School of Library and Information Studies  
University of Oklahoma  

LIS 5033-995 Information and Knowledge Society

Spring 2013  
Location: Online (Desire-to-Learn)

Instructor: Dr. Kelvin L. White  
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COURSE DESCRIPTION  
This course acquaints students to the nature of knowledge and information; national and global organizational information infrastructure; the role of information and knowledge professionals in the knowledge society; information policy; economics of information; information industries; legal and ethical considerations in information and knowledge systems.

INTERPRETATION OF COURSE DESCRIPTION  
This course will lay basic philosophical and professional foundations for your program of study and for subsequent courses in the curriculum.

OBJECTIVES  
The main goal of the course is to familiarize students with basic philosophical and professional foundations and principles related to information studies. In addition, the course has several objectives. As a result of their participation, all students in the class should be able to:

- Describe basic concepts related to information and knowledge management;
- Discuss the role of information in both the private and public sectors;
- Analyze the interrelationships of the various types of information organizations;
- Identify and assess professional aspects and issues related to the practice of information professionals; and
- Identify cultural constructions of information and its use across communicative modes

In addition to achieving the primary substantive objectives, the course design will assist students in developing the following skills:

- Ability to identify relevant information issues and topics
- Experience discussing and defending ideas with peers
- Flexibility and adaptability to compose documents
- Ability to critically analyze issues and prepare responses supported by reference to relevant professional and scholarly writing and present the responses in formally documented papers

COURSE METHODOLOGY  
This course is delivered in an online mode and facilitated through the Desire2Learn course management system. The course utilizes asynchronous delivery that includes small group discussions in the class discussion area in addition to written assignments. Readings for selected topic areas will be assigned each week. Written assignments provide students with experience in analyzing concepts and issues and reporting findings in formal, documented papers.

Weekly format  
Generally, the course will follow the following format each week:
A. Introduction
A weekly introduction will be posted in the course content area. In order to ensure the most current information for those areas that are subject to change, the introductions will be made available the week prior to the dates for which the topic is scheduled. Students should view the weekly introduction before completing the assigned weekly readings. The intent of the weekly introductions is to introduce the topic area, raise issues related to the topics, and stimulate further individual student study and consideration of each topic area. Students are responsible for all content from the weekly introduction and readings assignments.

B. Texts and Readings

There are also weekly supplemental readings for each topic area. The supplemental readings will be available in the course content area. Supplemental readings complement the weekly introductions and textbook chapters and help to expand the student's cognitive base in the subject area. Supplemental readings also explore information and knowledge concepts at broad, conceptual levels and are intended to be both challenging and thought provoking.

Although it is not required, all students should own or have access to a copy of the official LIS school-designated style manual: The Chicago manual of style. 16th ed. Chicago: University of Chicago Press, 2010. (ISBN 0-226-10420-6) OU’s Bizzell library has an electronic copy available. Be sure to select the 16th edition, as the 15th is also available.

C. Participation
This course requires that you actively participate in the class discussions, so it is necessary that you sign into the course website several times a week, beginning each Tuesday, when the week’s activities begin. Please note that the instructor has access to your login information for the class website, and checks these statistics on a regular basis. If a student is not logging in to the course website on a reasonably regular basis (at minimum, three days per week), he or she may expect to be contacted by the instructor to discuss whether class attendance is going to be satisfactory for the semester. If for some reason, personal or professional, you know in advance that you will be unable to log in for a given week, please notify the instructor of that fact.

Group discussions provide students with the opportunity to 1) examine attitudes, 2) test positions, 3) explore ideas, and 4) facilitate development of a personal professional philosophy. Students are expected to contribute to the online learning environment through their active participation in discussion boards, chats, online meetings, activities, group projects, and individual assignments. In online group activities, individuals are responsible for expressing themselves and for finding appropriate ways to participate in and contribute to the goals and efforts of the group. Students are responsible for submitting assignments on time, participating and contributing to discussion boards or chats, and any other activities assigned. As noted in the OU SLIS Graduate Student Handbook:

Fundamentally, responsibility for education at the graduate level belongs to the individual student. Faculty provide the basic frame in which the study is undertaken, offer assistance in setting the parameters of study, and serve as facilitators and mentors. This approach to the learning environment is particularly necessary as a conceptual framework for the development of information professionals who must exercise critical thinking, analyze problems, and design solutions as a daily part of their work life, who must be independent and lifelong learners who also function effectively as team members in a diverse and dynamic information environment.
COURSE MATERIALS AND REASONABLE ACCOMMODATION

Course materials are available through the Desire2Learn course management system. It is assumed that everyone in this class is able to perform the following skills:

- Access and use email, including sending and receiving email attachments, on a daily basis;
- Identify, access, and use web sites;
- Access documents in Adobe Acrobat Reader;
- Word process documents;
- Access and create PowerPoint slides; and
- Access podcasts and video-casts

Any students who have not yet learned these basic skills and tools should locate and complete relevant online tutorials for entry-level computer skills.

Reasonable accommodations

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the instructor as soon as possible to discuss accommodations necessary to ensure full participation and facilitate educational opportunities. Students requesting accommodations are required to contact the Office of Disability Services. This office accepts requests from students for reasonable accommodation after the student has self-identified as an individual with a disability. The Office of Disability Services on the Norman campus is located in Goddard Health Center, Suite 166, phone 405/325-3852 or TDD only 405/325-4173. On the OU-Tulsa campus, students should contact the OU-Tulsa Student Affairs located in Room 1C 53.

COURSE ASSIGNMENTS AND GRADING

Assignment #1 Weekly discussion posts (10% of your total grade):

Discussions will take place in the course discussion area on Desire-to-Learn. The instructor will post the discussion prompt by 5 p.m. each Tuesday the class meets. Each student will participate in weekly discussions that are based on the assigned readings starting in week 2 and ending in week 15. To complete the assignment, each student will make at least 2 required posts per week. Each week’s post (i.e. 2 posts) is worth 10 points. The final discussion grade will be an average of your discussion points. Each student must make an initial post by 11pm Thursday. An additional post, as comments to other students’ posts or new, but relevant questions, must be posted by 11 p.m. Saturday of each week. No postings will be allowed after this time (i.e. no late discussion postings will be allowed or accepted).

Evaluation Criteria: Both the substantive content and the quantity of your postings over the course of each week will be considered. Substantive content includes adherence to the specific questions(s) asked, plus well-supported statements that demonstrate reasonable conclusions and appropriate critical analysis. You also are encouraged to consider your classmate’s comments and respond to them with the same criteria in mind.

Assignment #2 Initial Self-Assessment 3-4 pages (5% of your total grade):

Note: This writing assignments should use size 12 Times New Roman and should be double-spaced with no margins greater than 1 inch.

Due in the drop box on Tuesday, January 29, by 11 p.m.

You will write an initial self-assessment for the program, including preliminary career goals (it’s okay not to be sure right now, or to have several goals, or to change your goal over time!), your vision of the process for achieving that goal, including where you currently are in the process, any specific objectives that you want to achieve while you are in our program, and those aspects of your background that may be helpful to you in this process.
Assignments #3 and #4
Two essays—5-6 pages each (15% each (30% of your final grade)):
Note: This writing assignments should use size 12 Times New Roman and should be double-spaced with no margins greater than 1 inch.

You may choose any two of these three essay topics. (You only need to do two, not all three!) For each essay assignment, you must choose at least two of the recommended readings within the chosen category (information as idea; inside the infrastructure of information societies; information as power and property), read them, and write a 5-6 page paper comparing and contrasting your chosen readings in terms of how they contribute to the knowledge of an aspiring information professional. Deadlines for these to be placed in the dropbox are as follows:

a. Option A: “Information as Idea” essays are due by 11 p.m. on Tuesday, February 19th
b. Option B: “Inside the Infrastructure of Information Societies” essays are due by 11 p.m. on Tuesday, March 12th
c. Option C: “Information as Power and Property” essays are due by 11 p.m. on Tuesday, April 9th

Remember, you only need to choose 2 options!

Assignments #5
Annotated Bibliography (20% of your final grade):
Note: This writing assignments should use size 12 Times New Roman and each annotation should be single-spaced with no margins greater than 1 inch.
Due in the dropbox by April 2nd, 11 p.m.

The purpose of this assignment is to help 1) familiarize you with searching the Bizzell databases and the LIS databases in particular; 2) make specific comparisons between in-collection and non-collection searching; 3) increase your knowledge of how to quickly and effectively find useful articles; 4) and spark your interest in a specific area.

You must use at least one of the LIS-specific Bizzell databases (e.g., LISA) to find ten peer-reviewed articles that are related to any topic of this course that is of particular interest to you, such as classified information or Wikipedia or the digital divide. There are 2 parts to this assignment:

Part 1: Search Process
Identify and information related topic that interests you. Write a short description of your search processes. In so doing, answer the questions that follow:

➤ What key words did you start with? How did you build your search?
➤ Which of the journals seemed to have the articles that were most relevant to your search?
➤ Try the same search in Google Scholar: what are your observations about the process there?

Part 2: Annotations
Create an annotated bibliography of the ten selected references in correct Chicago style format, including your own short annotation of each article you chose.

Each annotation should be between 1/4 to 1/2 page (about 150 words). Please use SINGLE SPACE. Do not merely reword or copy the abstract. Do not summarize the article. Each citation should be followed by a brief (about 150 words) descriptive and evaluative paragraph. Each annotation should include the relevance, accuracy, and quality of the article for enhancing the role of an information profession of your choice. Here is a link that explains how to write an annotated bibliography: http://olinuris.library.cornell.edu/ref/research/skill28.htm

NOTE: (Do not just copy the abstract from the database or the article itself, even if one is available: I am interested in why it is of interest to you, not just what it’s about!) Also note that you may not use any of the recommended readings in this course for this assignment: the goal is to explore the literature of our field.
and discover new readings that interest you.

Assignment #6
Mock Comprehensive Exam (25% of your final grade):
Note: This writing assignments should use size 12 Times New Roman and should be double-spaced with no margins greater than 1 inch.
Due in the dropbox on May 7th, by 11 p.m.

This assignment will give you an opportunity to demonstrate your analytical and critical thinking skills, ability to synthesize information from multiple sources (synthesis does not mean summarize), an opportunity to “try out” the comprehensive examination experience, and to receive my feedback as to how your “exam” responses may meet faculty expectations in the future.

This activity will consist of a simulated comprehensive examination question relevant to this course (as opposed to all the core courses). You will have a three days to answer one question, which I will post via Desire-to-Learn. I will grade your responses as I would do an actual exam response and give you feedback.

GRADES and OTHER REQUIREMENTS

ALL WRITTEN ASSIGNMENTS ARE SUBJECT TO SUBMISSION TO TURNITIN.COM

Students should be mindful that successful completion of assignments will require a considerable amount of reading and analysis, and should plan their time accordingly. NOTE: All assignments are expected to be turned in on time. All late assignments will be penalized 10% per day. Assignments turned in after two calendar days of the original due date will be not be accepted.

The following criteria will be used to assess all written (non discussion) assignments:

A (90-100%)
The student demonstrates excellence in the use of the following criteria:

- independent thought and critical judgment
- insightful conceptual analysis
- critical evaluation of sources and issues
- clearly developed thought process in response to the question
- comprehensive understanding of relevant issues
- use of literature and/or sources in ways that are both relevant and supportive of points made in the paper
- sources fully and accurately identified
- heightened awareness of personal relevance of issues under discussion

B (80-89%)
The student demonstrates a high level of competency in relation to the following:

- independent thought and critical judgment, but may stick fairly closely to conventional terms of reference;
- some insightful conceptual analysis
- some critical evaluation of sources and issues
- quite well-developed thought process in response to the question or title of the paper
- some understanding of relevant issues
• use of literature and/or sources in ways that are both relevant and supportive of points made in the paper
• sources fully and accurately identified
• some awareness of personal relevance of issues under discussion
• inclusion of all the elements expected of all essays

C (70-79%)
There will be very good use of many or most of the aspects outlined for an A-grade or B-grade essay, although certain features will be only partially realized. Thus, for example, a typical C-grade essay will demonstrate the following:

• some independent thought, but critical points lack depth
• lack of sustained conceptual or theoretical analysis, tending to accept uncritically the principal concepts and theories in an area (merely offers summary)
• quite well-developed thought process in response to the question or title of the paper;
• uneven coverage of relevant issues
• little use of literature and/or sources in ways that are both relevant and supportive of points made in the paper
• sources inadequately identified
• little awareness of personal relevance of issues under discussion

D (60-69%)
There will be a satisfactory use of a limited number of the features outlined for an A-grade paper, although significant elements will be underdeveloped. Thus, for instance, a typical D-grade paper will:

• display little evidence of independent thought and critical judgment;
• include a partial and rather superficial coverage of key issues;
• lack insightful conceptual analysis;
• show poorly-developed thought process in response to the question or title of the paper
• show little or no awareness of personal relevance of issues under discussion

Fail (below 60%)
• display independent thought largely in the form of unsubstantiated opinion;
• demonstrate no evidence of critical judgment;
• include unbalanced coverage of relevant issues, with some omitted altogether;
• lack insightful conceptual analysis;
• show no awareness of personal relevance of issues under discussion;
• include attempts to fulfill some of the elements required of all essays, but it will have failed by and large to achieve those aims

For example:
• there may be an attempt to respond to the question, but the essay as a whole will not answer it;
• exposition will tend to be confused and badly structured;
• it will often be badly written;
• there may be no references;
• evidence of little or no reading around the topic

**Interpretation of final course grade**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Interpretation</th>
</tr>
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<tbody>
<tr>
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### Course Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>(95-100)</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course material and a high level of originality and/or creativity that far surpasses course expectations.</td>
</tr>
<tr>
<td>A-</td>
<td>(90-94)</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89)</td>
<td>Very good work. Student performance demonstrates above average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
</tr>
<tr>
<td>B</td>
<td>(83-86)</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82)</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
</tr>
<tr>
<td>C+</td>
<td>(77-79)</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. <strong>The School of Library and Information Studies requires that a student receiving more than 6 credit hours of C in letter-graded courses in library and information studies be withdrawn from the program.</strong> This requirement will be observed regardless of a student's overall grade point average.</td>
</tr>
<tr>
<td>C</td>
<td>(73-76)</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>(70-72)</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>(67-70)</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>(60-69)</td>
<td>Unacceptable work. Any SLIS student receiving a grade of D or lower in any letter graded LIS graduate course will be withdrawn from the program.</td>
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<tr>
<td>D-</td>
<td>0.0-60</td>
<td>Failing. Any SLIS student receiving a grade of D or lower in any letter graded LIS graduate course will be withdrawn from the program.</td>
</tr>
</tbody>
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### Grades of Incomplete:

The Graduate College has strict conditions under which a student is given an incomplete in a regularly scheduled, letter-graded course. A grade of Incomplete (I) will be given only for a justifiable reason (due to unavoidable circumstances, not lack of planning on the student's part) and only if the student is passing the course. It is the responsibility of the student to request a grade of I and to meet with the instructor as early as possible to determine the requirements for completing the course. Any incomplete granted must be removed by the deadline specified by the instructor. The time limit set for removal of an incomplete will take into account the circumstances of the situation but may not exceed one calendar year.

### Major Divisions of the Course

See “LIS 5033 Spring 2013 Course Schedule” on D2L