INF391D.10 Survey of Information Studies, Fall 2020
School of Information, UT-Austin
Unique number: 27339

Class time: Tuesdays 9:00 - noon
Instructor: Dr. Yan Zhang
Email: yanz@ischool.utexas.edu
Class form: Web-based
Class meetings: Zoom links will be posted before each class
Office hrs: By appointment [Email/Zoom]17th

Course Description
An overview of the major ideas, concepts, and theories of Information Studies. Prerequisite: Admission to the doctoral program; consent of the graduate advisor.

Learning Objectives
- Appreciate Information Studies as an intellectual area and a social phenomenon; become familiar with a broad range of established and emerging areas of research in Information Studies.
- Understand the role of models, theories, and frameworks in scholarly research and in Information Studies in particular
- Understand the role and importance of well-defined research questions and objectives
- Develop broad familiarity with the broad range of research methods used in Information Studies
- Learn to read and analyze academic research articles, including those outside one's area of interest
- Demonstrate practical skills in investigating a new topic in Information Studies and managing the information resources acquired in that investigation
- Being able to write substantial literature reviews that summarize and synthesize published research in Information Studies

Course Structure
This is a doctoral seminar. As such class sessions will primarily consist of group discussions. These discussions will help us, as a group, to understand and analyze an article both for its empirical and theoretical content and as a piece of research.

Required Text
Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W. T. (2016). *The Craft of Research, Fourth Edition* (Fourth edition). University of Chicago Press.

Machi, L. A., & McEvoy, B. T. (2016). *The Literature Review: Six Steps to Success* (Third edition). Corwin.

 Other readings will be available as PDFs in Canvas.

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

Statement on Academic Honesty

This course and your PhD study is about becoming an independent scholar. You must familiarize yourself with appropriate academic conduct and honesty by reading this guide: UT Austin Academic Integrity (http://www.utexas.edu/cola/cwgs/_files/pdf-4/ai2012.pdf)
Other UTexas Academic Honesty Resources:
1. Definitions of plagiarism and University procedures (http://deanofstudents.utexas.edu/sjs/acadint_plagiarism.php)
2. Plagiarism tutorial (http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/)

Assignments and Grading

Weekly Discussion Questions (30%); ***Due at <u>9:00AM each Monday</u>***

Analyzing two of the assigned research paper readings for each week by following the template below and ***post two questions (or aspects of the papers) to the discussion board*** on *Canvas* for in-class discussion.

> 1. Title of the article:
> 2. Theoretical framework (to understand the role of theories and models in research papers):
> 3. Research Qs:
> 4. I am studying [topic]:
>
>   because I want to find out [Conceptual question]
>   in order to help my readers [conceptual significance]
>   so that [potential practical applications]
> 5. In what way is this paper interesting, in the specific sense used by Davis (1971)? If it is not, why not?

Participation in Class Discussions (20%)

This is a seminar class so in-class participation is important.

Literature Review (40% (writing) +10% (presentation)) ***Due: Dec 1ˢᵗ***

The ability to write a good literature review is critical for success in the doctoral program and for your future career as a scholar. Many course assignments, most conference and journal articles, and certainly your dissertation will require you to analyze, synthesize, and critique the current status of a body of literature. More importantly, conducting good literature reviews can help you have a solid understanding of a topic area, including what's been done before, which approaches and methods have led to promising – or not so promising – paths of investigation, and where there are gaps in the literature that suggest useful areas for new research.

Writing a good literature review is much more than simply summarizing a handful of related papers. A useful literature review will convey an understanding of the breadth and depth of published work in a specific area, give the reader a good sense of the prominent theories, methods, systems, controversies, etc. that exist in the area – as well as the important authors and seminal publications – and show the reader where there are gaps in the literature that might suggest where more research is needed. Writing a literature review that meets these criteria is challenging and practice definitely helps. This assignment is intended to help you gain more experience with the process.

The deliverable for this assignment is a written literature review on a topic of your interest. The length and details of the submission may vary depending on the topic selected, but generally I expect the final product to be a 3-4 page long (1500-2500 words) and discuss at least 15-20 references (some perhaps very briefly, others more thoroughly). You are free to use any established reference style (e.g., APA, MLA, Chicago) in this assignment. You are recommended to use a reference management tool (e.g., EndNote, Zotero, Mendeley) to help you organize the references.

The grade for your final deliverable of this assignment will be based on the following rubric:

Criteria	Observed qualities		
	Excellent (A/A-)	Good (B+)	Poor (B and below)
Introduction to topic area	Clear introduction to topic area; effective orientation for body of review provided	Overall topic area less effectively described; limited orientation to body of review	No clear explanation of the topic area; no transition to body of review
Body of review	Critical synthesis present; consistent and logical transitions; cohesive narrative going from general to specific	Limited critical analysis or attempt at synthesis; some connections made between references, but lack of consistent logical flow	No clear relationship between reference summaries; no critique beyond summary descriptions
Coverage	Thorough, consistent coverage of topic area; in-depth discussion where appropriate	Adequate overall coverage of topic area but superficial coverage of references	Omission of references clearly important to topic area; minimal references; consistent sketchy coverage of references
Conclusion	Solid, logical summary of review; insights and suggestions follow from body of review	Some conclusion or overall synthesis provided but not well supported by body of review	No clear summary or synthesis of topic area provided; summary disconnected from review
Clarity of writing	Clearly written, coherent argument; structural variety; reads as a connected, informative narrative	Generally well-written but flow of argument not always easy to follow; lack of variety in structure from paragraph to paragraph	Significant spelling or grammar mistakes; difficult to follow flow of narrative or arguments made
Citations/References	All references match citations; proper citation and reference style followed throughout	Correct citation and reference format used but occasional minor omissions or formatting problems	Inconsistencies between citations and references; incorrect citation or reference formatting

In fairness to students who turn in assignments on time, all late papers will be penalized by lowering the earned grade one grade level (e.g., from A- to B+; from B to B-) for each day that the assignment is late. No assignment submitted more than one week after the due date will be accepted. These penalties will not apply to students who know in advance that they will be submitting an assignment late, and let me know in advance. "In advance" means up until 24 hours before due date. I will use the following schema as the basis for calculating grades: A = 94-100, A- = 90-93, B+ = 87-89, B = 84-86, B- = 80-83, C+ = 77-79, C = 74-76, C- = 70-73, D = 60-69, F <60.

Course Schedule

Week 1 – Sep 1, 2020   Introduction and a brief touch on research

1. UT iSchool PhD Student Handbook
   (https://www.ischool.utexas.edu/forms/DoctoralProgramHandbookFall2014.pdf)
2. iSchool faculty (https://www.ischool.utexas.edu/people/faculty_directory) and doctoral
   students (https://www.ischool.utexas.edu/people/phd-students)

3. Booth et al. Section I (Chapter 1-2) "Research, Researchers, and Readers"
4. Booth et al. Section III (Chapters 7-11) "Making an Argument"
5. Davis (1971) "That's interesting"

Week 2 – Sep 8, 2020   iSchool phenomenon

Guest: Dean Eric Meyer

1. Olson, Gary, & Grudin, Jonathan (2009). TIMELINES The information school
   phenomenon. *Interactions*. https://dl.acm.org/doi/abs/10.1145/1487632.1487636
2. Dillon, A. (2012). What it Means to be an iSchool. *Journal of Education for Library and
   Information Science*, *53*(4), 267–273. JSTOR.
3. Wiggins, A., & Sawyer, S. (2012). Intellectual diversity and the faculty composition of
   iSchools. *Journal of the American Society for Information Science and Technology*, *63*(1),
   8–21. https://doi.org/10.1002/asi.21619

4. Machi & McEvoy, Introduction (Doing and producing literature review); Chapter 1 – Step 1

Select one iSchool and browse their faculty lists to identify their research areas.

Week 3 – Sep 15, 2020   Information Organization

1. Svenonius (2001) Information organization. Chapter 1 in book: The Intellectual Foundation
   of Information Organization, pp.1-15.
2. Star and Bowker (2007) Enacting Silence
3. Mai (2010) Classification in a social world
4. Feinberg, M. (2011). How information systems communicate as documents: the concept of
   authorial voice. Journal of Documentation, 67(6), 1015–1037.
5. Booth et al. Section II, Chapter 3-4 (Topics, Questions, and Problem)

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6. Machi & McEvoy, Chapter 2 – Step 2

Week 4 – Sep 22, 2020   Information Behavior

1. Dervin, B., & Nilan, M. (1986). Information needs and uses. Annual review of information science and technology, 21, 3–33.
2. Pettigrew, K. E., Fidel, R., & Bruce, H. (2001). Conceptual frameworks in information behavior. Annual review of information science and technology (ARIST), 35, 43–78. 3.
3. Bates, Marcia J. (1989). The Design of Browsing and Berrypicking Techniques for the Online Search Interface. Online Review 13(5): 407-424.
4. Poltrock, S. et al. (2003). Information seeking and sharing in design teams. Group'03 (pp. 239-247).
5. Booth et al. Section II, Chapter 5-6 (Sources and Engaging Sources)

6. Machi & McEvoy, Chapter 3 – Step 3

Week 5 – Sep 29, 2020   Information Retrieval

1. Brin, S. & Page, L. (1998). The anatomy of a large-scale hypertextual Web search engine.
2. Horowitz, D., & Kamvar, S. D. (2010). The anatomy of a large--scale social search engine. Proceedings of the 19th international conference on World Wide Web, WWW '10 (pp. 431–440). New York, NY, USA: ACM.
3. Voorhees, E. M. (2007). TREC: Continuing information retrieval's tradition of experimentation. Commun. ACM, 50(11), 51–54.
4. SWIRL 2018 Report (Culpepper)
5. Ruthven (2008) Interactive Information Retrieval, ARIST, p. 43-91

6. Machi & McEvoy, Chapter 4 – Step 4

Week 6 – Oct 6, 2020   Information Institutions/Scholarly Communication

1. Moravcsik, M. J., & Murugesan, P. (1975). Some Results on the Function and Quality of Citations. Social Studies of Science, 5(1), 86–92.
2. Shuai, X., Pepe, A., & Bollen, J. (2012). How the Scientific Community Reacts to Newly Submitted Preprints: Article Downloads, Twitter Mentions, and Citations. PLoS ONE, 7(11), e47523.
3. LeMaistre, T., Embry, R. L., Zandt, L. L. V., & Bailey, D. E. (2012). Role Reinvention, Structural Defense, or Resigned Surrender: Institutional Approaches to Technological Change and Reference Librarianship. The Library Quarterly, 82(3), 241–275.
4. Booth et al. Section IV, Chapter 16 (Introductions and Conclusions)

5. Machi & McEvoy, Chapter 5 – Step 5

Week 7 – Oct 13, 2020   Socio-Technical Systems/Social Informatics

1. Sawyer and Rosenbaum (2000) Social Informatics in the Information Sciences: Current Activities and Emerging Directions. Informing Science 3 (2).
2. Howison, J., & Crowston, K. (2014). Collaboration through open superposition. MIS Quarterly, 38(1), 29-50.
3. Haythornthwaite, C. (1996). Social network analysis: An approach and technique for the study of information exchange. Library & Information Science Research, 18(4), 323–342.

4. Machi & McEvoy, Chapter 6 – Step 6

Week 8 – Oct 20, 2020   Information Systems

1. Ellis, D., Allen, D., & Wilson, T. (1999). Information Science and Information Systems: Conjunct subjects disjunct disciplines. Journal of the American Society for Information Science, 50(12), 1095–1108.
2. Orlikowski, W. J., & Iacono, C. S. (2001). Research Commentary: Desperately Seeking the "IT" in IT Research: A call to theorizing the IT Artifact. Information Systems Research, 12(2), 145.
3. Davis, F. D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. MIS quarterly, 319–340.
5. Jarvenpaa, S. L., & Leidner, D. E. (1999). Communication and Trust in Global Virtual Teams. Organization Science, 10(6), 791–815.

Week 9 – Oct 27, 2020   Attending ASIST virtual conference

Week 10 – Nov 3, 2020   Human Computer Interaction

1. Carroll, J.M. (1997). Human-computer interaction: Psychology as a science of design. Annual Review of Psychology, 48, 61-83.
2. Civan-Hartzler, A., McDonald, D.W., Powell, C., Skeels, M.M., Mukai, M., & Pratt, W. (2010). Bringing the field into focus: User-centered design of a patient expertise locator. In the Proceedings of CHI 2010, 1675-1684.
3. Epstein, Ping, Fogarty, and Munson (2015). A lived informatics model of personal informatics. Proceedings of the UbiComp'15 conference (pp. 731-742).
4. Morris, M. R., Fourney, A., Ali, A., & Vonessen, L. (2018). Understanding the Needs of Searchers with Dyslexia. *Proceedings of the 2018 CHI Conference on Human Factors in Computing Systems*, 1–12. https://doi.org/10.1145/3173574.3173609

Booth et al. Section IV, Chapter 12-14 (Planning, Drafting, and Revising)

Week 11 – Nov 10, 2020   CSCW-Computer Supported Cooperative Work

1. Grudin, J. (1988). Why CSCW applications fail. Proceedings of CSCW 1988.
2. Hollan, J., & Stornetta, S. (1992). Beyond being there. Proceedings of ACM SIGCHI.
3. Barbarin, A., Veinot, T.C., & Klasnja, P. (2015). Taking our time: Chronic illness and time-based objects in families. CSCW2015 (pp. 288-301).

4. Cataldo, M., & Herbsleb, J. D. (2008). Communication networks in geographically distributed software development. In CSCW '08: Proceedings of the ACM 2008 conference on Computer supported cooperative work (p. 579–588).
5. Poltrock, S. et al. (2003). Information seeking and sharing in design teams. Group'03 (pp. 239-247).

6. Booth et al. Section IV, Chapter 15 (Communicating Evidence Visually), Chapter 17 (Revising Style).

Week 12 – Nov 17, 2020   Digital Humanities

1. Svensson, Patrik (2010) "The Landscape of Digital Humanities" DH Quarterly. 4.1 [open access: search the title of the article in Google and the fulltext is available online]
2. Svensson, Patrik (2012) "Envisioning the Digital Humanities" DH Quarterly. 6.1 [open access]
3. Clement, T. E. (2008). "A thing not beginning and not ending": using digital tools to distant-read Gertrude Stein's The Making of Americans. Literary and Linguistic Computing, 23(3), 361–381.
4. Ciccoricco (2012) The Materialities of Close Reading: 1942, 1959, 2009. DH Quarterly 6.1 [open access]

Week 13 – Nov 24, 2020   Archive

Guest: Ciaran Trace

1. Cook, T. (2013). Evidence, memory, identity, and community: four shifting archival paradigms. Archival Science, 13(2-3), 95–120. doi:10.1007/s10502-012-9180-7
2. McKemmish, S. (2001). Placing records continuum theory and practice. Archival Science, 1(4), 333–359.
3. Thibodeau, K. (2016). Breaking Down the Invisible Wall to Enrich Archival Science and Practice. Paper presented at the IEEE Big Data 2016: 1st CAS workshop. December 8, 2016. [paper and slides]
4. Patricia Galloway (2010) Digital Archiving. In Marcia Bates and Mary Niles Maack (eds.), Encyclopedia of Library and Information Science, 1518-1527.

Week 14 – Dec 1, 2020   Final presentation

University Resources for Students

Personal or Family Emergencies
If you experience a personal or family emergency (death in the family, protracted sickness, serious mental health issues) you should contact Student Emergency Services in the Office of the Dean of Students. As advocates, SES supports students by providing the most comprehensive

outreach, assistance, intervention, and referrals. They will also work with you to communicate with me and your other professors and let them know of your situation.

Services and Accommodations for Students with Disabilities
Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

The University Writing Center
The UWC provides free programs to support and empower all UT graduate students. UWC consultants provide one-on-one feedback on any project at any stage of your writing process. For group accountability and instruction, check out UWC monthly writing groups, workshops, and retreats.

The Sanger Learning Center
If you are looking to improve your study skills, writing skills, or public speaking skills you should take advantage of the Sanger Learning Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring.

Counseling and Mental Health Center
There are many helpful counseling and mental health resources available on campus and an important part of the college experience is learning how to ask for help. If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, I strongly encourage you to seek support, including from the relevant university resources.

Land Acknowledgment

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Important Safety Information

COVID-19 Update: While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. https://coronavirus.utexas.edu/students

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: www.utexas.edu/emergency

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:
1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including

the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, http://www.utexas.edu/safety/