Perspectives on Information
INF 380E
28115

Fall 2016
UTA 1.208
Monday, noon-2:45 pm

Instructor: Dr. Kenneth R. Fleischmann
                        UTA 5.534
                        kfleisch@ischool.utexas.edu
Office Hours: Mondays 2:45-3:15 pm, Thursdays 2:45-3:15 pm, by appointment, or via e-mail

TA: Ms. Yalin Sun
                        UTA 5.540
                        clairesun05@utexas.edu
Office Hours: Tuesday 3:00-4:00 pm, Wednesday 10:00-11:00 am, by appointment, or via e-mail

I. Official Course Description
A multi-disciplinary and historical examination of information as a primary and foundational concept. Contrasts key literature from information studies with perspectives from other fields.

II. Course Aims and Objectives:
Aims
This course provides an introduction to the interdisciplinary information field, focusing on information as the core concept that unifies the field. The first unit provides an overview of and introduction to the course, the concept of information and the interdisciplinary information field. The second unit explores creating and using information within a range of domains. The third unit discusses organizing and storing information. Finally, the fourth unit describes seeking and retrieving information. Each unit is designed to provide multiple perspectives on critical issues related to the concept of information within the information field and related disciplines.

Specific Learning Objectives
- Explore information as a primary and foundational concept from a wide range of disciplinary perspectives.
- Gain familiarity with prominent papers, thinkers, concepts, and research areas within the information field.
- Engage in ongoing tensions and debates about the nature of information and the future of the information field.
- Identify and engage questions related to the ideology of information.
- Develop your own professional identity as a member of the interdisciplinary information field.

III. Format and Procedures:
Class Sessions
This is a seminar-style course, so attendance and participation in class are critical to individual success in this course and to the success of the course as a whole. You need to come to class prepared to participate in small group and full class discussions as well as to give your perspective presentations, to complete all required readings prior to class, and to submit assignments on time. The first half of each class meeting will involve perspective presentations, starting with the perspective introductions in week 2. During each of the last three units, you will be assigned to give a perspective presentation on one of the weeks. During the second half of class, we will discuss the readings. Prior to each class, I will select discussion questions for us to discuss. First, the authors of the selected questions will read their discussion questions to the class. Next, you will work in small groups to discuss each question (group assignments will change each week). Finally, we will share insights from group discussions with the class.

Course Readings/Materials
- All course readings are available on the course Canvas site.
- Please make sure to complete all readings before coming to class each week.
- You will need to do additional readings to prepare for each of your three perspectives projects & presentations.

To supplement our in-class discussions we will use Canvas to distribute course materials, to communicate and collaborate online, to post questions and grades, and to submit assignments. You can find Canvas support at the ITS Help Desk at 475-9400, Monday through Friday, 8 am to 6 pm, so please plan accordingly.

IV. Course Schedule

Date	Topic	Readings – to be completed <u>before</u> class	Evaluation
Unit I: Introduction			
Week 1 8/29	**Course Introduction**	• N/A (no readings before first class)	Class Attendance and Participation (CAP)
Week 2 9/12	**Introduction to Information and the Information Field**	• Floridi, L. (2010) *Information: A very short introduction*. Oxford, UK: Oxford University Press. Chapters 2-4, pp. 19-59. • Marchionini, G. (2010). *Information concepts: From books to cyberspace identities*. San Rafael, CA: Morgan & Claypool. Chapters 1, 5, & 6, pp. 1-9 & 51-79. • Dillon, A. (2012). What it means to be an iSchool. *Journal of Education for Library and Information Science, 53*, 267-273.	Perspective Introduction Report (PIR) Perspective Introduction Presentation (PIP) Discussion Question (DQ) CAP
Unit II: Creating and Using Information			
Week 3 9/19	**Data, Information, Knowledge, Wisdom**	• Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. *Journal of Information Science, 33*, 163-180. • Frické, M. (2009). The knowledge pyramid: A critique of the DIKW hierarchy. *Journal of Information Science, 35*, 131-142. • Bar-Yam, Y. (In Press). From big data to important information. Forthcoming in *Complexity*.	Perspective Report (PR) #1 Perspective Presentation (PP) #1 DQ CAP
Week 4 9/26	**Creating and Using Information in the Humanities**	• Palmer, C. L., & Neumann, L. J. (2002). The information work of interdisciplinary humanities scholars: Exploration and translation. *The Library Quarterly, 72*, 85-117. • Carletti, L., Giannachi, G., Price, D., McAuley, D., & Benford, S. (2013). Digital humanities and crowdsourcing: An exploration. *Museums and the Web 2013*, Portland, OR. • Clement, T. (2013). Text analysis, data mining, and visualizations in literary scholarship. In K. Price and R. Siemens (Eds.), *Literary Studies in a Digital Age: A Methodological Primer*. New York: MLACommons.	PR #1 PP #1 DQ CAP

Week 5 10/3	**Creating and Using Information in the Social Sciences**	• Ortega Álvarez, A. M., García Merino, M. T., & Santos Álvarez, M. V. (2015). Information: The source of entrepreneurial activity. *Social Science Information*, *54*, 280-298. • Shah, D. V., Cappella, J. N., & Neuman, W. R. (2015). Big data, digital media, and computational social science: Possibilities and perils. *Annals of the American Academy of Political and Social Science*, *659*, 6-13. • Yeo, S. K., Xenos, M. A., Brossard, D., & Scheufele, D. A. (2015). Selecting our own science: How communication contexts and individual traits shape information seeking. *Annals of the American Academy of Political and Social Science*, *658*, 172-191.	PR #1 PP #1 DQ CAP
Week 6 10/10	**Creating and Using Information in Science, Technology, and Medicine**	• Schimel, D., & Keller, M. (2015). Big questions, big science: Meeting the challenges of global ecology. *Oecologia*, *177*, 925-934. • Reed, D. A., & Dongarra, J. (2015). Exascale computing and big data. *Communications of the ACM*, *58*(7), 56-68. • Fang, R., Pouyanfar, S., Yang, Y., Chen, S.-C., & Iyengar, S. S. (2016). Computational health informatics in the big data age: A survey. *ACM Computing Surveys*, *49*(1), 12:1-12:36.	PR #1 PP #1 DQ CAP
**Unit III: Organizing and Storing Information**		
Week 7 10/17	**Classifying Information**	• Wiegand, W. (1998). The "Amherst method": The origins of the Dewey Decimal Classification Scheme. *Libraries and Culture*, *33*, 175-194. • Hughes, M. (2016). A long-term study of collection use based on detailed Library of Congress Classification, a statistical tool for collection management decisions. *Collection Management*, *41*, 152-167. • Greenberg, J. (2005). Understanding metadata and metadata schemes. *Cataloging and Classification Quarterly*, *40*(3-4), 17-36.	PR #2 PP #2 DQ CAP
Week 8 10/24	**Information Architecture**	• Ding, W., & Lin, X. (2009). *Information architecture: The design and integration of information spaces*. San Rafael, CA: Morgan & Claypool. Chapters 1, 2, 9, & 10, pp. 1-21 & 119-139. • Dillon, A. (2002). Information architecture in *JASIST*: Just where did we come from? *Journal of the American Society for Information Science and Technology*, *53*, 821-823. • Whysel, N. (2015). Information architecture in Wikipedia. *Bulletin of the Association for Information Science and Technology*, *41*(5), 26-33.	PR #2 PP #2 DQ CAP

Week 9 10/31	**Archiving Information**	• Kahle, B. (2007). Universal access to all knowledge. *The American Archivist*, *70*, 23-31. • Cox, R. J. (2008). Revisiting the archival finding aid. *Journal of Archival Organization*, *5*(4), 5-32. • Beer, D., & Burrows, R. (2013). Popular culture, digital archives, and the new social life of data. *Theory, Culture, & Society*, *30*(4), 47-71.	PR #2 PP 2 DQ CAP
Week 10 11/7	**Preserving Information**	• Jones, A. (2013). Sustainability in library preservation. *Technical Services Quarterly*, *31*(1), 31-43. • Houghton, B. (2016). Preservation challenges in the digital age. *D-Lib Magazine*, *22*(7/8). • Moore, R. (2008). Towards a theory of digital preservation. *The International Journal of Digital Curation*, *1*, 63-75.	PR #2 PP 2 DQ CAP
**Unit IV: Seeking and Retrieving Information**		
Week 11 11/14	**Information Behavior**	• Wilson, T. D. (1999). Models in information behaviour research. *The Journal of Documentation*, *55*, 249-270. • Savolainen, R. (2007). Information behavior and information practice: Reviewing the "umbrella concepts" of information-seeking studies. *The Library Quarterly*, *77*, 109-132. • Xie, B. (2009). Older adults' health information wants in the Internet age: Implications for patient-provider relationships. *Journal of Health Communication*, *14*, 510-524.	PR #3 PP #3 DQ CAP
Week 12 11/21	**Information-Seeking Behavior**	• Russell-Rose, T., & Tate, T. (2013). *Designing the search experience*. San Diego, CA: Elsevier. Chapter 2, pp. 23-45. • Jansen, B. J., & Rieh, S. Y. (2010). The seventeen theoretical constructs of information searching and information retrieval. *Journal of the American Society for Information Science and Technology*, *61*, 1517-1534. • Moore, C. L. (2016). A study of social media and its influence on teen information seeking behaviors. *The Serials Librarian*, *71*, 138-145.	PR #3 PP #3 DQ CAP
Week 13 11/28	**Information Retrieval**	• Brin, S., & Page, L. (1998). The anatomy of a large-scale hypertextual Web search engine. *Computer networks and ISDN systems*, *30*, 107-117. • Rüger, S. (2009). *Multimedia information retrieval*. San Rafael, CA: Morgan & Claypool. Chapter 1, pp. 1-12. • Mountain, D., Myrhaug, H., & Göker, A. (2009). Mobile search. In A. Göker & J. Davies (Eds.), *Information Retrieval: Searching in the 21st Century* (pp. 103-130). West Sussux, UK: John Wiley & Sons.	PR #3 PP #3 DQ CAP

Week 14 12/5	**Interface Design for Information Retrieval**	• Wilson, M. L. (2012). *Search user interface design*. San Rafael, CA: Morgan & Claypool. Chapters 1, 2, 5, & 7, pp. 1-15, 81-91, & 99-102. • Wildemuth, B. (2006). Evidence-based practice in search interface design. *Journal of the American Society for Information and Technology*, *57*, 825-828. • Lown, C., Sierra, T., & Boyer, J. (2013). How users search the library from a single search box. *College & Research Libraries*, *74*, 227-241.	PR #3 PP #3 DQ CAP

V. Course Requirements

Class Attendance and Participation (20%)

- Because the vast majority of the learning in this class will occur within the classroom, you are required to attend class regularly. Attendance will be taken during each class period. Absences will only be excused in situations following university policy (illness, religious holy days, participation in University activities at the request of university authorities, and compelling absences beyond your control) with proper documentation and timely notification (prior to class for non-emergencies). By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence. Excessive tardiness may be considered as an unexcused absence except in situations following university policy.

- Class participation is a critical element of this course. The effectiveness of the course will be significantly impacted by the quality of your participation. Class participation is not merely attendance, but rather factors in your overall contributions to the collaborative learning environment, based on both the quantity and quality of your interactions in all aspects of the course. Discussion of class participation with the instructor is encouraged in order to ensure that you are making the most of the classroom experience and the accompanying opportunities for learning. You are expected to participate in all aspects of class discussion. You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions, and your participation will not be based on who speaks the loudest or the longest, but on consistent participation of significant quantity and, most importantly, quality.

- Your attendance and class participation grade will be calculated by multiplying the numerical assessment of your class participation by the percentage of classes that you attend (with exceptions made for documented, university-recognized absences as noted above). Regular attendance and active participation in each class session are critical for receiving a good grade in this course. For example, if you actively participate in each class meeting, you will receive a full letter grade higher than if you were to skip half of the classes or to be half-awake for all of the classes.

Discussion Questions (20%)

Each week, you will post a discussion question that addresses a theme that spans all three readings for the week. To receive full credit, you must explicitly refer to and synthesize all three readings for the given week. Connecting with earlier weeks is strongly encouraged when appropriate, however please do make sure to still discuss each of the readings for the current week as well. Prior to coming to class, you should examine your colleagues' questions and be prepared to discuss them in class. You will be graded on your ability to refer to and synthesize all three readings and to provide an insightful perspective on the three readings through your intellectual curiosity. **Discussion questions are due by Friday at noon.**

Perspective Reports and Presentations (60%)

One of the important skills of an information professional is to connect a body of knowledge to the needs of a specific position and employer. In your perspective introduction, you will lay out your own perspective, which may be actual, aspirational, or fictional. You will describe your employing organization, its organizational mission, and your position within that organization, including the individual(s) to whom you report. You will be assigned three different topics, spread across the last three units of the class. For each topic, you will be charged with providing your supervisors and co-workers with a report and presentation explaining the relevance of the topic to your organization. You will serve as a representative of the information field within your organization, demonstrating how your unique skill set and perspective as an information professional have prepared you to contribute to the mission of the organization. **Reports are due by Friday at noon.**

- *Perspective Introduction Report:* one paragraph about your organization and its goals, followed by one paragraph about your role within the organization.
- *Perspective Introduction Presentation:* two-minute overview of the content of your perspective introduction report.

- *Perspective Report #1:* a one-page introduction to the week's topic customized for your organization, including citations to class readings plus at least two additional readings.
- *Perspective Presentation #1:* a five-minute presentation summarizing the highlights of your perspective report, plus answering questions and engaging in class discussion related to your presentation.
- *Perspective Report #2:* a two-page introduction to the week's topic customized for your organization, including citations to class readings plus at least three additional readings.
- *Perspective Presentation #2:* a five-minute presentation summarizing the highlights of your perspective report, plus answering questions and engaging in class discussion related to your presentation.
- *Perspective Report #3:* a three-page introduction to the week's topic customized for your organization, including citations to class readings plus at least five additional readings.
- *Perspective Presentation #3:* a five-minute presentation summarizing the highlights of your perspective report, plus answering questions and engaging in class discussion related to your presentation.

VI. Grading Procedures
Grade Breakdown
- Class Attendance and Participation (20%)
- Discussion Questions (20%)
- Perspective Introduction Report (3%)
- Perspective Introduction Presentation (3%)
- Perspective Report #1 (6%)
- Perspective Presentation #1 (6%)
- Perspective Report #2 (9%)
- Perspective Presentation #2 (9%)
- Perspective Report #3 (12%)
- Perspective Presentation #3 (12%)

Grading Scale

		B+	87-89	C+	77-79	D+	67-69		
A	93-100	B	83-86	C	73-76	D	63-66	F	0-59
A-	90-92	B-	80-82	C-	70-72	D-	60-62		

VII. Academic Integrity

University of Texas Honor Code
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work, although collaboration is allowed and required in the project proposal, group report, group presentation, and interactive activity.

The projects combine teamwork with individual accountability. For the project proposal, you will need to work with your team members. For the individual report, you will need to complete your own report without help from other students. For the final project and presentation, you will need to share your individual project results with your team members (after first submitting them to the instructor).

VIII. Other University Notices and Policies
Use of E-mail for Official Correspondence
All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy are available at: https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at 512-471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD.

- Please notify me as quickly as possible if you have an accommodation letter and require any accomodations.
- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).
- Contact Services for Students with Disabilities at 512-471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://diversity.utexas.edu/disability/

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit: http://www.utexas.edu/safety/bcal

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.
- In the event of an evacuation, follow my instructions or those of class instructors.

Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.