INF391D.10 Survey of Information Studies
School of Information, UT-Austin
Spring 2020

Class time: Tuesdays 9:00 - 12:00
Instructor: Yan Zhang
Email: yanz@ischool.utexas.edu
Phone: 512-471-9448
Office: UTA5.416
Classroom: UTA5.428
Office hrs: By appointment

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


Other readings will be available as PDFs in Canvas.

Recommended Reading
Disability Accommodations
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.

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 9:00AM each Monday
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.

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

Participation in Class Discussions (20%)
This is a seminar class so in-class participation is important.

Literature Review (40% (writing) +10% (presentation)); Due: May 5th
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:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Observed qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction to topic area</strong></td>
<td>Excellent (A/A-) / Good (B+) / Poor (B and below)</td>
</tr>
<tr>
<td>Clear introduction to topic area; effective orientation for body of review provided</td>
<td>Overall topic area less effectively described; limited orientation to body of review</td>
</tr>
<tr>
<td>Body of review</td>
<td>Critical analysis present; consistent and logical transitions; cohesive narrative going from general to specific</td>
</tr>
<tr>
<td>Coverage</td>
<td>Thorough, consistent coverage of topic area; in-depth discussion where appropriate</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Solid, logical summary of review; insights and suggestions follow from body of review</td>
</tr>
<tr>
<td>Clarity of writing</td>
<td>Clearly written, coherent argument; structural variety; reads as a connected, informative narrative</td>
</tr>
<tr>
<td>Citations/References</td>
<td>All references match citations; proper</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Week 1 – Jan. 21, 2020</th>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. iSchool faculty (<a href="https://www.ischool.utexas.edu/people/faculty_directory">https://www.ischool.utexas.edu/people/faculty_directory</a>) and doctoral students (<a href="https://www.ischool.utexas.edu/people/phd-students">https://www.ischool.utexas.edu/people/phd-students</a>)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2 – Jan. 28, 2020</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Booth et al. Section I (Chapter 1-2) “Research, Researchers, and Readers”</td>
<td></td>
</tr>
<tr>
<td>2. Booth et al. Section III (Chapters 7-11) “Making an Argument”</td>
<td></td>
</tr>
<tr>
<td>3. Davis (1971) “That’s interesting”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3 – Feb. 4, 2020</th>
<th>iSchool phenomenon</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Machi &amp; McEvoy, Introduction (Doing and producing literature review); Chapter 1 – Step 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4 – Feb. 11, 2020</th>
<th>Information Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Mai (2010) Classification in a social world</td>
<td></td>
</tr>
</tbody>
</table>
5. Booth et al. Section II, Chapter 3-4 (Topics, Questions, and Problem)
6. Machi & McEvoy, Chapter 2 – Step 2

**Week 5 – Feb. 18, 2020  Information Behavior**

5. Booth et al. Section II, Chapter 5-6 (Sources and Engaging Sources)
6. Machi & McEvoy, Chapter 3 – Step 3

**Week 6 – Feb. 25, 2020  Information Retrieval**

4. SWIRL 2012 Report (Lorne)
6. Machi & McEvoy, Chapter 4 – Step 4

**Week 7 – March 3, 2020  Information Institutions/Scholarly Communication**

4. Booth et al. Section IV, Chapter 16 (Introductions and Conclusions)
5. Machi & McEvoy, Chapter 5 – Step 5
### Week 8 – March 10, 2020  Socio-Technical Systems/Social Informatics

4. Machi & McEvoy, Chapter 6 – Step 6

### Week 9 – March 17, 2020  Spring break

### Week 10 – March 24, 2020  Attending conference

### Week 11 – March 31, 2020  Information Systems


### Week 12 – April 7, 2020  Human Computer Interaction

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

### Week 13 – April 14, 2020  CSCW-Computer Supported Cooperative Work
6. Booth et al. Section IV, Chapter 15 (Communicating Evidence Visually), Chapter 17 (Revising Style).

**Week 14 – April 21, 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]

**Week 15 – April 28, 2020**  Archive

**Guest: Ciaran Trace**


**Week 16 – May 5, 2020**  Final presentation