

University of Wisconsin – Milwaukee  
School of Information Studies

**Introduction to Information Science**  
**L&I SCI 110 – 001**  
**Fall 2009**

Monday/Wednesday, 12:30p – 1:45p  
260 Lapham Hall

**Instructor:**

Michael Zimmer, PhD  
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Office hours: Tuesday, 2:00p – 4:00p

**Course Assistant:**

**General Description:**

This course introduces basic issues in information science and information studies, including the nature of information, information services, information professions, information policy, information ethics, and the complex relationships between information technologies and society.

**Objectives:**

1. Combine theory and everyday examples to provide a broad-based introduction to the field of information science and information studies.
2. Connect current information-based institutions and technologies to their historical roots and with their cultural, political, and economic settings.
3. Investigate the impact of the development of technology on access to and use of information and the changes that this development causes in the structure and operation of society.

**Competencies:**

Upon successful completion of the course, students will:

1. Understand and be able to relate concepts of information science and information studies
2. Describe various institutions and technologies for the organization, storage, and retrieval of information, and relate their cultural, social, and political impact
3. Posses general knowledge in current issues of information technology, information organization, the information professions, information policy, and information ethics

**Method of Instruction & Learning:**

- Classroom lecture and discussion, complemented by review of relevant news and online content.

**Prerequisites:**

- No specific course prerequisites.
- Students are expected to have basic familiarity with contemporary information technologies, such as computers, the Internet, etc.

**Course Schedule:** (subject to change)

<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Resp.</i>
9/2	Course Introduction		
9/7 9/9	[No class] The Information Society	Chapter 1 // Masuda	
9/14 9/16	What is Information? Information Systems: Past	Chapter 2 // Barlow Chapter 4	X
9/21 9/23	Information Systems: Present Information Systems: Future	Chapter 5 // searchenginehistory.com O'Reilly // Allen	X
9/28 9/30	Information Organization & Retrieval: 1.0 Information Organization & Retrieval: 2.0	Stockwell // Zimmer Shirky // Zimmer (cont'd)	X
10/5 10/7	Information Institutions: Traditional Information Institutions: Googlization	Chapter 6 Caufield // Vaidhyanathan	X
10/12 10/14	Information Professions Catch-up & Review	Chapter 7	
10/19 10/21	Mid-term Exam The Information Society, Revisited	Chapter 8	
10/26 10/28	Economics of Information Regulation and Politics of Information	Chapter 9 Chapter 11	X
11/2 11/4	Information, Power, and Society Topic: Controlling Information	Chapter 10 Grimmelmann // Zittrain & Palfrey	X
11/9 11/11	Information Policy Information Ethics	Chapter 12 Chapter 13	X
11/16 11/18	Topic: Intellectual Privacy Topic: Intellectual Freedom	Foerstel // Zimmer Morgan // Shaevel, Becker, Morgan	X
11/23 11/25	<i>Group Project Work Session</i> [No class]		
11/30 12/2	<i>Group Project Work Session</i> Group Project Presentations		
12/7 12/9	Group Project Presentations Group Project Presentations		
12/14	Group Project Presentations & Review		
12/17	Final Exam (12:30-2:30 pm)		

**Required Texts:**- Primary textbook:

J. Lester and W. Koehler. (2007). *Fundamentals of Information Studies: Understanding Information and Its Environment* (2nd edition). Neal-Schuman Publishers. ISBN: 9781555705947

- Additional readings available via D2L:

Allen, M. (2008). Web 2.0: An argument against convergence. *First Monday*, 13(3).  
<http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/2139/1946>.

Barlow, J. P. (1994). A Taxonomy of Information. *Bulletin of the American Society for Information Science*, 20(5), 13-17.

Caufield, J. (2005). Where Did Google Get Its Value? *portal: Libraries and the Academy*, 5(4), 555-572.

Foerstel, H. (2004). *Refuge of a scoundrel: The Patriot Act in libraries*. Westport, CT: Libraries Unlimited. [Chapter 3]

Grimmelmann, J. (2009). The Google Dilemma. *New York Law School Law Review*, 53.

Masuda, Y. (2004). Image of the Future Information Society. In F. Webster (Ed.), *The Information Society Reader* (pp. 15-20). London: Routledge.

Morgan, C. (2006). Intellectual Freedom: An Enduring and All-Embracing Concept. In American Library Association (Ed.), *Intellectual Freedom Manual* (7th ed., pp. 3-13). Chicago: American Library Association.

O'Reilly, T. (2005). What is Web 2.0?

<http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>.

Shaevel, E., Becker, B., & Morgan, C. (2006). Challenges and Issues Today. In American Library Association (Ed.), *Intellectual Freedom Manual* (7th ed., pp. 45-52). Chicago: American Library Association.

Shirky, C. (2005). Ontology is Overrated: Categories, Links, and Tags. *Clay Shirky's Writings About the Internet* [http://www.shirky.com/writings/ontology\\_overrated.html](http://www.shirky.com/writings/ontology_overrated.html).

Stockwell, F. (2001). *A History of Information Storage and Retrieval*. Jefferson, NC: McFarland & Company. [Chapter 11]

Zimmer, M. (2008). Privacy on Planet Google: Using the Theory of "Contextual Integrity" to Clarify the Privacy Threats of Google's Quest for the Perfect Search Engine. *Journal of Business & Technology Law*, 3(1), 109-126.

Zimmer, M. (2009). *Renvois of the past, present and future: hyperlinks and the structuring of knowledge from the Encyclopédie to Web 2.0*. *New Media & Society*, 11(1&2), 107-125.

Zittrain, J., & Palfrey, J. (2008). Internet Filtering: The Politics and Mechanisms of Control. In R. Deibert, J. Palfrey, R. Rohozinski, & J. Zittrain (Eds.), *Access Denied: The Practice and Policy of Global Internet Filtering* (pp. 29-56). Cambridge, MA: MIT Press.

- You are also encouraged to read (*and improve*) the relevant Wikipedia articles for each topic.

### **Deliverables:**

- **Reading responses:** Students must submit 8 reading/discussion responses over the course of the semester. Responses are due at the *beginning of class* on the dates marked with "X" in the course schedule above. Reflective questions will be distributed at the beginning of the week when the response is due. Responses should be at least 250-500 words; see "Assignments" section below for additional formatting guidelines and instructions.

In order to receive credit for a response, it must be complete, thoughtful, and on time. Your writing should demonstrate that you have a thorough understanding of the week's topic and readings. Feel free to draw upon your own experience, but you should remember to connect it to the point of the response. Responses earning credit will be marked with a "✓".

Exceptional responses will receive a "✓+". If you earn 3 or more "✓+", your final course grade will be increased by 1%; if you earn 5 or more "✓+", your final course grade will be increased by 2%. Thus, exceptional performance on responses could potentially bump you up a grade level for the entire course.

- **Group project:** Groups will be formed to work on a group project exploring how recent technological trends & advances have impacted a particular information system/practice/profession. The projects are meant to be collaborative, and while some time will be allotted during the official class period, *groups will need to work together outside of class*. More details to be provided.
- **Exams:** The course includes both a midterm and a final exam. Each exam will consist of short answer and/or brief essay questions. Review questions will be provided prior to the exams.

**Credit Breakdown:**

*(see details provided in relevant sections below)*

Attendance and participation	15%
Reading responses	20%
Group project	15%
Midterm exam	25%
Final exam	25%

**Grading Rubric:**

A	94-100
A-	91-93
B+	88-90
B	84-87
B-	81-83
C+	78-80
C	74-77
C-	71-73
D	60-70
F	0-59

**Class Policies:****- Attendance:**

- Students are expected to attend each class, arriving prepared to participate in discussions of the class material, respond to direct questions, and, when appropriate, engage in constructive and collaborative group work.
- Absences require the instructor's approval in advance, and may require written documentation of medical or family emergencies. Multiple unexcused absences will be noted and will impact your "Attendance and participation" grade.

**- Participation:**

- Each student is expected to actively and constructively participate in class. I will note contributions by each student in each class meeting to guide the assessment of the "Attendance and participation" grade element. If you make well-informed and relevant contributions to at least half the sessions then you should score very well. There is no need to hog the discussion, and a few quiet days will not hurt your score.
- In order to accomplish this objective, it is imperative that you prepare for class – do the readings beforehand.
- For class meetings dedicated to group work, your participation will be assessed based on the constructive and collaborative use of this in-class time to work on group assignments.
- If you feel uncomfortable talking in class, credit may be awarded for meetings during office hours, or for answers submitted in writing before the section meets (this consideration requires advance notice and approval by the instructor).

**- Atmosphere for Learning:**

- Students are encouraged to participate in open and frank discussions of the course material, but are also expected to respect the opinions of other students and to engage in discussion and debates in a sensitive and respectful manner.
- Before class begins, please turn off all cell phones, instant messengers, and any other items that might ring, buzz, play "My Humps," or otherwise call attention to themselves and disrupt class.
- Laptop computers may be used to assist in note taking. But please check email, chat, and Facebook on your own time, not during class.
- Fair warning of things I will take note of: Coming to class late, leaving class early, sleeping in class, excessive eating in class, playing on your laptop or texting during class, doing work for other courses in class, etc. These, or similar, activities will negatively affect your participation grade.

**- Assignments:**

- All written assignments must be turned in on time, at the beginning of class on the due date. Late submissions will not be allowed except for a confirmed emergency with instructor's pre-approval.

- Assignments are to be typed, double-spaced, with one-inch margins. Use a 12-point kerned font such as Times New Roman. Multi-page documents should have page numbers and be stapled. *Don't forget your name, the course number, an assignment description, and the date.* Assignments turned in via D2L should be in .doc or .rtf format.
- Rules of academic conduct require that you not use the work of others without clearly indicating it as such (using proper and consistent citation formats). Academic misconduct may result in a lowered grade, no credit for a given assignment, or failure of the course.
- Distribution of Group Credit:
  - All students within a group will ordinarily receive the same mark, reflecting the performance of the group as a whole on project and its components. (If individual elements are required, they will be graded separately and individually.)
  - However, along with the instructor's evaluations, each group member will have an opportunity to (anonymously, if possible) assess the contribution made by each of their colleagues to the final results. Individual grades may be adjusted based on both instructor and peer evaluation of an individual's contributions.
- Contacting Me:
  - I will be available for *short* discussions immediately before and after class.
  - By email: I will respond to class-related emails during normal work hours, and will generally reply the same day as received (an e-mail sent after working hours, however, may not be replied to until the next morning). Please be sure to use your UWM e-mail account, identify yourself and the course, and *always* use proper and professional e-mail etiquette. (There's a good guide to student email etiquette here: <http://www.ust.udel.edu/action/Current%20Students/Academics/email.aspx>)
  - In person: I will be in my office and available to talk to you during my scheduled office hours (see above). Other times may be available via prior arrangement.
  - By telephone: During my campus office hours I will also be accessible my office telephone. The number is 414-229-3627. So if you are unable to make it to campus, or are an online student, you can still call up to ask questions or seek advice.

### **UWM and SOIS Academic Policies:**

The following links contain university policies affecting all SOIS students. Many of the links below may be accessed through a PDF-document maintained by the Secretary of the University:

<http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>.

Undergraduates may also find the ***Panther Planner and Undergraduate Student Handbook*** useful (<http://www.uwm.edu/Dept/OSL/DOS/Handbook2005-06.pdf>). For graduate students, there are additional guidelines from the Graduate School ([http://www.uwm.edu/Dept/Grad\\_Sch/StudentInfo/](http://www.uwm.edu/Dept/Grad_Sch/StudentInfo/)), including those found in the ***Graduate Student and Faculty Handbook:***

[http://www.uwm.edu/Dept/Grad\\_Sch/Publications/Handbook/](http://www.uwm.edu/Dept/Grad_Sch/Publications/Handbook/).

- Students with disabilities. If you will need accommodations in order to meet any of the requirements of a course, please contact the instructor as soon as possible. Students with disabilities are responsible to communicate directly with the instructor to ensure special accommodation in a timely manner. There is comprehensive coverage of issues related to disabilities at the Student Accessibility Center (<http://www.uwm.edu/Dept/DSAD/SAC/MainOffice.html>), important components of which are expressed here: <http://www.uwm.edu/Dept/DSAD/SAC/SACltr.pdf>.
- Religious observances. Students' sincerely held religious beliefs must be reasonably accommodated with respect to all examinations and other academic requirements, according to the following policy: [http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S1.5.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S1.5.htm). Please notify your instructor within the first three weeks of the Fall or Spring Term (first week of shorter-term or Summer courses) of any

specific days or dates on which you request relief from an examination or academic requirement for religious observances.

- Students called to active military duty. UWM has several policies that accommodate students who must temporarily lay aside their educational pursuits when called to active duty in the military (see <http://www3.uwm.edu/des/web/registration/militarycallup.cfm>), including provisions for refunds, readmission, grading, and other situations.
- Incompletes. A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or some limited amount of other term work. An incomplete is not given unless the student proves to the instructor that s/he was prevented from completing course requirements for just cause as indicated above ([http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S31.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S31.pdf)).
- Discriminatory conduct (such as sexual harassment). UWM and SOIS are committed to building and maintaining a campus environment that recognizes the inherent worth and dignity of every person, fosters tolerance, sensitivity, understanding, and mutual respect, and encourages the members of its community to strive to reach their full potential. The UWM policy statement ([http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S47.pdf](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S47.pdf)) summarizes and defines situations that constitute discriminatory conduct. If you have questions, please contact an appropriate SOIS administrator.
- Academic misconduct. Cheating on exams and plagiarism are violations of the academic honor code and carry severe sanctions, ranging from a failing grade for a course or assignment to expulsion from the University. See the following document (<http://www.uwm.edu/Dept/OSL/DOS/conduct.html>) or contact the SOIS Investigating Officer (currently the Associate Dean) for more information.
- Complaints. Students may direct complaints to the SOIS Dean or Associate Dean. If the complaint allegedly violates a specific university policy, it may be directed to the appropriate university office responsible for enforcing the policy.
- Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow SOIS appeals procedures or, in the case of a graduate student, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School ([http://www.uwm.edu/Dept/SecU/acad%2Badmin\\_policies/S28.htm](http://www.uwm.edu/Dept/SecU/acad%2Badmin_policies/S28.htm)).
- Examinations, Finals. The Secretary of the University is authorized to prepare the final examination schedule. The time of the final examination for an individual or a class may be changed only with the prior approval of the dean or director of the respective college/school. The change will involve a postponement to a later date. For individuals with exam conflicts, a separate week at the very end of the exam week will be reserved to take one of the conflicting exams ([http://www.uwm.edu/Dept/SecU/acad+admin\\_policies/S22.htm](http://www.uwm.edu/Dept/SecU/acad+admin_policies/S22.htm)).
- D2L and Student Privacy: Certain SOIS courses utilize the instructional technology Desire to Learn (D2L) to facilitate online learning. D2L provides instructors the ability to view both individual data points and aggregate course statistics, including the dates and times individual students access the system, what pages a student has viewed, the duration of visits, and the IP address of the computer used to access the course website. This information is kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA), but may be used for student evaluation.