

IIST 601: The Information Environment (27366)

Syllabus - Fall 2009 (Th, 4:15-7:05 PM in Draper 313B)

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1. Contact Information

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

Name	
Course role	Teaching Assistant (TA)
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Telephone	
Office hours	No office hours. Please use the Blackboard Learning System to contact the TA

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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 Blended Learning/Course

This section of IST 601 will be offered in a blended learning format. The class will integrate face-to-face lectures and discussions with online interaction and assignments. We will meet face-to-face for 9 (nine) of the course's 13 sessions/weeks. A number of assignments and a portion of the class work will be completed independently using the Blackboard Learning System (BLS). If you are unfamiliar with Blackboard, during our first class session, you will be introduced to it and you will complete a warm-up module that includes specific tasks that require the use of Blackboard. Part of our face-to-face sessions in the classroom will be spent discussing about the assignments and your online posts/responses. Please come to the face-to-face classes/sessions prepared to discuss both what you've read and written.

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 processed;
- 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 Studies:

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.
5. Recognize the crucial role of users in the development and delivery of user-centered information systems and services.
6. Formulate, interpret, and implement information policy including issues of privacy, equity, intellectual property, and intellectual freedom.
7. Promote and demonstrate the use of ethical standards in the creation, management, and use of information.
8. Conduct and apply research to develop, maintain, and evaluate information content and assess information services.
9. Understand, implement and use appropriate technologies in the delivery of information content and services.
11. 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 will meet 13 times in total (9 times face-to-face). Check the weekly course schedule (page 15 of this syllabus) 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, please call (518) 442-SNOW for an announcement on university closings.

2.5 Prerequisites

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

2.6 Textbook

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.

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.

Additional readings from the professional and scholarly literature are also required. For a list of these readings, see section 6 of this syllabus. The additional required readings will be available in Blackboard.

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 schedule (page 15) and readings (beginning page 9), for citations.

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. Please note that some versions of even the most widely used browsers are not supported. From the Blackboard login page (<https://bls.its.albany.edu/webct/logonDisplay.dowebct>), you can check your browser using the "Check Browser" option on the top right hand corner.

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/>) or in a public library.

If you experience problems accessing Blackboard, please read the frequently asked questions (FAQs) at: http://www.albany.edu/its/bls/faq_student.htm. If you can't find a solution in the FAQs, please contact the University at Albany Information Technology Services (ITS) Help Desk at <http://www.albany.edu/its/> 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. You will be given a brief orientation to Blackboard at the beginning of the semester, during our first class session. You will also complete a warm-up module that includes specific tasks that require the use of Blackboard. However, if you are relatively new to Blackboard, we recommend taking the tutorial available at: http://www.albany.edu/its/bls/faq_student.htm#tutorials.

4. Assignments & Course Requirements

4.1 Assignments

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

- See the "Weekly Course Schedule" 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 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/project; save it as a zip file if assignment/project is in multiple files).
- 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 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 bibliography (list of readings) or from other university databases or online resources. (*These should NOT be any of the five information*

professionals articles -- 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 articles/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 (readings list) 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.
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. No report covers, please.

Information Professionals 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.

4.2 Peer Review

In addition to the three major assignments (Open Topic Reaction Paper, Field Assignment, and Information Professionals Paper), you will be required to read a chapter or two of the "Wealth of Networks" book every week (for a total of 8 weeks – not necessarily consecutive) and post short answers to discussion questions which will be added to the modules for each week. Your postings should be made by **Thursday** so that you will be able to review one other student's post and make a comment by **Friday**. You don't have to wait until either Thursday or Friday to post.

4.3 Efforts Expected

This class meets for approximately three class contact hours each week (for face-to-face sessions). 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 in the classroom and/or on readings, assignments, online discussions, and other activities (3 hours in class and 6 to 9 hours outside of class). 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 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):

American Psychological Association. 2001. *Publication manual of the American Psychological Association*, 5th ed. Washington, DC: American Psychological Association.

Turabian, Kate L. 2007. *A manual for writers of term papers, theses, and dissertations*. 7th ed. Chicago: University of Chicago Press.

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 mail is the best (and preferably the only) method for communicating with the instructor and TA concerning assignments, questions, and readings. Each student must also subscribe to IST-L, the Information Studies listserv.

Students are required to use Blackboard to read course materials including assignments and submit assignments electronically and contribute to online discussions. They are also expected to visit the course's Blackboard site daily to respond to communications from the instructor, TA, or other students. For all assignment deadlines, see the course's schedule (page 15).

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.

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D	E
Scale	95-100	90-94	86-89	83-85	79-82	75-78	71-74	68-70	60-67	0-59

The following shows the weights of the various assignments.

<u>Assignment/Project/Task</u>	<u>Percentage of Total Grade</u>
Participation in class & Blackboard; warm-up module	6%
Wealth of Networks postings (8 in total)	24%
Open topic reaction paper	15%
Field assignment	30%
Information professionals paper	25%
Total	100%

Participation scores are tallied throughout the semester and posted in Blackboard as a single score at the end of the semester. Keep in mind that attendance is a factor in assigning participation scores (see attendance statement below).

5.2 Grading criteria

Deadlines: To facilitate timely grading, all assignments must be submitted by 11:59PM on the due date. **Half a grade (5 points) 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), avoids colloquialisms, uses correct grammar/punctuation/spelling, 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/>

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 both face-to-face and online discussions and activities. All students are expected to login to the course's Blackboard site daily and to reply to email within 24 hours. Exceptions are weekends and holidays unless an assignment is due. Participation in class & Blackboard (plus the warm-up module) carry 6% of the course grade.

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) 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

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!igans! Web 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/opus/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.
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Internet Sources

(edited and all functioning as of 9/3/2009)

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

This is the site for the Center for Technology in Government, located on Wolf Road in Colonie. 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://dx.doi.org/10.3998/3336451.0001.123>

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://portal.acm.org/citation.cfm?id=1123075.1123094>

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.

7. Course Policies

7.1 Class Attendance

Attendance is taken each week. You are asked to **notify the instructor in advance** if you cannot attend class, must arrive late or leave early, expect to submit work late, or intend to withdraw from the course. 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 and you need to attend class to get full benefit from the course.

7.2 Class conduct

Availability: The instructor and TA are available for student consultation after class, during office hours, by appointment, and online in Blackboard. We would like to cordially ask you not to come to our offices during our preparation time immediately prior to class or at the beginning of class breaks. Students are expected to check Blackboard mail daily 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 discussions and group assignments, both face-to-face and online, 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/>), 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/) 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 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.

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 Disabled Student Services (Campus Center 137, 442-5490, <http://www.albany.edu/disability/index.shtml>).

8. Course Schedule as of 9/3/2009 (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.

#	Date	Topics	Readings	Assignment/Due*
1	9/3	Introduction; Course syllabus; Blackboard		
2	9/10	Information, Information Environment, Information Professional, and the Information Society	Lester, Chapters 1-7 and 13; Boynton (2000), Hildreth (2002), Lucky (1998), Mann (2001), Nunberg (1996)	Complete Warm-up Module
3	9/17	No Face-to-Face meeting	Benkler, Chapters 1 & 2	Online post**
4	9/24	Information Economics; Book discussion: Peer production and communication	Lester, Chapter 9, Benkler, Chapters 1-3. See also Braunstein (1979), King (1998), Kingma (1992), and Mellon (1986)	Online post**; Choose Field Study Topic
5	10/1	No Face-to-Face meeting	Benkler, Chapter 4	Online post**
6	10/8	Users and User Studies; Book discussion: information filtering, relevance and accreditation	Benkler, Chapters 4 and 5; Asheim (1953), Asheim (1983), Bilal (2000), Jurkowski (2006), Lathey (2001), Markey (2007a, 2007b), Mellon (1986), Sample (2001)	Online post**; Identify sources for Open Topic Paper
7	10/15	Visual Information; diversity issues, information literacy; knowledge management	Tufte PowerPoint; Benkler, Chapters 6 and 7; Fisher (2004), Rorissa (2007), Snaveley (2005), Talja (2005); See also Holsapple (2002), McCollum (2006), McInerney (2002), Somi (2005)	Online post**
8	10/22	No Face-to-Face meeting	Benkler, Chapter 8	Online post**
9	10/29	Open Topic Paper discussion; Copyright	Gasaway (1998), Ginsberg (1993), Mann (1998)	Open Topic Paper due
10	11/5	Book discussion: information and public discourse; Book discussion: information, development, social ties and privacy	Benkler, Chapters 6-10; Lester, Chapters 8,11 and 12; Alderman and Kennedy (1995), Grossman (1998), Smith (2001)	Online post**
11	11/12	No Face-to-Face meeting	Benkler, Chapter 10	Online post**
12	11/19	Jobs, resumes, interviews; Ethics; Field study discussion	http://www.albany.edu/ci/informationstudies/resources.shtml , Lester, Chapter 13; ALA, ACM and SAA Codes of Ethics, Baase (1997), Koehler (2000)	Field study; Scenario of ethical dilemma
13	11/26	No Class – Thanksgiving		
14	12/3	Information Professionals Paper discussion; Class evaluations	Lester, Chapter 7, Crosby (2000), Davenport (2002), Griffiths (1998), Melton (1999), Rurak (1998), Taylor (2000)	Information professionals paper due

* 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 readings from the “Wealth of Networks” book by Benkler

9. 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.

10. Field Study Assignment Checklist for Grading

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
-