

Syllabus

The Information Environment (LIS 4030-1)

1. Course Information

Course #/Title: LIS 4030-1: The Information Environment

Quarter: Fall 2012, Monday 7:00 - 9:20pm; KAR 202

Meetings: September 10, 2012 – November 16, 2012

2. Faculty Information

Instructor: Shimelis Assefa, PhD.

Contact Information: P. 303-871-6072 Email: sassefa@du.edu Office: KAR 244

Office Hours: Monday 4:00 – 6:00pm, Wednesday 2:00 - 4:00 pm and other times by appointment. During my office hours, I am available for chat in my virtual office in Blackboard.

3. Course Description

This course provides an overview of the historical and contemporary generation, production, management, dissemination, and use of information. Additional topics include the roles of information in society and the global economy, current issues related to the information industries, the economics of information production and services, the impact of technologies, and national information policies.

4. Course Materials, Highly Recommended and Suggested

Readings and additional resources for each learning modules can be accessed through the Blackboard site.

Highly Recommended:

Buschman, J. E., & Leckie, G.J. (Eds.) (2007). *Library as place: History, community, and culture*. Westport, CT: Libraries Unlimited.

Lester, J., & Koehler, W. C. (2007). *Fundamentals of information studies: Understanding information and its environment*. 2nd. ed. NY: Neal Schumann

Suggested:

Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. New Haven: Yale University Press. (available for free download at http://www.benkler.org/Benkler_Wealth_Of_Networks.pdf)

Kranich, N. (2004). The Information Commons: A Public Policy Report. New York, NY: Brennan center for Justice at NYU School of Law. (Document Available in Blackboard).

5. Learning Outcomes

The student will understand information users as evidenced by ability to

- Compare the historical and contemporary information dissemination and accessibility.
- Describe the role of information products in social change.
- Discuss the characteristics of information policy at the national level.
- Explain the changing relationships among the corporations appearing in current local and national headlines about electronic information.
- Make informed judgments about the range of information products & services in the marketplace.
- Identify global information issues.
- Identify challenges facing library and information professionals.

6. Methods of Assessment

All assignments are to be completed from within Blackboard. Please review descriptions of individual assignments that are available in the Assignments page. For the Discussion forum assignments, a separate rubric and outline of expectations is provided.

Points Possible:

Assignments	Weight (percentage)	Points
First Assignment – Icebreaker	5%	100
Weekly Journal + Discussion Forum (X 5)	10% (each)	500
The Library as Place vs. Space	15%	100
The Information Environment Research Paper.	30% 1 report per group – presentation required	200
Total		900

Evaluation: Grades will be based on points accumulated and converted to 100 percentile according to the following scale:

Grades	Points (%)	Grades	Points (%)
A	95-100	C+	76-79
A-	90-94	C	73-75

B+	86-89	C-	70-72
B	83-85	D	60-69
B-	80-82	F	<60

7. Course and Related DU Policies

Student Responsibilities. As a student in this course, you are expected to challenge yourself, to actively participate in your education, and to search both inside and outside of the classroom for answers to your questions. Answers are rarely black and white at this level of study. I expect you to actively participate in the classroom, to listen and to discuss ideas with your colleagues. I expect you to read all assigned materials, and research additional sources for more information. The sources I have chosen are only some of those available in the field; you are encouraged to find other resources and share them with the class. Most importantly, you are expected to learn, and to leave this course with new ideas. My goal is to provide you with the foundation to continue to explore these ideas when you leave the classroom.

Faculty Responsibilities. My role in this course is to serve as a facilitator. I will present information related to the topics covered, help you synthesize materials assigned for the course. I will both ask and answer questions; this class is your opportunity to discuss the issues. I am available outside of class time to answer questions concerning assignments and topics covered in class. I will also give you a grade. My expectations for your performance are clearly outlined in this syllabus. If anything appears unclear, or if you have any questions, please ask me. Most of all, my role is to encourage you to learn -- *encourage, not force*. You will take from this course what you put into it. I hope you will take advantage of the opportunity to learn in this class, from me, from the materials on the subject, and from your colleagues.

If you have special needs as addressed by the Americans with Disabilities Act and need any test or course materials provided in an alternative format, notify the instructors.

HONOR CODE STATEMENT

All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters

8. Course Schedules

Week	Topic/Readings** **See Respective Modules in Bb for Readings	Assignments and due dates
1 9/10	Course overview; Information & Information Environment.	First Assignment / Icebreaker, Due 9/16, 11:55 pm. Start working on the Final Project due 11/12
2 9/17	The Library as place vs. space. Library as an Information Environment, Museum as an Information Environment.	Discussion Topic Opens – Information Society Due 9/30, 11:55 pm.
3 9/24	The Information Environment in Education. Readings are available in Bb.	The Library as Place vs. Space, Due 10/7, 11:55 pm.
4 10/1	The Information Environment in Scientific & Research Communities.	Discussion Topic Opens – The Information Profession. Due 10/14 11:55 pm.
5 10/8	The information Environment in Corporations and Businesses.	Ready the Final Project proposal and confirm with me. Submit the proposal in the dropbox. Discussion Topic Opens – Information Economics Due 10/21, 11:55 pm.
6 10/15	The Information Environment in Healthcare.	Discussion Topic Opens – Information Policy Due 10/28, 11:55 pm.
7 10/22	Internet as an Information Environment.	The changing landscape of the information environment Due 11/4, 11:55 pm.
8 10/29	Economics of information.	
There is no class on 10/29. I am attending the annual ASIS&T conference in Baltimore, MD from Oct 26-30. We'll have an online meeting to make up this class on a date that is convenient for everyone		
9 11/5	Information Policy and Regulation.	
10 11/12	Group presentation Wrap-up; Evaluation	Final Project Presentation Final Project due – 11/12