Introduction to Information Studies
INF 304
UNIQUE 28005

Fall, 2016
ROOM UTC 1.102
Mon/Wed 2:00-3:30

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http://www.utexas.edu/maps/main/areas/admin.html)
Office Hours: By appointment.

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I. Rationale:

Human interaction with technology is a topic of increasing interest in professional and academic fields related to information technology, especially with the increasing ubiquity of computing and technological connectivity.

II. Course Aims and Objectives:

Aims

This course will introduce students to the field of information studies, particularly those aspects that relate to human interaction with technology. Students will explore the foundations of information studies, HCI, and issues and interactions among those topics.

Learning Objectives:

The student successfully completing this class will:

- be able to explain the rudimentary aspects of how human beings process information,
- be able to identify key issues related to information studies and human interaction with information technology
- relate perspectives and issues in information studies to practical problems regarding human interaction with technology,
- be able to describe and critique techniques for information elicitation, presentation, and organization
- be familiar with complex cultural issues surrounding information and technology. Topics include ethics, emotions, and social factors that relate to information and technology.

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III. Format and Procedures:
This course will entail three major instructional techniques:
1 – *Discussion* about the readings and other assignments.
2 – activities and *exercises*, to explore the topics at hand.
3 – individual and group *projects* to demonstrate knowledge and experience.
I do very little formal lecturing in this class. You should expect to be an active participant during class time.

After a few introductory discussion classes, the bulk of the course will be split into 5 major sections about human interaction with information and technology:
  - Finding and Eliciting information
  - Collecting, structuring, and categorizing information
  - Presenting information
  - Hiding information and keeping it safe
  - Complex factors in information and technology: social, contextual, and individual

IV. 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.*

Date	Topic(s)	Readings/videos/audio: complete before class	Deliverables Due by 9am before class
W Aug 24	Introductions: Instructor, students, syllabus, and overview		
M Aug 29	Information studies concepts 1 *Begin finding a partner for topic posts*	Debons, Bush	
W Aug 31	Information studies concepts 2	Floridi, Nunberg	
Finding and Eliciting			
M Sep 5	NO CLASS - LABOR DAY		
W Sep 7	Search 1 *Deadline for forming pairs for topic posts*	Battele, Segal	Some student topic posts.
M Sep 12	Search 2	Cleverdon	Some student topic posts.
W Sep 14	Browsing and encountering	Erdelez*, Williams*	Some student topic posts.
M Sep 19	Document types	Buckland*	Activity post 1: good and poor search tools
Collecting, Structuring, and categorizing			
W Sep 21	Collections	King, Feinberg*	Essay 1
M	Information architecture	Selected chapters from	Some student topic

Sep 26		Krug, Rosenfield*	posts.
W Sep 28	Categories and their effects	Bowker, Dupre	Some student topic posts.
M Oct 3	Networked information	Postel, Rayward	Activity post 2: examples of organization
W Oct 5	EXAM 1		
	Presenting		
M Oct 10	Information visualization	McCandless*, Few*, Tufte*	Essay 2
W Oct 12	Human-centered design *Deadline for forming groups for "organization and categorization"*	Sharp, Norman*	Some student topic posts.
M Oct 17	NO CLASS ASIST CONFERENCE		
W Oct 19	Human-Computer interaction	Winograd	Some student topic posts.
M Oct 24	Usability	Nielsen*, Lidwell*	Activity post 3: good and poor usability
	Hiding and keeping safe		
W Oct 26	Rules and consequences	Lessig, Zuckerman	Essay 3
M Oct 31	Privacy & security	Smith	Some student topic posts.
W Nov 2	Surveillance & Sharing	Selected chapters from Garfinkel	Activity post 4: Security breeches
M Nov 7	Group presentations	Start reading Verbeek	Group project 1: prototype 1 due
W Nov 9	Ethics *Deadline for forming groups for "engaging designs"*	Selected chapters from Verbeek	Some student topic posts.
	Social, contextual, and individual factors		
M Nov 14	Behavior	Case, Chatman	Essay 4
W Nov 16	Culture & Memory	Berlin	Last day to post discussion responses
M Nov 21	Emotion	Selected chapters from Nahl & Bilal*	Activity post 5: "engaging" designs
W Nov 23	NO CLASS - THANKSGIVING		
M Nov 28	EXAM 2		
W Nov 30	Group presentations		
M	Group presentations		Group project 2:

Dec 5			engaging designs

Feedback Statement

During this course I may ask you to give me feedback on your learning in informal as well as formal ways, including through anonymous Canvas surveys about readings and in-class activities. These surveys are not required or graded.

V. My Assumptions

Students in my class should be motivated to learn in new ways and to respect their colleagues in the course by being considerate of others as well as being present and participating in group projects thoughtfully.

VI. Course Requirements:

1. Class attendance and participation policy:

You are expected to attend class and participate in discussions and activities. Be sure your name gets on the sign-in and activity sheets, and be active in participating. I understand that some students will speak more than others and I have provided a variety of ways that you can participate so be sure to complete assignments before class, and to be present and active. This class is an activity-focused class. You need to be present in class to do well in the course overall. Lateness and absences will earn you negative points (partial for lateness). I will allow 3 absences without penalty. Personal technology is SOMETIMES allowed in the classroom, if it is used for note-taking or to assist in class activities. However, if people are abusing this privilege and getting distracted from class activities I WILL ask everyone to stop using it, regardless of who was abusing it. This class is heavily focused on your participation so please focus during activities, discussions and lectures.

A note about Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Course Readings/Materials:

There are no required textbooks for this class. All of the readings will be available digitally via the UT library or as a PDF on Canvas – our course software.

Selected readings and videos available via Canvas (as PDFs or links to the UT library):

Battelle, John. (2005). Search before Google. *The Search*, pp. 39-60.

Berlin, Lucy M., Robin Jeffries, Vicki O'Day, Andreas Paepcke, and Cathleen Wharton. (1993) Where did you put it? Issues in the design and use of a group memory. *Proceedings ACM CHI 1993,* 23-30.

Bowker, Geoffrey & S. Leigh Star. (2000). *Sorting Things Out: Classification and its Consequences*. Cambridge, MA: MIT Press, pp. 33-50.

Bush, Vannevar. (1948) As we may think. The Atlantic Monthly, July 1945: 101-108. (Available at: http://sloan.stanford.edu/mousesite/Secondary/Bush.html)

Case, Donald O. (2007). Information behavior: An introduction; and Common examples of information behavior. In *Looking for Information*. London: Elsevier, pp. 1-39.

Chatman, Elfreda. (1996). The impoverished life world of outsiders. *Journal of the American Society for Information Science* 47 (3) pp. 193 - 206.

Clifford, James. (1986) The predicament of culture. (Ch. 10, pp. 215-251.)

Cleverdon, Cyril. (1967) The Cranfield tests on index language devices. Reprinted in Readings in Information Retrieval, Karen Sparck Jones and Peter Willet, eds. New York: Morgan Kaufman, 1997.

Debons, Anthony. (2008). Introduction to information. *Information Science 101*, pp. 1-25

Dupre, John. (2006) Scientific classification. Theory, Culture, and Society 23(2-3): 30-32.

Floridi, Luciano. (2010) Information: a very short introduction. Oxford, UK: Oxford University Press. (Ch 2-5, pp. 19-59.)

Garfinkel, S. (2000). *Database nation: the death of privacy in the 21st century*. " O'Reilly Media, Inc.".

King, William Davies. (2008) Collections of nothing. Chicago: University of Chicago Press. (Ch. 4-7, pp. 79-163.) (This reading is optional.)

Lessig, Lawrence. (2006). Cyberspaces. *Code 2.0*. New York: Basic Books, pp. 83-114.

Nunberg, Geoffrey. (1996) Farewell to the information age. In The future of the book. Geoffrey Nunberg, ed., Brepols (Belgium) and University of California Press.

Orr, Julian. (1996) Talking about machines: an ethnography of a modern job. Ithaca, NY: Cornell University Press. (Ch. 6-8.)

Postel, J., Roberts, L.G., & Stephen S. Wolff. (February 1997). The past and future history of the Internet. *Communications of the ACM* 40(2), pp. 102-108.

Rayward, Boyd. (1994) Visions of Xanadu: Paul Otlet and hypertext. Journal of the American Society for Information Science, 45(4): 235–250.

Rosenfeld, L., & Morville, P. (2002). *Information architecture for the world wide web*. " O'Reilly Media, Inc.".

Saracevic, Tefko. (1976) Relevance: A review of and a framework for the thinking on the notion in information science. Reprinted in Readings in Information Retrieval, Karen Sparck Jones and Peter Willet, eds. New York: Morgan Kaufman, 1997.

Segal, David. (2011) The dirty little secrets of search. New York Times, February 12, 2011.

Sharp, Helen, Yvonne Rogers, & Jenny Preece. (2007). What is Interaction Design? In *Interaction Design: Beyond Human-Computer Interaction*, pp. 1-40.

Smith, H. J., Dinev, T., & Xu, H. (2011). Information privacy research: an interdisciplinary review. *MIS quarterly*, *35*(4), 989-1016.

Verbeek, P. P. (2011). *Moralizing technology: Understanding and designing the morality of things*. University of Chicago Press.

Winograd, T., and Fernando Flores. (1987) Understanding computers and cognition: a new foundation for design. Reading, MA: Addison-Wesley. (Ch. 5)

Zuckerman, E. (2013) Me and my metadata: thoughts on online surveillance. Blog post on My Heart's in Accra, July 13, 2013. Available at: http://www.ethanzuckerman.com/blog/2013/07/03/me-and-my-metadata-thoughts-ononline-surveillance/

Assignments, Assessment, and Evaluation

Late Assignments

It is important to complete your work on time, both so you can stay on track and so you can work with your fellow students. You will be docked 10% each day every day late for any assignment. NB: Late exams are not possible outside of extreme circumstances and will receive a 0. Plan ahead.

Evaluation

Your work will be graded on college-level writing and presenting standards, demonstrated insight, completion of expectations of the assignment, and coherence of organization. In general, work receiving an "A" will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material. A "B" signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks either some aspects of preparation or it lacks significant insight into the material or frequent grammatical errors. A "C" for work denotes work that meets expectations but is poorly constructed, supported, or inconsistent argument, or work with multiple errors. A "D" indicates that work barely meets the requirements of the assignment and is the lowest passing grade.

Assignment details:

Exams

There will be two multiple-choice/short answer tests to check your knowledge about the course readings, videos, and lectures. The first is worth *12 points* and the second is worth *13 points*. The second test IS cumulative.

The tests total:

25 points.

Topic summary

With a partner, you will choose one topic from the "topics" column in the schedule for our class above. No more than 6 people (3 pairs) can choose the same topic day. We will use Canvas to sign up for topics. The two of you will find a scholarly article related to the topic and post a new discussion on Canvas by 9am BEFORE that class day with the following:

   a) A brief summary of the main points from the article (300-700 words)
   b) A description, and if possible a link to, at least one real-world example demonstrating a concept from the article.
   c) 2-3 discussion questions related to the article you chose and/or the readings for the day

5 points.

Discussion responses

You must read and respond to several topic summaries (see above) and/or activity posts (see below) posted by your peers (NOT your own). You should do so 10 times throughout the semester, for 1 point each. You should be sure to rely on class discussions as well as the readings in your responses. Your replies do not need to be lengthy: a few sentences will suffice. Do not reply to all 10 from the same day. A maximum of up to 2 replies from one topic will count towards your replies. And a maximum of up to 2 replies from *you* on the same day will count towards your total (i.e., do not go post all 10 responses at the last minute.)

10 points.

Activity posts

Five times throughout the semester you will find on the schedule instructions to post, on Canvas, examples related to our activities for the day. These posts are worth two points each. Be sure to

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connect your examples explicitly to some of the assigned readings and classes thus far in the semester.
10 *points*.

A set of four essays:
Four times throughout the semester you will choose an emerging IT object and write a 5000 word analysis of the consequences of the readings we have done to that point on that topic. For example, for the first essay, you might choose to analyze a new search tool while taking the readings on search under explicit consideration. 5 points each.
20 points.

Organization and categorization project (group project)
You will use provided chapters from Snyder to create a paper prototype of a new interface for an app or website that addresses emergent user needs. We will critique these together in class.
10 points.

Deconstructing engagement through design (group project)
You will use provided chapters from Snyder to create a paper prototype of a new interface a virtual reality experience. You will need to explain how you used the readings from class to try to ensure your prototype would be it both "intuitive," and "engaging." (Hint: you will need to unpack what those words mean. You will need to showcase your design to others in the last two class periods.
10 points.

Attendance
I will take attendance for this class. You begin the semester with all of your points for attendance. Please note: If you look like you are asleep in class (your eyes are closed or your head is down for more than a few seconds) I will mark you ABSENT for that day. Arriving late/leaving early counts between .2 and .5 of an absence.
Penalties for absences are as follows:
Up to 3: Free
4: -1 point
5: -2.5 points
6: -6 points
7: -10 points
8: -10 points and a reduction of one letter in your overall grade
9 or more absences will result in an automatic failure. As you can see, there will be stacking penalties for more than 7 absences.
10 points

Use of *Canvas* for class
In this class I use Canvas—a Web-based course management system with password-protected access at http://canvas.utexas.edu —to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give you online quizzes and surveys. You can find support in using Canvas at the ITS Help Desk at 475-9400, Monday through Friday, 8 a.m. to 6 p.m., so plan accordingly.

Grading Scale:

A	100%	to 94%
A-	< 94%	to 90%
B+	< 90%	to 87%
B	< 87%	to 84%
B-	< 84%	to 80%
C+	< 80%	to 77%
C	< 77%	to 74%
C-	< 74%	to 70%
D+	< 70%	to 67%

Academic Integrity

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.

Each student in this course is expected to abide by the University of Texas Honor Code. **See the UT Honor Code above.** Any work submitted by a student in this course for academic credit will be the student's own work. For this course, collaboration is allowed in the following instances: *Your game redesign.*

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

During examinations, you must do your own work. Talking or discussion is not permitted during the examinations, nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in failure of the exam, and may lead to failure of the course and University disciplinary action.

IX. Other University Notices and Policies

 Use of E-mail for Official Correspondence to Students
- All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-

mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at **http://www.utexas.edu/its/help/utmail/1564** .

Documented Disability Statement

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities (SSD) at (512) 471-6259 (voice) or 1-866-329-3986 (video phone). Faculty are not required to provide accommodations without an official accommodation letter from SSD. *(Note to Faculty: Details of a student's disability are confidential. Faculty should not ask questions related to a student's condition or diagnosis when receiving an official accommodation letter.)*

- Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.).

- Please notify me as early in the semester as possible if disability-related accommodations for field trips are required. Advanced notice will permit the arrangement of accommodations on the given day (e.g., transportation, site accessibility, etc.).

- Contact Services for Students with Disabilities at 471-6259 (voice) or 1-866-329-3986 (video phone) or reference SSD's website for more disability-related information: http://www.utexas.edu/diversity/ddce/ssd/for_cstudents.php

Behavior Concerns Advice Line (BCAL)

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit http://www.utexas.edu/safety/bcal.

Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231:

"Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number."

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform me in writing during the first week of class.

- In the event of an evacuation, follow my instructions or those of class instructors. Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

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Changes to the syllabus
I may make minor changes to the syllabus to suit the needs of the class during the semester. It is your responsibility to come to class, ask for notes from fellow students if you miss, and keep track of Canvas to receive any such announcements.