

Welcome to  
**INFORMATION IN SOCIAL AND CULTURAL CONTEXT!**

a 3-credit face-to-face graduate class for those of you seeking careers in the information professions

Note: Effective, Fall 2014: To count this course towards your MSIS degree, students must receive a final grade of "B" or higher. If you receive a final grade of "B-" or lower, then you will be required to repeat the course. If you receive a grade of "B-" or lower, the course will also not serve as an elective course; in other words, those three credits will not count toward your MSIS degree.

Spring 2018  
Mondays, 6-9 p.m., UTA 1.208  
Unique Number: 27210  
Instructor: Dr. Lorie Roy, Professor

**Note:** at our first class meeting, we will form teams with 3-4 students per team. You will work with your team throughout the semester on your paper proposal, interactive activity, final paper, and final presentation with PowerPoint slides.

**Course Meeting Times and Classroom Location**

Mondays, 6 p.m. - 9 p.m. in UTA 1.208 (the room with the column), starting on Monday, 22 January 2018. Our last day of class is Monday, 30 April 2018. We will begin class at the top of the hour and strive to end class fifteen minutes before the posted end of the class. We will have a fifteen minute break approximately half way through the class. Please return promptly after the break.

Read on to find details about the course, including our plans for each week, descriptions of assignments, and the formal elements of the class including our objectives, course policies, and details on grading.

**Course Description**

Examines the role of information in human activities, particularly in relation to social and cultural contexts. Examines how individuals, groups, organizations, institutions, and society at large create, find, use, understand, share, transform, and curate information.

**General Objectives**

In this class we will examine the role of information in human activities, particularly how it shapes and is shaped by its social and cultural context. Students will consider how creating, finding, using, understanding, sharing, transforming, and curating information impacts and is affected by the contexts of individuals, groups, organizations, institutions, and society at large. The goal of this course is to ensure that students have a general understanding of the ways in which information scholars study information and information technologies in social and cultural context. While you might feel that some content is similar to that presented in INF 380E (Perspectives on Information), the readings and assignments are unique.

**Specific Learning Objectives**

By the end of this course, you will:

- Critically examine the role of information in human activities and the role of social and cultural contexts.
- Examine how groups, organizations, and institutions create, find, use, understand, share, transform, and curate information, and connect them to individuals on the micro side and society at large on the macro side.
- Demonstrate your ability to work effectively and professionally independently and with others.
- Formulate and clearly communicate creative ideas in writing and orally.

## Readings

See the assigned readings noted for each week. You may need to open some documents in Adobe Acrobat. If you do not already have Adobe Acrobat Reader on your computer, you can download it for free. Here is an introduction to .pdf documents and Adobe Acrobat Reader:

[https://www.ischool.utexas.edu/technology/tutorials/office/create\\_pdf/](https://www.ischool.utexas.edu/technology/tutorials/office/create_pdf/)

Feel free to recommend additional readings that you run across in your own work for the class. You might also want to search for full text articles through the "Library & Information Science Source" database available through the University Libraries website, [lib.utexas.edu](http://lib.utexas.edu).

By the way, did you know that you can store files on the cloud for free through UT Box?

<https://it.utexas.edu/>. Scroll down the page and click on "Servers, Storage & Data." Look under Cloud Storage.

## Course Policies

"Without overdrawn the contrast, students leaned toward a vision of the student professor relationship as easygoing, familiar, and accommodating, whereas professors contemplated a relationship marked by fair dealing, clarity of expectations, and a strong commitment to learning by both parties."

-Walsh, David J. and Mary Jo Maffei, "Never in a Class by Themselves: An Examination of Behaviors Affecting the Student-Professor Relationship," *The Teaching Network* 20 (1) (Oct. 1998): 2.

As I interpret my role in this class, my responsibility is to provide you with an opportunity to meet the objectives outlined in the syllabus. I am willing to help, and sincerely hope that, students achieve these objectives. I have developed the following policies for my classes with the advice of students over the semesters and through conversations with other faculty. Some of these statements set the boundaries for the class content and schedule. Others outline expected behavior. Many of the policies arose as a result of unexpected situations that may never occur again; I now know how I would handle these situations. The policies should help you to know what you can expect of me, yourself, and your classmates. I hope they help me deal fairly and consistently with students. Please contact me if situations arise where you have questions.

## Communication Including Email

You will need to have access to the Internet to use Canvas, the online course management system. If you need any assistance with Canvas, see <http://canvas.utexas.edu/>

Please contact me in email through Canvas. Check the inbox feature. In your email: please provide your UTEID in the subject line of any message.

In addition to using it for email, we will use Canvas throughout the course for announcements, distribution of course material, sharing of documents, conversation about specific assignments, student submission of work, feedback on assignments, posting of grades and evaluations, as well as updates or revisions to documents. Note that I am able to see when you have logged onto Canvas, so please visit it frequently.

Please submit all completed work to me electronically through Canvas as .doc or .docx files. You will create these documents using MSWord. See what is available to you through UT-Austin at: <https://it.utexas.edu/services/software-applications>. You can purchase Microsoft Office through The Campus Computer Store (<http://campuscomputer.com/campuscomputer/>). Note that if you use google.docs to create your files you will need to download them into .doc or .docx.

Add a cover sheet to all of the work you submit. Double check your formatting to make sure that your cover sheet is unnumbered and your page numbering begins with your first page of text! See more details about the cover sheet, below. [SampleCoverSheetSpring2018.docx](#)

In some cases you will also bring paper copies of completed work to class. You will need to cover the costs of making these copies.

Naming your documents! Please follow this protocol in naming your files, especially with assignments you submit. Yourlastname Yourfirstname\_Nameofassignment. For example, RoyLoriene\_Mod1Week1Reflection.

Since I will use 'track changes' to add comments to your work, please do not submit .pdf files. Assignments submitted in formats other than .doc or .docx will receive a deduction of -10.0 points.

If you do not have your own computer, you can access the Mac and PC computers available in the iSchool's IT lab.

UT-Austin has an official policy that requires all students to provide a current email address. You can review this policy at <http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy>

Note: Please ask your questions about assignments in class. This way all students can hear my reply. An alternative is to post your question on Canvas and I will respond as promptly as possible. If you have a question, chances are that your classmates have a similar question! If you ask me a question orally (especially right after class), I will ask you to post your question on Canvas.

Make sure that you are subscribed to the Insider electronic list to receive important notifications from the iSchool such as when you might elect to schedule appointments with your faculty advisor to plan your courses for the next semester and how and when to apply for graduation.

**Phone:** (512) 471-3959. This is my office land-line telephone. It is best, always, to email me through Canvas.

**My Office:** UTA 5.444 (1616 Guadalupe)

**Office hours:** By appointment (or by email). If you need to meet with me at another time outside of class, please send me an e-mail and we will find a mutually agreeable time to meet.

### **Laptops in Class and Other Supplies**

Feel free to use the desk top computers in the classroom for in-class work. You may also bring a laptop to class but focus your use of it on our class. You may use it to take notes or to take part in in-class activities. Do not use your laptop during class for other activities such as reading email, browsing websites, or playing games. Such behavior is sad and rude and will result in your losing points for participation.

It is a good idea to also bring a pen or pencil and some blank (lined or unlined) paper to class. You might need these for in-class activities.

### **Attendance and Participation**

- Everyone benefits when you are in class! Class attendance is required.
- Attendance may be taken during class meetings. Please sign the roster sheet if it is distributed in class.
- Students are expected to participate in general class discussion in class and online throughout the semester.
- Grades for participation are based on the quality, promptness, and consistency of student contributions.
- You are expected to participate in all aspects of class discussion. Participation includes responding when called upon, volunteering comments, contributing to reporting out during group activities, and posting comments about readings online, and responding online to comments by others.
- 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: your participation evaluation will not be based on who speaks the loudest or the longest but on your consistent participation. So, remember to speak up and actively contribute to in-class activities!
- If I ask you to post some information on Canvas, please do so promptly and within 24 hours.
- Most of the required work is work by individual students. Students might engage in group work in class or through conversation on Canvas. Failure to contribute to group work will result to losing up to 100 percent of your participation grade.
- In class, please speak clearly and loudly enough for all to hear. Oral presentations will be evaluated according to the Check List for Lecture Delivery. LECTDeliverySpring2018.docx Remember, you can submit most assignments in advance of the deadline.
- Absences will be excused only in certain situations: documented illness/emergency, religious holy days, case specific special reasons such as involvement in University activities in response to a documented request by a university authority, or compelling absences beyond your control. Please provide written documentation for such absences and inform me in writing of planned non-emergency absences weeks in advance. Excessive tardiness may be considered as an unexcused absence except in situations following university policy. An emergency would include: (1) Student's documentation (a note from a medical care professional) of a serious illness or accident, or (2) documented serious illness, accident, or death of a member of the

student's genealogical family. Generally a maximum of only one excused absence is granted a semester. This does NOT give each student permission to miss a class! And simply informing me that you will be absent does not mean that your absence is excused.

- Note, that the UT-Austin Office of the Registrar provides this additional information about absences due to a religious holy day: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence.  
(<https://registrar.utexas.edu/schedules/179/terms>)
- If you have to miss class to attend a professional conference, you may make up this missed class by attending a meeting or program and reporting on this event in class. Along with this oral report you will need to submit a two-page (500 words) summary of the event. Please submit all extra credit documentation close to the time of the missed class and before the last day of class.
- If you must miss class, secure the cooperation of a classmate to take notes for you and to pick up copies of any distributed materials. It is best to designate a note taker early in the semester.
- Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 20 points for each class missed). This penalty also applies to the first class. Consistent late arrivals to class or departures after the break will also result in reduced credit for class participation. Also, it is not advisable to show up for class to submit an assignment on time and/or sign the roster and then to leave class. While these deductions may reduce a borderline grade from an A- to a B+, missing one class usually will not greatly impact a final grade.
- Consider dropping the class if you miss four or more classes.

### **Deadlines and Submission of Work**

- Assignments are all due on or by the stated due dates. It is the student's responsibility to ensure that I have copies of your work.
- Remember that I am able to see the time that you submit your work on Canvas. Canvas will indicate that your work is submitted late the second after the deadline has arrived.
- In most cases you can submit an assignment early. You cannot, though, resubmit work if you submitted it early. That is, once you submit your work I will consider it your final/finished product.
- Tip: you might set up your electronic calendar so that you receive reminders of upcoming deadlines.
- In fairness to those who complete work on time, a penalty of 25% will be assessed for each 24-hour an assignment is overdue; deductions will be prorated per hour an assignment is overdue. This penalty is taken off the top. The overdue clock will begin at the beginning of the class period that the assignment is due.
- Please pay attention to dates you are scheduled to give oral presentations; if you are unprepared on that day, the late penalty also applies.
- Please submit assignments in complete form; incomplete assignments will not be accepted and the late penalty will apply and the entire assignment will be considered late.
- If you anticipate submitting work late, tell me in writing through an email through Canvas with an estimate of when you expect to submit the work.

- Deadlines for assignments are noted, usually by noon on class days or the last day of class. I will not accept handwritten work; even cover sheets need to be printed. Any handwritten work will be subject to the late penalty.
- Note carefully the required page length for assignments. For this class, one page is the equivalent of 250 words. More detail on page length is found in specific assignment descriptions.
- In some cases you will also bring paper copies of completed work to class.

### **Cover Sheets**

Attach a cover sheet to your assignments. This is an unnumbered page at the beginning of your document. It is NOT a separate document. Provide this information in the upper left hand corner of the cover page: your name, the title of the assignment, and the date and time you submitted your work. Deductions (-5 points) will be made when cover sheets are missing. See the sample cover sheet document.

Here is where you can find some advice on numbering your pages in MSWord. This will help you 'unnumber' your cover sheet. Note that if you indicate that your cover sheet is number "0" that is still a number!

“Start page numbering later in your document”: <https://support.office.com/en-us/article/Start-page-numbering-later-in-your-document-c73e3d55-d722-4bd0-886e-0b0bd0eb3f02>

### **Formal Presentations**

Each class provides you with an opportunity to work on your presentation style. Here's a list of behaviors you might consider: LectDeliverySpring2018.docx

### **Citing Sources and Style Manual**

Be sure to cite sources you use in assignments. Use quotation marks or block quotations for direct quotes (five or more words used verbatim from a source and/or significant words or phrases). Credit sources when you paraphrase. FIVE POINTS WILL BE DEDUCTED FOR EACH SENTENCE THAT IS DRAWN TOO CLOSELY FROM SOURCES WHEN SUCH SOURCES SHOULD BE CREDITED. THIS DEDUCTION IS MADE OFF THE TOP OF THE MAXIMUM CREDIT FOR AN ASSIGNMENT. At the same time, please do not overly rely on lengthy quotations.

For citation style, use The Chicago Manual of Style (15th edition or 16th edition). Use the notes and bibliography system rather than the author-date system. Use a citation manager such as NoodleBib, EndNote, or Zotero. See the “Cite Your Sources & NoodleTools” section under the “Course Help” area at lib.utexas.edu. You will also find the free Quick Guide to the Chicago Manual of Style at [http://www.chicomanualofstyle.org/tools\\_citationguide.html](http://www.chicomanualofstyle.org/tools_citationguide.html)

Make sure that you provide a citation to your style manual: Chicago: The Chicago Manual of Style. 16th ed. Chicago: The University of Chicago Press, 2010. And add a note that indicates you have used NoodleBib or some other citation manager. See how to do this on the sample cover sheet: SampleCoverSheetSpring2018.docx

### **Class Etiquette**

- Kindly wait for the class break to send or receive text messages or phone calls. Please place your phone on silent mode during class. You are welcome to use your laptops for note taking or for accessing course relevant information. Please save other uses for the break or outside of face-to-face class meetings.
- Please limit your snacking in class breaks unless you have a medical reason for in-class snacking. Feel free to partake of liquids unless there is a no-liquid restriction on the classroom setting.
- Class participation is encouraged and important, but please do not engage in side conversations during class time especially when other students are presenting. Please save this for breaks or outside of class.

### **Group Work**

- Be a responsible team member: follow through with correspondence and negotiated work. See the note under “Attendance and Participation” about the impact that not working with your group will have on your participation assessment. Students may be asked to provide peer and self-evaluations of their group work experiences.
- Here is an article I co-wrote with an iSchool alumna on working on class assignments with others.
- Roy, Loriene, and Sarah E. Williams. "Reference Education: A Test Bed for Collaborative Learning." *The Reference Librarian* 55, no. 4 (2014): 368-374. RoyWilliamsGroupWork (1).pdf
- Please treat any client with respect. This includes providing the client with advance notice regarding input on class work and reducing their burden of compliance with the class assignments. Communication with clients should be fair and accurate; please copy me in your communication.
- Self-evaluation form: SelfEvalFormSp2018.doc
- Peer-evaluation form: PeerEvalSp2018.doc

### **Incompletes**

A grade of incomplete will NOT be given except in extremely exceptional circumstances of a nonacademic nature. Generally, an incomplete is given only if a student cannot finish the last assignment due to illness or a family emergency.

### **Drops**

A student should consider dropping the class if the quality of his/her work indicates that he/she will receive a C grade or lower. Please keep track of the points you earn in your assignments. While you have until the last class day at the University to submit a drop form, you will want to do this earlier.

### **Credit/No Credit**

Students enrolled in the class on a credit/no credit basis must still complete all assignments and receive the equivalent of a B as a final grade. Note that courses taken on a credit/no credit basis do not count toward the 40 credit hours needed for the MSIS degree.

### **Conditional or Probational Status**

You may tell me if you are on conditional or probational status and 'need' to make an A grade in the class. I can attempt to provide additional encouragement to assist you.

## **Students with Disabilities**

Any student with a documented disability (physical or cognitive) may submit an academic accommodation request. See the Division of Diversity and Community Engagement, Services for Students with Disabilities for more details at <http://ddce.utexas.edu/disability/>. You can also contact this office by phone at 512-471-6259, by videophone at 1-512-410-6644, or by email at [ssd@austin.utexas.edu](mailto:ssd@austin.utexas.edu).

## **UT Honor Code and Academic Integrity**

I adhere to the University Honor Code. Students should review UT-Austin's information about Academic Integrity ([http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)). For information about plagiarism, see the link to "A Brief Guide to Avoiding Plagiarism" ([http://www.utexas.edu/cola/centers/cwgs/\\_files/pdf-4/ai2012.pdf](http://www.utexas.edu/cola/centers/cwgs/_files/pdf-4/ai2012.pdf)).

## **Writing Support Through UT-Austin**

You might be interested in the services of the University Writing Center. For more information, check: <http://uwc.utexas.edu/>.

## **Behavior Concerns Advice Line**

UT-Austin's Campus Safety & Security offers the "Behavior Concerns Advice Line (BCAL) service. For more information see <http://www.utexas.edu/safety/bcal/> or call 512-232-5050.

## **Emergency Evacuation Policy**

When a fire alarm is activated or an emergency announcement is made, occupants of buildings on the campus of UT-Austin must evaluate the buildings and assemble outside. Students can plan for such events by familiarizing themselves with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one used to enter the building. Students who might require assistance during an evacuation should inform their instructor in writing during the first class week. Students should follow the instructions of the instructor of record and should not re-enter the building until they have received instructions to do so by a representative of the Austin Fire Department, UT-Austin Fire Department, or the Fire Prevention Services office.

## **Instructor Behavior**

As your instructor, I will endeavor to:

- return assignments promptly;
- negotiate an office meeting time with you upon your request;
- grade fairly and consistently;
- tell you in advance what I expect of you;
- encourage individual class participation while preventing any one student from monopolizing the discussion, from treating other students without respect or from otherwise making class discussion disagreeable;
- make explicit a rationale for assigning grades;
- help maintain an atmosphere of learning in the classroom;

- serve as 'fairness monitor' or otherwise mediate in difficulties students might be having related to the class;
- come to class prepared and organized;
- maintain confidentiality concerning student grades and information you give me in confidence;
- apply class policies fairly and consistently.

### **Useful Documents**

**Course Policies:** Can I show up 30 minutes late each week? How should I cite my sources? What happens if I want to miss class to attend a conference? What do you mean by a cover sheet? Do you want paper copies of class assignments? Read the answers to these questions and more in the syllabus!

**Lecture Delivery Contract:** See the description of its use under "Participation."

**Peer Review Form:** Please email me a completed form for each member of your group within 24 hours of your group work.

**Self Evaluation Form:** Please email me a completed form within 24 hours of your group work.

**Great Advice on Group Work:** RoyWilliamsGroupWork.pdf

- For details about any assignment: look under "Assignments."
- Grading (Note: details on any one assignment are provided, below.)

### **Grades will be based on:**

Individual activities during our daily meetings:

Participation: 140 points

(Summary or Story) + Discussion Question: 220 points

Group activities that involve you once:

Interactive Activity: 100 points

Individual and group projects that span the entire semester:

Project Proposal: 50 points

Individual Paper: 200 points

Group Paper: 190

Group Presentation: 100 points

No letter grades are assigned to individual assignments. Instead, each assignment will be worth a certain number of points, as designated above. Points will be totaled at the end of the semester.

Grade Calculations: 930-1000+ points = A; 900-929 = A-; 870-899 = B+; 830-869 = B; 800-829 = B-; 770-799 = C+; 730-769 = C; 700-729 = C-

I will award partial credit when possible. Totals are not rounded up: for example, cumulative scores of 899.5 points receive a grade of "B+." I neither grade on a curve nor use a "quota system." It is a rough rule of thumb that in elective graduate courses in this department there will be one "A" awarded for every three "B's." Remember that you can check the points you receive for individual assignments on Canvas and your final grade online.

## **Tentative Course Schedule**

\*\*This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

### **Meeting 1 (January 22): Welcome to the class!**

- Overview of the class: assignments, requirements, and an orientation to key concepts.
- Sign up for your team! Sign up for your Interactive Activity topic! Sign up for your paper topic!
- RevSignupListInformation Lifecycle Paper and Presentation.docx
- Your responsibilities are: Class Attendance and Participation.

### **Meeting 2 (January 29): Module I: Values**

We move into more concentrated work on key concepts. The first concepts (identified as A, B, and C) are grouped under Module I and refer to values.

#### **A. Information and Personal Identity**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class. Submit a Summary or Story + Discussion Question for: Information and Personal Identity. Jan 29: Mod 1: Values: Info & Personal Identity: (Summary or Story) + Discussion Question; SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

#### **Required readings:**

### **Meeting 3 (February 5): Module I: Values**

#### **B. Information and Collective Identity**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class. Submit a Summary or Story + Discussion Question for: Information and Collective Identity. Feb 5: Mod 1: Values: Info & Collective Identity: (Summary or Story) + Discussion Question; SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

#### **Required readings:**

### **Meeting 4 (February 12): Module II: Information Policy (Note, next week we return to Module I, Values)**

Dr. Roy will be at the American Library Association (ALA) Midwinter Meeting in Denver, attending the Racial Healing Circle Gathering of ALA's Truth, Racial Healing & Transformation Great Stories Club. For more information see: "Libraries invited to apply for Truth, Racial Healing & Transformation Great Stories Club pilot program for underserved youth", American Library Association, December 19, 2017. <http://www.ala.org/news/press-releases/2017/12/libraries-invited-apply-truth-racial-healing-transformation-great-stories>. (Accessed January 18, 2018) Document ID: 47597749-105b-4fb0-95be-ec75e0db5934

Guest speaker: Dr. A. Arro Smith, San Marcos Public Library

## **A. Standardization**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class. Submit a Summary or Story + Discussion Question for: Standardization. Feb 12: Mod 2: Info Policy: Standardization: (Summary or Story) + Discussion Question; SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

### **Required readings:**

#### **Meeting 5 (February 19): Module I: Values**

## **C. Information in International Context**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class. Submit a Summary or Story + Discussion Question for: Information in International Context. Feb 19: Mod 1: Values: Info in International Context: (Summary or Story) + Discussion Question; SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

Paper Proposal due. Paper Proposal

Peer and Self evaluations due: noon on Tuesday, 20 Feb Peer + Self Evaluation: Paper Proposal PeerEvalSp2018.doc SelfEvalFormSp2018.doc

### **Required readings:**

#### **Meeting 6 (February 26) Module II: Information Policy**

## **B. Intellectual Property**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class. Submit a Summary or Story + Discussion Question for: Intellectual Property. Feb 26: Mod 2: Info Policy: Intellectual Property: (Summary or Story) + Discussion Question; SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

Interactive Activity: Intellectual Property Team Meetings 6-13: Interactive Activity

Peer and self evaluations due: within 24 hours. Peer + Self Evaluation: Interactive Activity PeerEvalSp2018.doc SelfEvalFormSp2018.doc

### **Required readings:**

- .” Journal of Archival Organization 10, no. 2 (October 2012): 150-54. Dryden2012.pdf

#### **Meeting 7 (March 5): Module II: Information Policy**

## **C. Privacy and Surveillance**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class. Submit a Summary or Story + Discussion Question for: Privacy and Surveillance. Mar 5: Mod 2: Info Policy: Privacy and Surveillance: (Summary or Story) + Discussion Question; SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

Interactive Activity: Privacy and Surveillance Team Meetings 6-13: Interactive Activity

Peer and self evaluations due: within 24 hours. Peer + Self Evaluation: Interactive Activity  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

**Required readings:**

**March 9, 12:00 noon: Participation: Midsemester Assessment**

Participation: Midsemester Assessment. Participation: Midsemester Assessment

**Meeting 8 (March 12): Spring Break! Do not come to class!**

**Meeting 9 (March 19): Module III: Information Work and Workers**

**A. Professional Ethics**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class.  
Submit a Summary or Story + Discussion Question for: Professional Ethics.

Mar 19: Mod 3: Info Work & Workers: Professional Ethics (Summary or Story) + Discussion Question;  
SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

Interactive Activity: Professional Ethics Team Meetings 6-13: Interactive Activity

Peer and self evaluations due: within 24 hours. Peer + Self Evaluation: Interactive Activity  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

**Required readings:**

**Meeting 10 (March 26): Module III: Information Work and Workers**

**B. Roles for Information Professionals**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class.  
Submit a Summary or Story + Discussion Question for: Roles for Information Professionals. Mar 26:

Individual Paper on the Information Life Cycle of a Group/Organization/or Institution;  
SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

Interactive Activity: Roles for Information Professionals Team Meetings 6-13: Interactive Activity

Peer and self evaluations due: within 24 hours. Peer + Self Evaluation: Interactive Activity  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

Individual paper due. Mar 26: Individual Paper on the Information Life Cycle of a Group/Organization/or  
Institution

**Required reading:**

**Meeting 11 (April 2): Module IV: Information Institutions**

**A. Libraries**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class.  
Submit a Summary or Story + Discussion Question for: Libraries. Apr 2: Mod 4: Info Institutions:

Libraries: (Summary or Story) + Discussion Question; SampleSummaryOrStoryAndQuestionSp2018.docx  
SampleCoverSheetSpring2018.docx

Interactive Activity: Libraries Team Meetings 6-13: Interactive Activity

Peer and self evaluations due: within 24 hours. Peer + Self Evaluation: Interactive Activity  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

**Required readings:**

**Meeting 12 (April 9): Module IV: Information Institutions**

**B. Archives**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class.  
Submit a Summary or Story + Discussion for: Archives. Apr 9: Mod 4: Info Institutions: Archives:  
(Summary or Story) + Discussion Question; SampleSummaryOrStoryAndQuestionSp2018.docx  
SampleCoverSheetSpring2018.docx

Interactive Activity: Archives Team Meetings 6-13: Interactive Activity

Peer and self evaluations due: within 24 hours. Peer + Self Evaluation: Interactive Activity  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

**Required reading:**

**Meeting 13 (April 16): Module IV: Information Institutions**

**C. Museums and Parks**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class.  
Submit a Summary or Story + Discussion Question for: Museums and Parks. Apr 16: Mod 4: Info  
Institutions: Museums & Parks; Invisible Work: (Summary or Story) + Discussion Question;  
SampleSummaryOrStoryAndQuestionSp2018.docx SampleCoverSheetSpring2018.docx

Interactive Activity: Museums and Parks Team Meetings 6-13: Interactive Activity

Peer and self evaluations due: within 24 hours. Peer + Self Evaluation: Interactive Activity  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

**Required reading:**

**D. Invisible Work**

Your responsibilities are: Class Attendance and Participation; Complete required readings before class;  
Submit Summary or Story + Discussion Question by the deadline (before class). Submit a Summary or  
Story + Discussion Question for: Invisible Work. SampleSummaryOrStoryAndQuestion.docx Interactive  
Activity: Invisible Work Group.

Interactive Activity: Invisible Work Team Meetings 6-13: Interactive Activity

Peer and self evaluations due: within 24 hours. Peer + Self Evaluation: Interactive Activity  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

## **Required reading:**

### **Meeting 14 (April 23): Group Presentations on the Information Life Cycle of a Group/Organization/or Institution**

Your responsibilities are: Class Attendance and Participation; Individual Paper; Final presentation with PowerPoint Slides. Submit PowerPoint slides and Self and Peer Evaluations within 24 hours of your final presentation. Paper sample: GuerillaGirlsUsingInformation.docx

April 23 or April 30: Presentation on the Information Life Cycle of a Group/Organization/or Institution

Peer and Self evaluations due: by noon, 24 hours after your presentation. Peer + Self Evaluation: 23 or 30 April Presentation PeerEvalSp2018.doc SelfEvalFormSp2018.doc

### **Meeting 15 (April 30): Group Presentations on the Information Life Cycle of a Group/Organization/or Institution**

Your responsibilities are: Class Attendance and Participation; Individual Paper; Final presentation with PowerPoint Slides. Submit PowerPoint slides and Self and Peer Evaluations within 24 hours of your final presentation. Paper sample: GuerillaGirlsUsingInformation.docx Preview the documentView in a new window

April 23 or April 30: Presentation on the Information Life Cycle of a Group/Organization/or Institution

Peer and Self evaluations due: by noon, 24 hours after your presentation. Peer + Self Evaluation: 23 or 30 April Presentation PeerEvalSp2018.doc SelfEvalFormSp2018.doc

Participation: Final Assessment. Participation: Final Assessment

## **Friday, May 4**

Final paper due. Final Paper

## **Saturday, May 5**

Peer and Self evaluations due: noon on Saturday, 5 May Peer + Self Evaluation: Final Paper  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

## **Assignments**

### **A. Class Participation (140 points) [individual work]**

Class participation accounts for 140 points (10 points per class meeting).

See the course policies regarding communication, attendance, and participation.

This semester let us follow Dr. Acker's approach to document student daily student participation in class. You will receive a midsemester participation assessment and a final participation assessment. Please introduce yourself by name as you contribute, especially early in the semester.

"How attendance is documented:

At the beginning of each class I will hand out blank index cards. During the class make brief notes regarding 3 to 4 of our major participation actions; print your name and date on each card. At the end of each class drop off the card to me. Your comments should be informal phrases rather than formal statements. Just become aware of how you bring your ideas and insights into discussions and activities.

Examples include:

Questioned accuracy of a reading;  
Gave an example;  
Helped present my group's ideas;  
Supported a colleague's effort to speak up;  
Explained something in a reading;  
Challenged an assumption."

**B. (Summary or Story) + Discussion Question (220 points total) [individual work]**

See this sample: [SampleSummaryOrStoryAndQuestionSp2018.docx](#)

Remember to add your cover sheet! [SampleCoverSheetSpring2018.docx](#)

Remember to check the general writing mechanics! [Writing MechanicsSp2018Rev.docx](#)

Send me a brief summary of at least 2 readings or contribute a story. Then, ask a question!

**Advice:** Develop open ended questions. Consider asking: the 5 W's and 1 H: who, what, when, where, why, and how.

**Remember:** questions end with a ?

Summary of the assignment: Each student is assigned to read the required readings prior to each class. All readings are available as .pdf documents or through links on the course Canvas site. You will see citations to the articles in the course modules and the full text in the "Readings" folder in the "Files" section of our Canvas page.

In addition to reading all required readings, each student should prepare one or more "(Summary or Story) + Discussion Question" documents by noon on each class day. You will submit the document on Canvas. Through sharing your "Summary + Discussion Question" you will assist the entire class in discussing and understanding the readings.

**What:** By noon on each class day, post a 50-100 word document on Canvas with (a) a one to three sentence brief summary of at least two of the readings or a personal story that illustrates a connection to one or more of the readings; and, then, (b) include one question about the reading(s) that can be used in class discussion. Mention at least two of the authors by their last names in your summaries; if there is only one reading you need only mention that publication. Make sure that you place any phrases or statements used by the authors in direct quotations (see the class policies) but do not rely on extensive quotations to get your points across. While you may use the personal voice ("I"), your summary should focus on the readings instead of yourself (e.g., avoid autobiographical references because your word limit is very strict). Note that on some days you may be asked to submit two of these documents. Please provide citations if you mention sources other than the course readings. Follow your style manual in creating these citations. Cite your style manual if you are citing documents not listed in

the syllabus. See the Writing Mechanics document to see how to cite your style manual. Writing MechanicsSp2018Rev.docx

In discussing the readings, identify a theme that you believe spans several readings. Focus on what you believe is worth discussing such as the central idea or even gaps in the author(s)'s reasoning or content you find unclear or confusing. Strong "(Summary or Story) + Discussion Question(s)" documents are well written and focused and will display your reactions and insights on the readings.

Personal stories that students contributed in the past included stories of working in a public library, living in Brazil, involvement in the activities of a professional organization, currency used during summers spent in Europe, views of copyright in another country, use of an online archive, a visit to a museum in Amsterdam, a reflection on the Digital Public Library of America, use of a mobile app, work in an archives, and a joke found on Facebook.

I will return a document with several of your colleagues' questions in class for in-class discussion.

**When:** By noon on each class day, post your "(Summary or Story) + Discussion Question(s)" in the Assignment area in Canvas.

**Why:** Developing critical reading skills and intellectual curiosity are essential for success in the information field and in this course. The discussions initiated by the discussion questions contribute to our course objectives.

**How:** Read and synthesize the assigned material, comparing the readings over time, interpreting them through their social as well as your cultural and personal worldviews.

We will not be able to accept and review drafts for your assignments. If you need assistance with your writing, please seek help at the University Writing Center (<http://uwc.utexas.edu/>).

Grading criteria for your "Summary + Discussion Question(s)"

Each of your 11 documents will each be worth 20 points or 220 points total. I will evaluate each of your "(Summary or Story) + Discussion Question" documents according to:

- Quality of your summary or story: Clear summary statements of at least two class readings, including references to the authors' last names. Identify the theme(s) that cross the readings. (9 points)
- Quality of questions: Effective, challenging questions with the capacity to spark and enrich our discussion. (9 points)
- Quality of writing: Check our document on "Writing Mechanics" and follow the advice. (2 points)  
Writing MechanicsSp2018Rev.docx

Note: Make sure that your question ends with a ?. If not, a deduction of -1.0 point will be applied.

TIPS: Make sure to explicitly refer to and synthesize multiple readings to improve your grade. Mention at least two of the authors of required readings.

### **C. Interactive Activity (100 points) [group work]**

**Summary of the assignment:** Within the LIS fields there is a strong commitment to assist our patrons/users/clients to learn how to be good learners. Those information professionals involved in library instruction/information literacy are especially committed to assisting patrons in becoming information literate and have the skills to seek, find, evaluate, and use information. A body of techniques that our instruction community employs in their classes is what we refer to as active learning techniques or interactive activities. Interactive activities are designed to engage learners, accommodate a variety of learning styles, and make teaching more fun and interesting!

Each student will work in a team of 3 or 4 members to develop and deliver an interactive activity for the entire class, starting in week 6 of the semester. The activity should be designed to assist students in more deeply understanding the day's material.

**What:** Create and lead an engaging interactive activity that furthers our understanding of the day's material.

**When:** During the second half of class, starting in week 6.

**Why:** This assignment requires you to move from the reflective thinking of our question/example discussions into active application of the material.

**How:** Reflect on the interactive activities you have participated in other classes. Review the "Active Learning Techniques from Library Instruction" document on Canvas. Active Learning Techniques from Library Instruction.docx If you need additional ideas, browse the literature for interactive activities, searching under phrases such as "active learning," "active participation," and/or "student involvement." For examples within the field of library instruction/information literacy, search under these subject headings in the database, "Library Literature and Information Science Full Text."

Go to the University of Texas Libraries' website at [lib.utexas.edu](http://lib.utexas.edu). Look under "databases" for "Library Literature and Information Science Full Text."

While you will find many examples, create your own activity! Remember to prepare one PowerPoint slide that provides instructions for your audience. The entire activity should take no more than 30 – 40 minutes.

Remember to send Dr. Roy these items via Canvas within 24 hours of your "Interactive Activity" when your "Interactive Activity" took place:

A copy of your PowerPoint slide with the instructions to your Interactive Activity; and [here is a sample: SampleInvisible WorkSp2018.pptx

Your peer and self-evaluations. Submit a peer evaluation for each person on your team.  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

Grading criteria for your "Interactive Activity"

I will evaluate your "Interactive Activity" based on the:

- Introduction of "Interactive Activity" to the class.
- Quality of your PowerPoint instruction slide. [here is a sample: SampleInvisible WorkSp2018.pptx View in a new window]

- Quality of your instructions, including time limits.
- Quality of the design of your “Interactive Activity.”
- Creativity/originality of your “Interactive Activity.” Note: please avoid a "Jeopardy" type activity! Instead, create one of your own.
- Relevance and connection of your “Interactive Activity” to the day’s course content.
- Involvement of students in your “Interactive Activity.”
- Involvement in all team members in all portions of the “Interactive Activity.”
- Pacing and time management.
- Transitions from one action to another.
- Contributions during your “Interactive Activity” including answering audience questions, assistance provided to students during exercise, and keeping audience on time.
- Adherence to time limits.
- General presentation mechanics (see the checklist for lecture delivery). LectDeliverySpring2018 (2).docx
- Contributions to wrap-up/summary.
- Details provided on your peer and self-evaluations. Failure to submit self and peer evaluations will result in -10 points. The late penalty also applies to these evaluations; see the class policies document for details. PeerEvalSp2018.docPreview the document SelfEvalFormSp2018.doc

TIPS: Be creative – push the boundaries of class engagement by doing outside reading beyond the syllabus. Coordinate with your group members over several weeks to ensure you will be able to produce a coherent and dynamic interactive activity.

#### **D. Paper Proposal (50 points) [group work]**

Brainstorm, Collaborate, Plan, Propose, Prepare, Write, Share, Engage, Interact, Collaborate, Report, Present, Learn!

RevSignupListInformation Lifecycle Paper and Presentation.docxPreview the document

**Summary of the assignment:** Your semester-long work involves working with a team of classmates to prepare a paper that articulates the social and cultural context for information within a selected group, organization, or institution. You will prepare the paper through four stages: (1) a paper proposal (prepared as a team); (2) individual papers; (3) a group paper; and (4) a group presentation with accompanying PowerPoint slides during the last two weeks of class. The paper proposal will be 2-3 pages, the individual papers will be 5-8 pages, and final papers will be 15-24 pages (depending on the number of members on the team).

Each team will submit one group paper proposal. Students will then write individual segments of a paper, each of which will examine one or more aspects of the information lifecycle of the group/organization/or institution. The information lifecycle refers to how the group/organization/or institution creates, finds, uses, understands, shares, transforms, and curates information. The group will combine all individual papers into a single final paper that reflects a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution’s social and cultural context. Students will deliver a final presentation supported with a set of PowerPoint slides on their work during the last two class meetings.

See the sample final paper prepared by a team in a previous semester:

GuerillaGirlsUsingInformationSp2018.docx Here are the sources the Guerilla Girls team cited: GGirlsBib.docx I will not be able to accept and review drafts for your assignments. If you need assistance with your writing, please seek help at the University Writing Center (<http://uwc.utexas.edu/>) at the Learning Commons in the Perry-Castaneda Library on Campus.

Remember to review the course policies as well as the “Writing Mechanics” document. Writing MechanicsSp2018Rev.docx

**What:** This assignment includes a paper proposal; individual paper; combined final paper; and a formal presentation with PowerPoint slides.

The paper proposal involves deciding (with your team) on a group, organization, or institution to study, and articulating the social and cultural context for information in that group, organization, or institution. The individual paper involves writing your own paper on how the cultural and social context of your study group, organization, or institution impacts the aspect of the information lifecycle you have proposed to study. The final paper should provide a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution’s social and cultural context, including providing answers for all questions from the individual report. The final presentation is an opportunity to share your collaborative work with the entire class.

**When:** At our first class meeting, we will form teams with 3-4 students per team. You will work with your team throughout the semester on your paper proposal, interactive activity, final paper, and final presentation with PowerPoint slides.

Each team will submit a paper proposal (including all team members’ names) via Canvas by noon on Monday, 19 February (meeting 5).

Individual papers must be submitted via Canvas by noon on Monday, 26 March (meeting 10).

Final papers must be submitted via Canvas by noon on Friday, 4 May (last day of class at UT-Austin).

Each team must submit PowerPoint slides via Canvas by noon on Friday, 4 May (last day of class at UT-Austin).

Remember to send Dr. Roy your peer and self-evaluations by noon on 4 May. Submit a peer evaluation for each person on your team. PeerEvalSp2018.doc SelfEvalFormSp2018.doc

**Why:** Projects combine teamwork with individual accountability, and include a paper proposal, individual paper, final paper, and final presentation with PowerPoint slides.

**How:** Check the course policies for guidance on following the Chicago Manual of Style as your style manual. Writing MechanicsSp2018Rev.docx

**Paper proposal:** Focusing on the different aspects of the information lifecycle (how they create, find, use, understand, share, transform, and curate information), you will submit a 2-3 page proposal addressing the following elements.

- (i) What group, organization, or institution have you decided to study?
- (ii) Why have you selected this group, organization, or institution?

- (iii) What do you expect are the social and cultural context for this organization?
- (iv) What is their mission or goal?
- (v) On which 4-5 aspects of the information cycle will your team focus?
- (vi) Who will focus on which component (each student picks a different component)?
- (vii) What approach will you use across components and for each particular component?

TIPS: Carefully select an organization involved in creating, finding, using, understanding, transforming, sharing, and curating information. Develop a coherent theme across the different individual components of the paper.

### **Paper Proposal Evaluation**

#### **Criterion 1: What organization are you studying?**

- Mentioned and with a thorough explanation: 5 pts
- Mentioned and with a reasonable explanation: 4 pts
- Mentioned, with a brief but incomplete explanation: 3 pts
- Mentioned but not explained at all: 2 pts
- Not mentioned at all: 0 pts

#### **Criterion 2: Why have you selected this organization?**

- Mentioned with thorough detail: 5 pts
- Mentioned with reasonable detail: 4 pts
- Mentioned but with very little detail: 3 pts
- Not mentioned in any detail: 2 pts
- Not mentioned at all: 0 pts

#### **Criterion 3: What do you expect are the social and cultural context for this organization?**

- Discussion of social and cultural context is well-thought-out and compelling: 5 pts
- Discussion of social and cultural context is complete: 4 pts
- Discussion of social and cultural context is not fully developed: 3 pts
- Discussion of social and cultural context is overly simplistic and lacks depth: 2 pts
- Did not mention social and cultural context of the organization: 0 pts

#### **Criterion 4: What is their mission or goal?**

- Discussion of mission or goal is well-thought-out and compelling: 5 pts
- Discussion of mission or goal is complete: 4 pts
- Discussion of mission or goal is not fully developed: 3 pts
- Discussion of mission or goal is overly simplistic and lacks depth: 2 pts
- Did not mention mission or goal: 0 pts

#### **Criterion 5: What aspects of the information lifecycle have you selected to cover?**

- Mention number of aspects of the information lifecycle that matches team size: 5 pts
- Mention 4-6 aspects of the information lifecycle (but number of aspects to be studied does not match group size, with no explanation provided): 4 pts
- Mention 2-3 aspects of the information lifecycle: 3 pts

Mention only one aspect of the information lifecycle: 2 pts  
Did not mention any aspects of the information lifecycle: 0 pts

**Criterion 6: Who will focus on which aspect(s) of the lifecycle?**

Complete description of which team members will focus on which component: 5 pts  
Almost complete explanation of which team members will focus on which component: 4 pts  
Incomplete explanation of which team members will focus on which component: 3 pts  
Mention team members but don't explain who will focus on which component: 2 pts  
Don't list all team members: 0 pts

**Criterion 7: What approach will you use across aspect of the lifecycle and for each particular aspect?**

Thorough explanation of approach across and/or within components: 10 pts  
Good explanation of approach across and/or within components: 8 pts  
Satisfactory explanation of approach across and/or within components: 5 pts  
Insufficient explanation of approach across and/or within components: 2 pts  
No explanation of approach: 0 pts

**Criterion 8: Quality of writing:** Check our document on “General Writing Mechanics”: 0-10 points

Total Points: 50

**E. Individual Class Paper on the Information Life Cycle of a Group/Organization/or Institution (200 points) [individual work]**

Brainstorm, Collaborate, Plan, Propose, Prepare, Write, Share, Engage, Interact, Collaborate, Report, Present, Learn!

RevSignupListInformation Lifecycle Paper and Presentation.docx

Summary of the assignment: Your semester-long work involves working with a team of classmates to prepare a paper that articulates the social and cultural context for information within a selected group, organization, or institution. You will prepare the paper through four stages: (1) a paper proposal (prepared as a team); (2) individual papers; (3) a group paper; and (4) a group presentation with accompanying PowerPoint slides during the last two weeks of class. The paper proposal will be 2-3 pages, the individual papers will be 5-8 pages, and final papers will be 15-24 pages (depending on the number of members on the team).

Each team will submit one group paper proposal. Students will then write individual segments of a paper, each of which will examine one or more aspects of the information lifecycle of the group/organization/or institution. The information lifecycle refers to how the group/organization/or institution creates, finds, uses, understands, shares, transforms, and curates information. The group will combine all individual papers into a single final paper that reflects a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution’s social and cultural context. Students will deliver a final presentation supported with a set of PowerPoint slides on their work during the last two class meetings.

See the sample final paper prepared by a team in a previous semester:

GuerillaGirlsUsingInformationSp2018.docx Here are the sources the Guerilla Girls team cited: GGirlsBib.docx I will not be able to accept and review drafts for your assignments. If you need assistance with your writing, please seek help at the University Writing Center (<http://uwc.utexas.edu/>) at the Learning Commons in the Perry-Castaneda Library on Campus.

Remember to review the course policies as well as the “Writing Mechanics” document. Writing MechanicsSp2018Rev.docx

**What:** This assignment includes a paper proposal; individual paper; combined final paper; and a formal presentation with PowerPoint slides.

The paper proposal involves deciding (with your team) on a group, organization, or institution to study, and articulating the social and cultural context for information in that group, organization, or institution. The individual paper involves writing your own paper on how the cultural and social context of your study group, organization, or institution impacts the aspect of the information lifecycle you have proposed to study. The final paper should provide a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution’s social and cultural context, including providing answers for all questions from the individual report. The final presentation is an opportunity to share your collaborative work with the entire class.

**When:** At our first class meeting, we will form teams with 3-4 students per team. You will work with your team throughout the semester on your paper proposal, interactive activity, final paper, and final presentation with PowerPoint slides.

Each team will submit a paper proposal (including all team members’ names) via Canvas by noon on Monday, 19 February (meeting 5).

Individual papers must be submitted via Canvas by noon on Monday, 26 March (meeting 10).

Final papers must be submitted via Canvas by noon on Friday, 4 May (last day of class at UT-Austin).

Each team must submit PowerPoint slides via Canvas by noon on Friday, 4 May (last day of class at UT-Austin).

Remember to send Dr. Roy your peer and self-evaluations by noon on 4 May. Submit a peer evaluation for each person on your team. PeerEvalSp2018.doc SelfEvalFormSp2018.doc

**Why:** Projects combine teamwork with individual accountability, and include a paper proposal, individual paper, final paper, and final presentation with PowerPoint slides.

**How:** Check the course policies for guidance on following the Chicago Manual of Style as your style manual. Writing MechanicsSp2018Rev.docx

**Individual Paper:** Your report should be 5-8 pages (1250-2000 words) in length and can be based on information you gathered through any kind of research including literature review, interviews, surveys, or any other appropriate research methods. Please note that experience with research methods is not necessary, as you may elect to write a literature review. You might need to secure IRB approval if you plan to contact humans.

A literature review involves locating published information about your group/organization/or institution. Use sources beyond the group/organization/or institution's website. Go beyond Google or Wikipedia. For an idea of some reference sources, check subject guides for library and information science on the lib.utexas.edu website. Go to lib.utexas.edu. Click on the "Research Tools" tab, then click on "Research by Subject." Scroll down until you locate "Library and Information Science." Click on both RG (for "Research Guide") and DB (for "Databases") to identify some reference sources.

You should make sure to answer the following questions in your paper:

- What aspect of the information life cycle did you select? You may select one or more of the following aspects: creating, finding, using, understanding, transforming, sharing, or curating information.
- How did you study your selected aspect? Please be as detailed as possible. Tell me which sources you consulted.
- What did you find? What were the findings of your data collection, that is, your lit review?
- What does it mean? What would you conclude based on your findings?
- What can we learn from? What best practices used here can apply elsewhere?
- What can be improved? e.g., Based on what you have articulated as the organization's social and cultural context, how could the information they produce or use better serve them?

### **Evaluation criteria for your Individual Paper**

#### **Criterion 1: How did you study your selected aspect of the information lifecycle?**

Described with thorough detail: 35 pts  
Described with reasonable detail: 25 pts  
Described, but not enough detail: 15 pts  
Not described in any detail: 5 pts  
Not described at all: 0 pts

#### **Criterion 2: What did you find?**

Described with thorough detail: 35 pts  
Described with reasonable detail: 25 pts  
Described, but not enough detail: 15 pts  
Not described in any detail: 5 pts  
Not described at all: 0 pts

#### **Criterion 3: What does it mean?**

Excellent analysis: 35 pts  
Good analysis: 25 pts  
Acceptable analysis: 15 pts  
Weak analysis: 5 pts  
No analysis: 0 pts

#### **Criterion 4: What can we learn from your results?**

Excellent best practices: 35 pts  
Good best practices: 25 pts

Acceptable best practices: 15 pts  
Weak best practices: 5 pts  
No best practices: 0 pts

**Criterion 5: What can be improved?**

Excellent recommendations: 35 pts  
Good recommendations: 25 pts  
Acceptable recommendations: 15 pts  
Weak recommendations: 5 pts  
No recommendations: 0 pts

**Criterion 6: Quality of writing:** Check our document on “General Writing Mechanics”: 0-25 points

Total Points: 200

**F. Final Paper (190 points) [group work]**

Brainstorm, Collaborate, Plan, Propose, Prepare, Write, Share, Engage, Interact, Collaborate, Report, Present, Learn!

RevSignupListInformation Lifecycle Paper and Presentation.docx

Summary of the assignment: Your semester-long work involves working with a team of classmates to prepare a paper that articulates the social and cultural context for information within a selected group, organization, or institution. You will prepare the paper through four stages: (1) a paper proposal (prepared as a team); (2) individual papers; (3) a group paper; and (4) a group presentation with accompanying PowerPoint slides during the last two weeks of class. The paper proposal will be 2-3 pages, the individual papers will be 5-8 pages, and final papers will be 15-24 pages (depending on the number of members on the team).

Each team will submit one group paper proposal. Students will then write individual segments of a paper, each of which will examine one or more aspects of the information lifecycle of the group/organization/or institution. The information lifecycle refers to how the group/organization/or institution creates, finds, uses, understands, shares, transforms, and curates information. The group will combine all individual papers into a single final paper that reflects a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution’s social and cultural context. Students will deliver a final presentation supported with a set of PowerPoint slides on their work during the last two class meetings.

See the sample final paper prepared by a team in a previous semester:

GuerillaGirlsUsingInformationSp2018.docx. Here are the sources the Guerilla Girls team cited: GGGirlsBib.docx. I will not be able to accept and review drafts for your assignments. If you need assistance with your writing, please seek help at the University Writing Center (<http://uwc.utexas.edu/>) at the Learning Commons in the Perry-Castaneda Library on Campus.

Remember to review the course policies as well as the “Writing Mechanics” document.

**What:** This assignment includes a paper proposal; individual paper; combined final paper; and a final presentation with PowerPoint slides.

The paper proposal involves deciding (with your team) on a group, organization, or institution to study, and articulating the social and cultural context for information in that group, organization, or institution. The individual paper involves writing your own paper on how the cultural and social context of your study group, organization, or institution impacts the aspect of the information lifecycle you have proposed to study. The final paper should provide a comprehensive overview of the information lifecycle within the context of your selected group, organization, or institution's social and cultural context, including providing answers for all questions from the individual report. The final presentation is an opportunity to share your collaborative work with the entire class.

**When:** At our first class meeting, we will form teams with 3-4 students per team. You will work with your team throughout the semester on your interactive activity, paper proposal, final paper, and final presentation with PowerPoint slides.

- Each team will submit a paper proposal (including all team members' names) via Canvas by noon on Monday, 19 February (meeting 5).
- Individual papers must be submitted via Canvas by noon on Monday, 26 March (meeting 10).
- Final papers must be submitted via Canvas by noon on Friday, 4 May (last day of class at UT-Austin).
- Each team must submit PowerPoint slides via Canvas by noon on Friday, 4 May (last day of class at UT-Austin).
- Remember to send Dr. Roy your peer and self-evaluations by noon on 4 May. Submit a peer evaluation for each person on your team.

**Why:** Projects combine teamwork with individual accountability, and include a paper proposal, individual paper, final paper, and final presentation with PowerPoint slides.

**How:** Check the course policies for guidance on following the Chicago Manual of Style as your style manual.

### **Evaluation Criteria for the Final Paper**

#### **Criterion 1: How did you study your selected aspect?**

Described with thorough detail: 35 pts  
Described with reasonable detail: 25 pts  
Described, but not enough detail: 15 pts  
Not described in any detail: 5 pts  
Not described at all: 0 pts

#### **Criterion 2: What did you find?**

Described with thorough detail: 35 pts  
Described with reasonable detail: 25 pts  
Described, but not enough detail: 15 pts  
Not described in any detail: 5 pts  
Not described at all: 0 pts

**Criterion 3: What does it mean?**

Excellent analysis: 35 pts

Good analysis: 25 pts

Acceptable analysis: 15 pts

Weak analysis: 5 pts

No analysis: 0 pts

**Criterion 4: What can we learn from what you found?**

Excellent best practices: 35 pts

Good best practices: 25 pts

Acceptable best practices: 15 pts

Weak best practices: 5 pts

No best practices: 0 pts

**Criterion 5: What can be improved?**

Excellent recommendations: 35 pts

Good recommendations: 25 pts

Acceptable recommendations: 15 pts

Weak recommendations: 5 pts

No recommendations: 0 pts

**Criterion 6: Quality of presentation:** Check the “Contract for Lecture Delivery” document: 0-15 points

Total Points: 190

**G. Presentation on the Information Life Cycle of a Group/Organization/or Institution (100 points)  
[group work]**

RevSignupListInformation Lifecycle Paper and Presentation.docx

Summary of the assignment: Work with a team to investigate the social and cultural context for information within a selected group/organization/or institution. Individual students will write segments of this investigation as individual papers. Each paper will examine one aspect of the information lifecycle of the group/organization/or institution. Students will submit separate individual papers but they will collaborate in merging the sections and preparing a final paper along with delivering a final presentation supported with a set of PowerPoint slides on their work on the last class meeting. The final presentation is an opportunity to share your work with the entire class.

I will not be able to accept and review drafts for your assignments. Remember to review the course policies as well as the “Lecture Delivery Contract” document for advice on delivering presentations.

**What:** This assignment involves students collaborating on a joint formal presentation with PowerPoint slides.

**When:** At our first class meeting, we will form teams with 2-3 students per team. You will work with your team throughout the semester on your interactive activity, class paper, and final presentation.

Each team member must submit peer and self-evaluations within 24 hours of the last day of class via Canvas. Please submit a peer evaluation for each person on your team. PeerEvalSp2018.doc  
SelfEvalFormSp2018.doc

**Why:** Projects combine teamwork with individual accountability and include individual papers and a final presentation.

**Final Presentation:** Students will deliver their presentations on the last day of class. Each presentation will be 30 minutes in length, with additional time for questions and discussion. All team members must participate in both preparing and presenting the final presentation.

Remember to send Dr. Roy these items via Canvas within 24 hours of your "Final Presentation"

A copy of your PowerPoint slide with the instructions to your Interactive Activity; and

Your peer and self-evaluations. Submit a peer evaluation for each person on your team.  
PeerEvalSp2018.doc SelfEvalFormSp2018.doc

**TIPS:** Develop a coherent theme across the different individual components of your presentation. Remember to introduce your topic and each member of your team to the audience. Speak loudly enough for all to hear. Provide good eye contact and minimize iteratives (such as ums or ahs). Provide an introduction to your presentation as well as a conclusion. And don't forget to invite your audience to ask questions! LectDeliverySpring2018 (2).docx

### **Evaluation Criteria for Group Presentation**

#### **Criterion 1: How did you study your selected aspect?**

Described with thorough detail: 35 pts  
Described with reasonable detail: 25 pts  
Described, but not enough detail: 15 pts  
Not described in any detail: 5 pts  
Not described at all: 0 pts

#### **Criterion 2: What did you find?**

Described with thorough detail: 35 pts  
Described with reasonable detail: 25 pts  
Described, but not enough detail: 15 pts  
Not described in any detail: 5 pts  
Not described at all: 0 pts

#### **Criterion 3: What does it mean?**

Excellent analysis: 35 pts  
Good analysis: 25 pts  
Acceptable analysis: 15 pts  
Weak analysis: 5 pts  
No analysis: 0 pts

#### **Criterion 4: What can we learn from what you found?**

Excellent best practices: 35 pts  
Good best practices: 25 pts  
Acceptable best practices: 15 pts  
Weak best practices: 5 pts  
No best practices: 0 pts

**Criterion 5: What can be improved?**

Excellent recommendations: 35 pts  
Good recommendations: 25 pts  
Acceptable recommendations: 15 pts  
Weak recommendations: 5 pts  
No recommendations: 0 pts

**Criterion 6: Quality of presentation:** Check the “Contract for Lecture Delivery” document: 0-25 points

Total Points:  $200/2 = 100$  points