**I 301 INTRODUCTION TO INFORMATICS**

**#28050**

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School of Information

Technology and Information Policy Institute

Center for Women’s and Gender Studies

University of Texas at Austin

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**This is an entirely online course and completely asynchronous.**

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Much of the material in this course, both in the syllabus and in the course modules, depends upon Dr. Craig Blaha’s work as an instructor for I 301 and ongoing collaboration about this course and other curricular matters. I very much appreciate and gratefully acknowledge Craig’s substantial contribution.

**LAND ACKNOWLEDGEMENT**

This acknowledgement is a way to give witness to our responsibility to value the contributions of Indigenous peoples to the University of Texas, today and in the past. It is particularly important to recognize the fact that the land on which we work and which we share has been important to others before us for many generations (https://www.ischool.utexas.edu/about-the-ischool):

We acknowledge that the iSchool sits on indigenous land. The Tonkawa lived in central Texas and the Comanche and Apache moved through this area. Today, various indigenous peoples from all over the globe visit Austin and/or call it home. We are grateful to be able to study and learn on this piece of Turtle Island.

My colleague on the UT iSchool faculty Dr. Loriene Roy is a Native American and offers a further contribution:

Since our class is online, you may be contributing from other tribal lands. Here is a map that may help you in identifying the indigenous peoples of the land on which you study: <https://native-land.ca/>

To read more about land acknowledgement, see: Stewart, Mariah, "Acknowledging Native Land is a Step Against Indigenous Erasure," Insight Into Diversity, December 19, 2020. Available at: <https://www.insightintodiversity.com/acknowledging-native-land-is-a-step-against-indigenous-erasure/>

I am grateful to Dr. Roy for this acknowledgement.

**INTRODUCTION TO THE COURSE**

I 301 Introduction to Informatics is intended to help introduce students to the fields of informatics and information studies, to important concepts in these fields and cognate disciplines, to some of the professions that informatics professionals pursue, and some of the challenges members of those professions face. To a lesser degree, I 301 aims to acquaint students to various persons and the various programs at the iSchool.

**Some goals for the course**

More discursively, I 301 students will:

* Appreciate the sociotechnical approach to understanding people, information, and technology, more on which immediately below.
* Gain exposure to some of the important scholarly journals and research fronts in informatics and information studies, particularly in the context of the iSchool’s planned six concentrations in Informatics to begin in fall 2021: Cultural Heritage Informatics, Health Informatics, Human-Centered Data Science, Social Informatics, Social Justice Informatics, and User Experience Design.
* Use ethical, political, and other cogent frameworks to understand matters related to Informatics and to formulate independent and informed arguments about those matters.
* Gain insight into perspectives of users and other stakeholders in Informatics, including their needs, values, and preferences.
* Develop basic technical proficiency in Informatics-related technology especially the technical and political history and technical underpinnings of the Internet and information security.
* Demonstrate, throughout the course, mature reflective, critical inquiry essential to college-level work and essential to effective written communication.

The course, like many others at the iSchool and in cognate disciplines, employs a sociotechnical lens to accomplish its work. The sociotechnical will be an individual module in the Canvas site for the course where we will explore the concept in greater detail. Put simply, however, the term indicates that understanding the manifold and complex relationships among people, information and communication technologies (ICT’s), and information demands understanding both **the social and technological characteristics** of specific, contingent, and changing circumstances. It means further that we cannot fall prey to the easy if mistaken temptations of simple technological determinism, so-called Luddism, or the belief that things are as simple as they may appear.

This course aims to help students raise, confront, and seriously address important problems, questions, and controversies for which there are no easy answers and the resolution of which engenders serious disagreement among people of reason and good will. Thus, we will treat each other, others in our School, and elsewhere, including the authors of our readings, with courtesy as well as a spirit of honest inquiry. An engaged information student and professional, no matter what their position and politics, and the engaged scholar exhibit an openness to ideas, a commitment to serious inquiry, and a spirit of critique and skepticism, not cynicism, discourtesy, or dismissal of others’ ideas.

**Tools for success**

Because I 301 Introduction to Informatics is an entirely asynchronous Web-based course, all students need regular and reliable access to:

* **Internet connectivity**– If you do not have access to a sufficiently powerful computer and/or required software personally, you may use the iSchool lab ([UTA (Links to an external site.)](http://www.utexas.edu/maps/main/buildings/uta.html)210), if open, while enrolled in any iSchool course. You do not need to have an iSchool account to use these IT Lab machines, and the Lab has both Macs and PCs, as well as a very large range of software. As soon as UT practice and building use allow, please get acquainted with the iSchool IT Lab.
* **Email**– You can open an email account through UT, Gmail, Hotmail, Yahoo, or any other standard provider. if you do not already have an account. **Be sure to register your official email account with the university, and connect that email to Canvas**. Doing so will allow all communication about the course from the instructor to the class as a whole to come directly through Canvas. Make sure that all Canvas announcements get forwarded to an email account you check regularly throughout the semester. Because all correspondence for the course will use Canvas, a claim that "I didn't get the email" is not an acceptable reason for missing an assignment – and, since all students must complete all assignments to earn credit for the course, maintaining regular contact through email and Canvas is imperative.
* **Microsoft Word**– Written assignments must be submitted as Microsoft Word documents to Canvas. The Campus Computer Store sells software, including Microsoft Office, to UT students and faculty at a substantial discount. Only Microsoft Word documents will be accepted for such assignments. Please recall that the iSchool IT Lab, as well as other any IT Labs that are open provide access to Word and other parts of the Microsoft Office suite.
* **Adobe Acrobat Reader**– Many of the papers we will read as a class are in .pdf format. Thus, reliable and regular access to Adobe Acrobat Reader is required. Please check if you have it because you likely do.
* **The course textbook** -- Hobart, Michael E., & Schiffman, Zachary S. (1998). *Information ages: Literacy, numeracy, and the computer revolution*. Baltimore: Johns Hopkins University Press. Available in print, but also online temporarily from Hathi Trust at https://catalog.hathitrust.org/Record/003999098?

**Course format**

As you know, this course is both entirely Web-based and entirely asynchronous; thus, there are no required synchronous class meetings. I have divided the course into modules released weekly throughout the semester. I will post new material to the Modules section of Canvas (and in other parts of Canvas as appropriate) on Friday by 6:00 PM Central time, notifying the class through a Canvas Announcement.

You may complete the work related to the Module over the week until the requisite assignments are due in Canvas, usually the next Friday by 12:00 Noon Central time. As noted in the Expectations of Students’ Performance below, this course will require about 9-10 hours of work per week, that is, about three hours of work for each undergraduate credit hour. That is the norm at UT and peer institutions. Previous instructors and students, as well as my own experience, have indicated that setting up a few 2- or 3-hour blocks each week will allow you to complete your work expeditiously and comprehensively, including reading, completing quizzes, “attending” online lectures, and writing.

Each of the weekly modules focuses on one or two topics within Informatics, and will include:

* **Online lecture** - Each module will begin with an online “lecture” that may feature a recorded Power Point-style presentation and/or a combination of both written material, links to papers and other material outside of Canvas, and videos, as well as our semester textbook, Hobart & Schiffman’s *Information Ages*. It is best to complete each lecture in its entirety (including following the links to external materials) before proceeding to the assigned readings. While reading, take notes on questions you might have, interesting points made by the author, or concerns you may have related to the topic, most particularly if they give you insight into future assignments and/or specific interests you have in the material.
* **Readings** –All readings are available through Canvas, UT Library Online, or through the World Wide Web, other than the Hobart & Schiffman textbook, even though it also is available online temporarily through Hathi Trust.
* **Textbook** – The readings related to Hobart & Schiffman (H&S) include not only the chapters, notes, and relevant parts of the Bibliographical Essay, but also the informal Study Guides I have written to complement, explain, and further investigate H&S’s work.
* **Quiz** – Four of the Modules include a brief, open-book quiz, described more fully below in Assignments, related to the materials covered in the apposite Modules.

In addition, the Modules are grouped into three rough categories: Introduction, Foundations of and Challenges in Informatics, and brief reviews of selected professions in Informatics.

**Additional help**

For those of you for whom both the entirely online and asynchronous character of the course and our current “plague year” poses special challenges, especially valuable advice and tips can be found at the “Keep Learning” site offered by the good folks at Texas One Stop (<https://onestop.utexas.edu/keep-learning/>).

The instructor requires the use of the American Psychological Association (APA) format for your written assignments. A particularly valuable resource can be found at OWL the Purdue University Online Writing Lab (<http://owl.english.purdue.edu/owl>). The style manuals there are located under Research and Citation.

Other valuable resources, with which you may be already familiar, include:

* The Undergraduate Writing Center: <http://uwc.utexas.edu/>
* The UT Libraries: <http://www.lib.utexas.edu/>
* UT ITS (Information Technology Services): <http://www.utexas.edu/its/>
* Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

**EXPECTATIONS OF STUDENTS’ PERFORMANCE**

Students are expected to be involved, vigorous participants in the conduct of the class, even though all work is done asynchronously. Students must:

* Complete all assignments to earn credit for the course.
* Complete all assignments on time.
* Participate in all course activities specified in the course modules on Canvas and elsewhere as determined by the instructor.
* Read all material in the course schedule prior for each module. Students are expected to use the course readings to inform their course participation and their writing. Students must integrate what they read with what they write.
* Spend about 9-10 per week hours of reading, writing, and general preparation for three undergraduate credit hours.
* If executing a Q drop before the Q-drop deadline, adhere to the requirements as specified (<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>). That Q-drop deadline usually is around the middle of any semester. It is a formal requirement of Texas state law that any student is allowed no more than six (6) Q drops while enrolled in any public Texas institution of higher education.
* Ask for help from the instructor either through email, during rotating office hours, on the telephone, or in any other appropriate way. Email is especially appropriate for information questions. The instructor will ordinarily respond to a message within twenty-four hours or less during the work week and within forty-eight, usually less, on the weekends. Please do **NOT** use the messaging features in Canvas given the fragility of and high traffic on Canvas; **direct email** provides more reliable and often more timely communication.
* Ask for all appropriate accommodations for students with documented disabilities; I am happy to provide them on a confidential and customized basis. The University’s Office of the Dean of Students at 471.6259, 471.4641 TTY, can provide further information and referrals as necessary.
* Adhere to the highest standards of **academic integrity**., including following the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” See the next page for an extended consideration of academic integrity.

**ACADEMIC INTEGRITY AND PLAGIARISM**

Academic integrity is paramount in the academy and professional life. The UT Dean of Students has an excellent, brief summary of means for ensuring academic integrity, and see the three links there (https://deanofstudents.utexas.edu/conduct/academicintegrity.php. **Academic dishonesty** is a focus of the first module on Canvas and a major part of the first quiz. Students must earn 100% on the academic integrity portion of the quiz to proceed to the rest of the course.

**Academic dishonesty**, such as plagiarism, cheating, or academic fraud, on the other hand, is intolerable and will incur severe penalties, up to failure for the course and potential expulsion from the university. In addition, all instances of academic dishonesty will be reported to both the iSchool administration and the UT Dean of Students. The UT School of Undergraduate Studies (https://ugs.utexas.edu/flags/faculty-resources/teaching/syllabus) provides some excellent and specific guidance about **plagiarism**:

Using someone else’s work in your own writing without giving proper credit is considered plagiarism, a serious form of academic dishonesty that can result in severe penalties. Copying someone else’s work, buying a paper and submitting it as your own, copying and pasting text (even with changes), or borrowing images from an online source, are some examples of plagiarism. Even if you plagiarize accidentally, you can be held responsible and penalized.

Learning to cite sources appropriately is an important part of becoming a professional. When you are unsure about citation, you are encouraged to **ask your instructor** (who is already an expert in the discipline) what is appropriate in the context of your assignment. Consultants at The [University Writing Center](http://uwc.utexas.edu/) can also help you determine whether you are citing sources correctly—and they have helpful guides online for using [direct quotations](http://uwc.utexas.edu/handouts/direct-quotations-using-and-framing/) and [paraphrasing](http://uwc.utexas.edu/handouts/paraphrasing/). Reviewing those skills will help you feel confident that you are handling sources professionally in your writing.

You can read the University’s definition of plagiarism and other forms of academic dishonesty in Sec. 11–402 of the [Student Conduct Code](https://catalog.utexas.edu/general-information/appendices/appendix-c/student-discipline-and-conduct/). For more information, visit the [Dean of Students’ site](http://deanofstudents.utexas.edu/conduct/)

If there is concern about behavior that may be academically dishonest, students should consult the instructor. I also invite you to contact two iSchool administrators if you feel more comfortable talking to them rather than to me, and they can be quite helpful about academic integrity and related questions: Dr. Soo Young Rieh, Associate Dean for Education (rieh@ischool.utexas.edu); and Dr. Carla Criner, Assistant Dean for Education and Student Affairs ([criner@ischool.utexas.edu](mailto:criner@ischool.utexas.edu)).

Similarly, students may **NOT share any material** related to the course with any person, Web site, or other party. Doing so is intellectually dishonest, is theft, is a violation of academic integrity, and violates the UT Student Honor Code. Such sharing will incur severe academic sanctions, including formal report to the Dean of Students as well as the iSchool administration.

Further, recordings in the class, of the instructor or any other speaker, are protected by the U.S. Family Educational Rights and Privacy Act (FERPA: https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Sharing them is also a serious violation of the Student Honor Code and an act of theft that will incur serious consequences.

**GRADING**

In the interest of equity and predictability, I rely on a modified version of the standard UT Austin undergraduate grading scale in our section of I 301. The modification provides a more equitable and nuanced reflection of the realities of learning in higher education community. Thus, I use both an absolute and a relative scale such that students are guaranteed a minimum grade as indicated below, but have the ability to earn a higher grade depending upon their relative achievement in a particular semester. As indicated in the table immediately below, if any student's semester point total ≥ 90 (is equal to or greater than 90), then she will have earned an A of some kind. If the semester point total ≥ 80, then she will have earned at least a B of some kind. Whether these particular grades are A+, A, A-, B+, B, or B- depends upon the comparison of point totals for all students in the course. For example, if a student earns a total of 90 points and the highest point total in the class is 98, the student would earn an A-. If, on the other hand, a student earns 90 points and the highest point total in the class is 91, then the student would earn an A. The instructor will explain this system throughout the semester and is happy to help students understand it in whatever ways make sense to them.

|  |  |  |
| --- | --- | --- |
| **Point total** | **Minimum grade** | **Note** |
|  |  |  |
| ≥ 90 | A, of some type |  |
| ≥ 80 | B, of some type |  |
| ≥ 70 | C, of some type |  |
| ≥ 60 | D, of some type | Minimum grade for pass/fail students to achieve a passing grade |
| < 60 | F |  |

The grade of incomplete (X) is reserved for students in extraordinary circumstances and **must be negotiated with the instructor before the end of the semester**.

As described more fully below, and in the Assignments in Canvas, there are four kinds of Assignments for this course:

|  |  |  |
| --- | --- | --- |
| **Assignment type** | **Note** | **Proportion of final grade** |
|  |  |  |
| Quizzes | Four distributed over the course of the semester, 10% each | 40% |
|  |  |  |
| A self-introduction video |  | 10 |
|  |  |  |
| An essay on a journal paper and one of the iSchool Informatics concentrations |  | 20 |
|  |  |  |
| A culminating essay on the Hobart & Schiffman textbook |  | 30 |
|  |  |  |
| **Total** |  | 100% |

To protect students’ privacy, I do **NOT** post grades in Canvas, where they are affiliated with students’ real-world identities, can be integrated with other information about students, and shared with third parties.

Instead, the course TA will notify students of grades for particular assignments. I usually finish grades within a week of submission so you can track your point total over the course of the semester.

I am always happy to talk about grading criteria, specific grades, and the like, especially to help you improve your work. But I do not change grades unless I have made an error in assessing students’ work. Please do not hesitate to let me know if you have any questions about these and related matters; I’m happy to talk to you.

**Late grading?**

As indicated throughout the syllabus and in the Assignment descriptions on Canvas, students must submit all work on or before the posted deadline (day and time). Because of the current global health crisis and the many emotional, logistical, and other burdens it places upon us all:

**I WILL ALLOW EACH STUDENT TO TURN IN ONE ASSIGNMENT LATE WITHOUT ACADEMIC PENALTY.**

To do so, three conditions must be met:

1. At least 24 hours before the date due, the instructor gives explicit permission to the student to hand the assignment in late.

2. At the same time, a specific date and time are agreed upon for the late submission.

3. The assignment is submitted on or before the agreed-upon date and time.

Let me know if you are finding it difficult to meet the requirements of the course, most especially the deadlines for assignments. We can work it out.

**OUTLINE OF THE COURSE**

The schedule may be adjusted in unusual circumstances, but the instructor will announce changes on Canvas at least a week in advance. **H&S** indicates readings in our textbook Hobart & Schiffman (1998), while the other readings for any particular week are in the Canvas modules..

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topics** | **H&S Text and Study Guide** | **Assignments Due** |
|  |  |  |  |
| Week 1: JAN 22 | Introduction   * Syllabus * Introduction to the School of Information (iSchool) |  |  |
|  |  |  |  |
|  |  |  |  |
|  | **Foundations and Challenges** |  |  |
|  |  |  |  |
|  |  |  |  |
| 2: JAN 29 | Some history of informatics  Academic integrity | H&SPreliminary Study Guide |  |
|  |  |  |  |
| FRI FEB 5, 12:00 N |  |  | * Quiz 1: Academic integrity and introduction to the iSchool |
|  |  |  |  |
|  |  |  |  |
| 3: FEB 5 | The sociotechnical | H&SIntroduction and Chapter 1 |  |
|  |  |  |  |
|  |  |  |  |
| FRI FEB 12, 12:00 Noon |  |  | * Quiz 2: History of informatics, the sociotechnical, and H&S (10%) |
|  |  |  |  |
|  |  |  |  |
| 4: FEB 12 | What is information? I | H&SChapter 2 |  |
|  |  |  |  |
|  |  |  |  |
| FRI FEB 19, 12:00 Noon |  |  | * Self-introduction video (10%) |
|  |  |  |  |
|  |  |  |  |
| 5: FEB 19 | What is information? II | H&SChapter 3 |  |
|  |  |  |  |
| 6: FEB 26 | Information networks and the Internet I |  |  |
|  |  |  |  |
| 7: MAR 5 | Information networks and the Internet II |  |  |
|  |  |  |  |
| FRI MAR 12, 12:00 Noon |  |  | * Quiz 3: Information networks, the Internet, and H&S (10%) |
|  |  |  |  |
| 8: MAR 12 | Information security and privacy I | H&SChapter 4 |  |
|  |  |  |  |
| MAR 15-19 | **NO NEW MODULE – SPRING BREAK!** |  |  |
|  |  |  |  |
| FRI MAR 26, 12:00 Noon |  |  | * Topic due for essay on journal paper and informatics concentration |
|  |  |  |  |
| 9: MAR 26 | Information security and privacy II |  |  |
|  |  |  |  |
| FRI APR 2, 12:00 Noon |  |  | * Quiz 4: Information security and privacy (10%) |
|  |  |  |  |
|  |  |  |  |
| 10: APR 2 | Identity and memory | H&SChapter 5 |  |
|  |  |  |  |
| FRI April 9, 12:00 Noon |  |  | * Essay on journal paper and informatics concentration (20%) |
|  |  |  |  |
| 11: APR 9 | Searching and sorting | H&SChapter 6 |  |
|  |  |  |  |
| 12: APR 16 | Artificial intelligence and policing, algorithms | H&SChapter 7 |  |
|  |  |  |  |
| 13: APR 23 | Surveillance | H&SChapter 8 |  |
|  |  |  |  |
|  | **Selected informatics professions** |  |  |
|  |  |  |  |
| FRI APR 30, 12:00 Noon |  |  | * Draft of essay on Hobart & Schiffman |
|  |  |  |  |
| 14: APR 30 | Memory institutions (libraries, archives, museums, research institutes, preservation and conservation) | H&SChapter 9 and Conclusion |  |
|  |  |  |  |
| 15: MAY 7 | User experience and design, HCI |  |  |
|  |  |  |  |
|  |  |  |  |
| MON MAY 10, 12:00 Noon |  |  | * Final essay on Hobart & Schiffman (30%) |

**ASSIGNMENTS**

Please recall that **all students must complete all assignments**, and must ordinarily do so on time as per the required deadlines.

* **Quizzes on modules – Due throughout the semester (4 quizzes x 10% each = 40% of final grade)**

As noted, there will be four quizzes related to several of the course modules, as well as some of the chapters and Study Guides to Hobart & Schiffman throughout the semester. All quizzes will be open book, thus, like many instructors of I 301, I regard the quizzes as a means for you to review and further internalize the material for the modules in question rather than as a test of your memory about the material.

By design, quizzes time out at three (3) hours. Since most students complete each quiz in less than one hour, even those students who need time accommodation will have three times as long to complete each quiz.

Be sure to allow yourself enough uninterrupted time to complete the quiz, no matter how much time you need within those three hours to complete it.

I will enforce the quiz deadlines strictly unless you let me know in advance of compelling circumstances, e.g., excused illness, personal emergency, or the like.

As we will discuss throughout the semester, be sure to avoid plagiarism with all assignments, including the quizzes.

* **Self-introduction video – Due 12:00 Noon Friday February 19 (10%)**

Students will produce an informal video using Panopto in Canvas to introduce themselves to the instructor. The instructor will keep these confidential and will destroy them after the semester. Directions and tutorials about using Panopto for the self-presentation video will be available later in the semester.

The videos should be **4- 5-minutes long** and should tell the instructor:

1. Your full name
2. Your preferred name, what you want the instructor to call you
3. Your preferred pronouns, e.g., she/hers/her
4. Your academic program/current major, if any
5. Home college or department, if any
6. Physical location/time zone
7. General interests, e.g., favorite pastimes
8. Academic and professional goals
9. Reason(s) for enrollment in the course.

As noted above, more specific technical and other directions will be available on Canvas later in the semester.

* **Exploring informatics journal articles and the six informatics concentrations at the iSchool – Topic choice due 12:00 Noon Friday March 24, essay due 12:00 Noon Friday April 7 (20%)**

The UT iSchool BA and BS Informatics majors will have six concentrations beginning in fall 2021:

1. Cultural Heritage Informatics
2. Health Informatics
3. Human-Centered Data Science
4. Social Informatics
5. Social Justice Informatics
6. User Experience (UX) Design.

Using the draft two-page description of each of these concentrations available a bit later this semester in Canvas, each student will write an essay of **four double-spaced pp.** (about 1000 words), not counting the title page and references, after completing these activities:

* Choosing one of the six concentrations to discuss
* Using a journal article from one of the eleven (11) journals listed below from 2015-2020
* **Submitting by email the choice of paper and concentration to the instructor for approval by March 24**
* Answering these questions –

1. Why do you find this concentration of interest? (one paragraph, c. 100 words)
2. How does discussing that concentration support your academic program and your professional goals? You can answer this question even if you do **NOT** plan to be an Informatics major or minor. (one paragraph, c. 100 words)
3. What are the goals of the journal you chose? How do you know? Who are its intended audiences? How do you know? (one paragraph, 100 words or less)
4. How does the journal paper you chose shed light on the specific concentration you chose to discuss? (2 double-spaced pages, c. 500 words)
5. Does the two-page concentration description of that concentration shed light on the journal paper? If so, how? If not, why not? (100-200 words)

The journals that students may use for this assignment are the following – be sure to **choose a paper that** **focuses on information/informatics**. For some of the journals, that choice will be easy. For some of the others, however, you will need to take care to choose one appropriate for our course since not all of the papers in the journal are explicitly related to information or informatics. Further, not all of the journals are available for the full run of 2015-2020, but most are at these specific URL’s. This coverage is why I chose these particular URLs.

|  |  |  |
| --- | --- | --- |
|  | **Journal Title** | **Journal URL to Use** |
|  |  |  |
| 1 | *Archivaria* | https://muse-jhu-edu.ezproxy.lib.utexas.edu/journal/729 |
| 2 | *Communications of the ACM* | https://dl-acm-org.ezproxy.lib.utexas.edu/loi/cacm |
| 3 | *Computer-Supported Cooperative Work* | https://link-springer-com.ezproxy.lib.utexas.edu/journal/10606/volumes-and-issues |
| 4 | *IEEE Annals of the History of Computing* | https://ieeexplore-ieee-org.ezproxy.lib.utexas.edu/xpl/RecentIssue.jsp?punumber=85 |
| 5 | *Information Processing & Management* | https://www-sciencedirect-com.ezproxy.lib.utexas.edu/journal/information-processing-and-management |
| 6 | *Journal of the Association for Information Science & Technology* | https://asistdl-onlinelibrary-wiley-com.ezproxy.lib.utexas.edu/loi/23301643 |
| 7 | *Journal of Documentation* | https://www-emerald-com.ezproxy.lib.utexas.edu/insight/publication/acronym/jd |
| 8 | *Library Quarterly* | https://www-journals-uchicago-edu.ezproxy.lib.utexas.edu/loi/lq |
| 9 | *Science, Technology, & Human Values* | https://journals-sagepub-com.ezproxy.lib.utexas.edu/loi/sth |
| 10 | *Social Studies of Science* | https://journals-sagepub-com.ezproxy.lib.utexas.edu/loi/sss |
| 11 | *Technology and Culture* | https://www-proquest-com.ezproxy.lib.utexas.edu/publication/35182?OpenUrlRefId=info:xri/sid:primo&accountid=7118 |

To write this essay, use only these sources, as appropriate. Only the first two bullets are required, while the other two are allowed as your judgment dictates:

* The two-page description of the Informatics concentration
* The journal paper
* Hobart & Schiffman (1998)
* Other class readings.

Do not use any other sources, and, as always, ensure that all work is original with you.

* **Culminating essay on *Information Ages* – draft due 12:00 Noon Friday April 30, final version of the essay due Monday May 10 12:00 Noon**

Each student will write an essay of **five double-spaced** pages, not counting References, on the course textbook Hobart & Schiffman’s *Information* Ages (1998) in response to the specific writing prompt provided by the instructor.

A draft of the essay of at least three double-spaced pages, not counting References, is due by 12:00 Noon on Friday April 30 and should contain preliminary drafts of all elements of the assignment. The instructor will review the draft and return it with suggestions for improving the work. The final version of the essay is then due no later than 12:00 Noon Monday May 10. More detail will be forthcoming later in the semester.