decision. In planning the current system, as well as in making plans for the final product, they have taken great pains to study similar information systems. Adoption of each phase has meant years of discussion, which has included members from all areas of the information environment. The managers have put off implementing the final phase of the program. Although the nursing staff have approved it, the IT staff are concerned that the technology protocols may not be compatible with the previously implemented phases. Davenport would agree with their cautious approach.

FIELD STUDY ASSIGNMENT CHECKLIST FOR GRADING
I S T 6 0 1
Fall 2008 (Rorissa)

Name: _____ Grade _____

Field Location: _____

Interview with: _____

____ Headings

____ 7-10 pages (actual pages _)

Background (environment, customers, needs, data)

____ Management (manager/body, policy on management)

____ Staffing (number, type, roles, turnover)

____ Funding (budget, changes, sufficient?)

____ Collections (size, makeup, types, special collections)

____ Technology (automated, new positions, how involved)

____ Services (new, why, specific customers)

____ Floor plan of the environment (appropriately labeled and discussed in text)

____ General impressions (including surprises/changes)

____ Consultant's suggestions for improvement

____ Bibliography (optional)

____ Graphics (optional)

____ Appended materials (with appendix labels)

____ Grammar, punctuation, spelling, usage (1 point off for every 3 errors)

____ General comments on paper