UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

COURSE SYLLABUS

INFOST 110 & CGS IST 110
Introduction to Information Science & Technology
Summer 2024 – 3 credits
Section: Asynchronous Online (201, 202, 3201 or 5201)

INSTRUCTOR

- **Name**: Jacques du Plessis, Ph.D
- **Email**: jacques@uwm.edu
- **Phone**: (414) 301-3369 (Office Hours)
- **Office Hours**: Check the Announcements page in Canvas for office hours information. Normally, office hours are held Monday night from 6-8 pm (CT) using Zoom. If I have to cancel it will be listed as a comment to the Announcements page.
- **Preferred means of contact**: Canvas mail or UWM email

TEACHING ASSISTANT

- **Name**: Jianyao Chen
- **Email**: jianyao@uwm.edu

CATALOG 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.

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.

PREREQUISITES

None

TECHNOLOGY REQUIREMENTS

1. Use of a desktop, laptop, or tablet computer with stable internet access. Note that cellphones may access some or most of the course materials, but students may find their size/format to be problematic for regular course use.

2. Access to Microsoft Office through a local installation or Office 365. For details on Office 365 through UWM see https://uwm.edu/o365/

REQUIRED MATERIALS

All course materials are available on Canvas – you must have reliable Internet access to ensure your ability to download and read the course material. Major chapters or articles are provided as PDFs, and full bibliographic details are provided at the end of this document. Most course sessions also have numerous web-based articles and resources provided on Canvas.

PROGRAM COMPETENCIES (AS SET BY COMMITTEE)

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 political, social, and/or cultural impact
3. Possess general knowledge of current issues in information technology, information organization, the information professions, information policy, and information ethics

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.

ATTENDANCE

As an asynchronous online course, attendance at a synchronous class session is not recorded. However, your instructor is required to report participation to the university throughout the semester. For this course, participation will be judged based on the on-time completion of course assignments/exams/discussion/final paper and will be reported as such. Regular timely participation is expected. Students are required to meet synchronously online (such as Zoom or Teams) with the instructor as part of the preparation process for their final papers. Various dates/times will be available to accommodate students.

You should be aware of each of your course's attendance policies. In case of illness, you should contact your instructor immediately to discuss options for completing course work while ill.

Notify your instructor in advance of the absence or inability to participate, if possible
Participate in class activities online and submit assignments electronically, to the extent possible.
Reach out to the instructor if illness will require late submission or other modifications to deadlines.
If remaining in a class and fulfilling the necessary requirements becomes impossible due to illness, contact your instructor to discuss other options. As your instructor, I will trust your word when you say you are ill, and in turn, I expect that you will report the reason for your absences truthfully.

INSTRUCTOR POLICIES

1. Communication
    1. Please interact in a professional manner with other students, the TA and the instructor.
2. Extra Credit
    1. You have 4 reports due. For extra credit, you can submit a video presentation on one of the two topics for Module 10. How is the extra credit used? Firstly, your extra credit video has to be well prepared and I have to accept it as a credible assignment. If accepted your extra credit will be used to bump you to the next grade, but only if you are within 1.5 points of the next grade. So, if you got 88.5 (B+), you will then receive A-.
    2. *Late Extra Credit assignments will not be accepted*.
3. Late Assignments
    1. Note that assignments are due by 11:59 pm (CT) submission beyond that time will be considered late. Plan to submit work well in advance of the due date/time.
    2. Some course work may be submitted up to one week late with a 10% score reduction without a valid excuse. In such cases the assignment will stay open for a week past the due date.
    3. This provision is limited to:
        1. Assignments
        2. Final Paper Proposals – *Note that no other element of the final paper process will be available for a late submission*.
    4. Barring some extraordinary situation (e.g., illness or personal hardship) assignments more than one week late will not be accepted and will not receive any points.
4. Plagiarism
    1. Plagiarism is the "act or an instance of copying or stealing another's words or ideas and attributing them as one's own" (excerpted from Black's Law Dictionary, West Group, 1999, 7th ed., p. 1170).
    2. Students must write their assignments in their own words*. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate (verbatim quotations) and by proper referencing through citations. Merely changing certain words in sentences taken from other sources does not avoid plagiarism. Plagiarism is a serious academic offence that brings with it corresponding academic penalties (see UWM policy at http://uwm.edu/deanofstudents/conduct/conduct_procedures/academicmisconduct/). In most cases, instances of plagiarism will result in an automatic zero for that particular course element.
    3. In cases of substantial and/or repeated plagiarism, I reserve the right to assign a failing grade for the entire course and refer the case to the SOIS Academic Misconduct Investigating Officer.
    4. Note that the use of Generative AI such as ChatGPT or other algorithm driven writing/translation programs may be used for idea generation and/or outlining, but anything taken from the AI generated text has to be attributed to AI. State the platform used, the question asked, and you have to respond in person to the output with your own reflections. If you simply try to do an AI piece and falsely try to submit it as your own, you will be reported to the Dean of Students for possible student misconduct.

COURSE LEARNING FORMAT AND INTERACTIONS

The online weekly reading postings will be in Canvas (UWM's course management system). Recorded lectures will be assigned with brief, written summaries/quizzes/posting due each week with discussion posts due on Thursday and response posts due on Sunday. Most other work is due on Sunday, check the course calendar for specifics.

WORKLOAD (TIME INVESTMENT)

A three-credit course consists of at least 144 hours of time spent on the course, so for every hour spent in the classroom, you can expect at least two hours of coursework outside the classroom. In this course you should

expect to spend 5-6 hours per week outside of class for reading, writing, and research, and then review recorded lectures for a total of at least 9-10 hours of work per week.

GRADING BREAKDOWN		GRADING SCALE		
Element	Total Points	A	95 and above	C	74 – 76.99
4 Reports	10 points each (40)	A– 90 – 94.99	C– 70 – 73.99
Midterm & Final	10 each (20)	B+ 87 – 90.99	D+ 67 – 69.99
Paper	20	B	84 – 86.99	D	64 – 66.99
2 Discussions	10 (20)	B– 80 – 83.99	D– 60 – 63.99
Additional Report	Extra Credit	C+ 77 – 79.99	F	Below 60

ASSIGNMENTS

1. **(40) Reports**
    1. Students must submit four (4) reports, one for every three modules (1-3; 4-6; 7-9; 11-13) during the semester. Module 10 will be reserved for the discussions and it will not be covered in the reports.
    2. Ensure your reports are typed in Word, single-spaced, with no more than one-inch margins. Use 12-point Times New Roman or Arial font. Be sure to include your name, the course number and the title of the report. Submit as a .doc, .or docx file.
2. **(20) Discussion Board Assignments**
    1. Students will participate in two online discussions as the assignments for Module 10. The first discussion is based on "Information Access and the Digital Divide". The second discussion is based on Information Privacy. You will be in a group of about 8 other students.
    2. All students are expected to actively and constructively participate by posting their response to the discussion question and actively interacting with other students. Contribute to the conversation and respond to other students. You are expected to make at least 2 (two) substantive original posts and 2 (two) responses of merit to the postings of others.
    3. In order to participate constructively, it is imperative that you prepare for discussions; do the readings in advance, and jot down questions or things you disagree with to bring up in your discussion thread. Then, track the discussion and provide any additional comments as needed. Don't just "post and run," but come back and see how group members have responded and engage in a true dialogue. I am interested to see which questions you feel are important to consider with each of these topics.
    4. It means you should post your thoughtful response early in the week and check back several times to response to those who comment on your written work as well as responding to the students whose work you comment on. While these discussions are open until Sunday evening those who post their response and any comments late in the week are unlikely to score well on this assignment. Remember, conversation is the goal. If you try to "meet your quota" just before the deadline, and you have back-to-back postings, only one of them will be graded. In my view, back-to-back postings at the end of the discussion is not a discussion, hence the grading policy.
3. **(20) Exams**
    1. The course includes a midterm (Mod 1-7) and a final (Mod 8-13). Each exam will consist of short answer and/or brief essay questions. Exams will be taken online via the Canvas "Quiz" feature, without a fixed time limit, and must be completed by 11:59 pm (CT) on the date assigned. These test dates are fixed, and no exceptions or extensions will be granted, except as allowed in the campus policy on "special consideration".
    2. Students needing special accommodation must visit the Student Accessibility Center for evaluation and provide the instructor the necessary paperwork at least one week in advance of the test date.

4. **V Paper**
    1. Your paper will focus on a particular information technology or system and will explore it from a variety of perspectives addressed in the course (historical, impact on institutions & professions, human factors, policy & ethical concerns, etc.). You are required to cite readings used in class, as well as reliable and appropriate sources found elsewhere. Additional details may be provided later in the semester.
    2. **(5) Proposal:**
        1. Students are required to write a brief proposal for their final research paper (graded for credit). Justify the reason why this topic is important and what your objectives are with this research. In other words, you need to do research about the research you are about to do.
        2. The proposal should open with a brief discussion of the broader issue, and then mention a more specific example that will be researched.
        3. Five potential resources/citations should also be identified and provided (use the library databases and scholarly sources, along with news and online sources).
        4. Length should be at least 300 words (not including references, cover pages, etc.).
        5. The proposal is due via Canvas by the assigned date and time.
        6. Feedback will be provided on the proposal to guide your progress on the final.
        7. Submit the proposal in .doc. or .docx format between mid-March and the proposal deadline mid-April (see course schedule).
    3. **(15) Paper:**
        1. The UWM library staff is available to help you with your research. Please contact them via their webpage. They offer great support.
        2. Final papers must be at least 700 words in length and be your own original work. Papers are due via CANVAS by 11:59 pm CT on the assigned date. Late submissions will not be accepted without prior approval.
5. **Extra Credit**
    1. Study both "Information Access and the Digital Divide" and "Information Privacy" and decide on which one you will focus. Do a 10-minute video report, and post it to YouTube and then submit the link.

COURSE SCHEDULE

Module Date <Assign> Program Comp. (PC)	Topics	Readings
Mod. 1 Su: WK 1 PC1	Course Introduction What is Information?	• Davis, C. & Shaw, D. (2011). Chapter 2 in Introduction to Information Science and Technology. Medford, NJ: Information Today. • Barlow, J. P. (1994). A Taxonomy of Information. Bulletin of the American Society for Information Science, 20(5), 13-17. • Rowley, J. (2007). The origins of the wisdom hierarchy. Journal of Information Science 33(2) – pp.166-168. • Information. (date). In Wikipedia.

		https://en.wikipedia.org/wiki/Information • Shannon-Weaver model. (date). In Wikipedia. https://en.wikipedia.org/wiki/Shannon%E2%80%93Weaver_model • MAYAnMAYA. (2019, Feb 12). Information [Video]. YouTube. https://www.youtube.com/watch?v=WytNkw1xOIc • Last Week Tonight with John Oliver (HBO). (2021, Oct 21). Misinformation [Video]. YouTube. https://www.youtube.com/watch?v=l5jtFqWq5iU
Mod. 2 Su: WK 1 PC1,2	Fundamentals of Information Science	• Bawden, D. & Robinson, L. (2013). "What is Information Science? Disciplines and Professions" Chapter 1 in Introduction to Information Science. Chicago: Neal-Schuman. • Borko, H. (1968). "Information Science: What is It?" American Documentation (19): 3-5. Center For Copyright Info. (2013, Mar 1). • Debons, A. (2008) Information Science 101 Chapter 3 Information Science: Nature and Function • Information Science (date). In Wikipedia. https://en.wikipedia.org/wiki/Information_science • Library Science. (date). In Wikipedia. https://en.wikipedia.org/wiki/Library_science • Eames, C. & Eames, R. (1958) The Information Machine [Video]. SehgalTV [YouTube]. https://youtu.be/djT-HNnWX8w?si=mShe7eq-FV7m2GtU
	The Information (Data) Society	• Information Society. (date). In Wikipedia. https://en.wikipedia.org/wiki/Information_society • BBC. (2016). Joy of data [Video]. https://youtu.be/l6oKriR-RjM?si=T9w-x9b9UR4IoL9G • Ed4wb. (2008, Jun 9). Information Deinformation [Video]. YouTube. https://www.youtube.com/watch?v=D26LWV8WWbo • Esteves, J. (2023). Did You Know 2023 [Video]. YouTube. https://youtu.be/u_7G8Xy61zs?si=tQ2ZeAGodyVzBQ_p • Quinn, A. (2008, October 21). Did you know [Video]. YouTube. https://www.youtube.com/watch?v=cL9Wu2kWwSY • Last Week Tonight with John Oliver (HBO). (2021, Oct 21). Misinformation [Video]. YouTube. https://www.youtube.com/watch?v=l5jtFqWq5iU
Mod. 3 Su: WK 2 <Report 1 by end of week> PC1	Information Organization and Retrieval 1.0	• Shirky, C. (2005). Ontology is Overrated: Categories, Links, and Tags. Clay Shirky's Writings About the Internet https://archive.org/details/Ontology_is_Overrated_Categories_Links_and_Tags • Stockwell, F. (2001). A History of Information Storage and Retrieval. Jefferson, NC: McFarland & Company. [Chapter 11] • 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. • Folksonomy. (date). In Wikipedia. https://en.wikipedia.org/wiki/Folksonomy • Sporny, M. (2007, Dec 25). Intro to the Semantic Web [Video]. YouTube. https://www.youtube.com/watch?v=OGg8A2zfWKg
	Information Institutions	• Last Week Tonight with John Oliver (HBO). (2016, Aug 8). Journalism [Video]. YouTube. https://www.youtube.com/watch?v=bq2_wSsDwkQ • Lester, J. & Koehler, W. (2007). Fundamentals of Information Studies: Understanding Information and Its Environment (2nd edition). Neal-Schuman Publishers. • Hoover Institute. (2018, Nov 16). The information challenge in an emerging world [Video]. YouTube. https://www.youtube.com/watch?v=Fti04RQrU6A
Mod. 4 Su: WK 2 PC1,2,3	Information Professions	• Debons, A. (2008) Information Science 101 Chapter 2 Professional Identities and Opportunities • Debons, A. (2008) Information Science 101 pp207-211 • McAfee, A. (2013). What future jobs look like? [Video]. TED. https://www.ted.com/talks/andrew_mcafee_what_will_future_jobs_look_like • Special Libraries Association (SLA). (2016, Apr 13). Competencies for information professionals. https://www.sla.org/career-center/about-information-professionals/ • University of Wisconsin Milwaukee. (n.d.) Possible IST Career Paths. https://uwm.edu/informationstudies/students/career-resources/career-paths/
	Evolution and Impacts of Information Technology	• Masuda, Y. (2004). Image of the Future Information Society. In F. Webster (Ed.), The Information Society Reader (pp. 15-20). London: Routledge. • Lester, J. & Koehler, W. (2007). Fundamentals of Information Studies: Understanding Information and Its Environment (2nd edition). Neal-Schuman Publishers. • Waltraud Pausup. (2013, Feb 22). Johannes Gutenberg and the Printing Press [Video]. YouTube. https://youtu.be/0ojyCDRc8uc?si=cvEcI4tuRTOH6nq7 • History of printing. (date). In Wikipedia. https://en.wikipedia.org/wiki/History_of_printing • UniversalNewsreels. (2006, Oct 11). Telstar Satellite brings world closer 1962/7/12 [Video]. Youtube. https://youtu.be/sRHpl2gZOo0?si=RddKj7GIg2RC0x9U

		• What Could go Wrong? (2019, Aug 19). Telephone and telegraph (1946) [Video]. YouTube. https://www.youtube.com/watch?v=itBAY7Q6mFA
Mod. 5 Su: WK 2 PC1,2	Computers and Databases	• Computer History Museum. (2018, Sep 5). History of Databases (Video). YouTube. https://www.youtube.com/watch?v=KG-mqHoXOXY • Faircloth, J. (2013). "Databases" (Chapter 4) in Enterprise Applications Administration: The Definitive Guide to Implementation and Operations. Waltham, MA: Elsevier Science • Davis, C. & Shaw, D. (2011). Chapter 6 in Introduction to Information Science and Technology. Medford, NJ: Information Today. • Google. (2016, May 12). The data center mural project: Home of "The Cloud" [Video]. YouTube. https://youtu.be/eCSt5kerv1k?si=dBNtf_ZD7rRFkSwn • Rosner, M. (2023, Mar 8). What is Moore's Law? OurWorldInData.Org. https://ourworldindata.org/moores-law • Euronews Next. (2015, Nov 25). Facebook boasts green data centre in Luleå, Sweden [Video]. YouTube. https://www.youtube.com/watch?v=R8w3_gcMw0I
	Data Transmission and Networks	• Faircloth, J. (2013). "Networks" (Chapter 2) in Enterprise Applications Administration: The Definitive Guide to Implementation and Operations. Waltham, MA: Elsevier Science • History of Packet Switching, Youtube https://youtu.be/sTGqipx5weI?feature=shared
Mod. 6 Su: WK 3 <Report 2 by end of week> PC1,2	Web 2.0 and Social Media Platforms	• O'Reilly, T. (2005). What is Web 2.0? O'Reilly. https://www.oreilly.com/pub/a/web2/archive/what-is-web-20.html • GeeksforGeeks. (2022, Aug 2). Comparison between Web 1.0, Web 2.0, and Web 3.0. https://www.geeksforgeeks.org/web-1-0-web-2-0-and-web-3-0-with-their-difference/ • Adobe Express. (2022, Aug 10). The eight top social media sites you should prioritize in 2022. https://www.adobe.com/express/learn/blog/top-social-media-sites • Sing C. (2024). 20+ Most Polular Social Networking Sites in 2024 https://www.socialpilot.co/social-networking-sites • Web 2.0. (date). In Wikipedia. https://en.wikipedia.org/wiki/Web_2.0 • Powers, B. (2022, Aug 19). Web3 has been criticized for being used by extremists. That's not the case – yet. Grid.News. https://themessenger.com/grid/web3-has-been-criticized-for-being-used-by-extremists-thats-not-quite-the-case-yet
	Information Organization	• Wesch, M. (2007, Oct 12). Information R/evolution [Video]. YouTube. https://youtu.be/-4CV05HyAbM?si=MTSbqkGPjhVeOkWn

	and Retrieval 2.0	• Social Bookmarking (date). Wikipedia. https://en.wikipedia.org/wiki/Social_bookmarking • Social Media (date). Wikipedia. https://en.wikipedia.org/wiki/Social_media • Library of Congress. (n.d.). Library of Congress photos on Flickr. https://www.loc.gov/rr/print/flickr_pilot.html • Design the Planet. (2022, April 21). Are hashtags still relevant in 2022? https://www.designtheplanet.com/arehashtags-still-relevant-for-social_media/
Mod. 7 Su: WK 3 <Midterm> PC1,2	Cloud Computing and Internet of Things (IoT)	• Cha, B. (2015, Jan 15). A Beginner's Guide to Understanding the Internet of Things. Vox. https://www.vox.com/2015/1/15/11557782/a-beginners-guide-to-understanding-the-internet-of-things • Lewis, G. (2010). Cloud Computing Basics Explained. Software Engineering Institute. • Marr, B. (2021, Nov 25). The 5 biggest cloud computing trends for 2022 (video). YouTube. https://www.youtube.com/watch?v=cu4rJJbjIV • sfdcMktg. (2009, Feb 25). What is cloud computing? [Video]. YouTube. https://www.youtube.com/watch?v=ae_DKNwK_ms • IT Reviews. (2021, Sep 29). THE FUTURE OF IOT: Artificial Intelligence and Internet of Things - What to Expect in 2022 (Video). YouTube. https://www.youtube.com/watch?v=J1Kjm9X4V5w • Marr, B. (2022, Apr1). The 5 biggest Internet of Things (IoT) Trends in 2022 (video). YouTube. https://www.youtube.com/watch?v=BzxA_ue00r0 • Internet of things. (date). In Wikipedia. https://en.wikipedia.org/wiki/Internet_of_things
Mod. 8 Su: WK 4 <Proposal Submission Opens> PC1,2	Algorithms, AI, and Big Data	• Simplilearn. (2019, Dec 10). Big Data in 5 minutes	What Is Big Data?| Introduction To Big Data |Big Data Explained (Video). YouTube. https://www.youtube.com/watch?v=bAyrObl7TYE • 2024 AI: 10 Things Coming In 2024 (A.I In 2024 Major Predictions) by The AI Grid https://youtu.be/iGW4btk34yQ?si=VzZKOae3F5Zv-_cP • 2023 The 3 Year AI Reset: How To Get Ahead While Others Lose Their Jobs (Prepare Now)	Emad Mostaque (Tom Bilyeu) https://youtu.be/Se91Pn3xxSs?si=VWMAh6RARI5lMpMg • Nield, D. (2024) What exactly is the Rabbit R1? CES 2024's AI breakout hit explained. https://www.techradar.com/computing/artificial-intelligence/what-is-the-rabbit-r1 • FRONTLINE PBS. (2019, Dec 2). In the Age of AI [Video]. YouTube. https://www.youtube.com/watch?v=5dZ_lvDgevk • Hickman, L. (2013, Jul 1). How algorithms rule the world. The Guardian. https://www.theguardian.com/science/2013/jul/01/how-algorithms-rule-world-nsa

		• Moral Machine. (n.d.) https://www.moralmachine.net/ • O'Neil, C. (2017). The Era of Blind Faith in Big Data Must End [Video]. TED. https://www.ted.com/talks/cathy_o_neil_the_era_of_blind_faith_in_big_data_must_end • Wladawsky-Berger, I. (2014, Nov 21). The future of AI: An ubiquitous, invisible, smart utility. Wall Street Journal. https://blog.irvingwb.com/blog/2014/11/ai-an-invisible-ubiquitous-industrial-grade-digital-smartness.html • Emerging Technology from the arXiv. (2015, Oct 22). Why self-driving cars must be programmed to kill. MIT Technology Review. https://www.technologyreview.com/2015/10/22/165469/why-self-driving-carsmustbe-programmed-to-kill/ • della Cava, M. (2017, Mar 13). Robots need work, but beware rise of fascist AI. USA Today. https://www.usatoday.com/story/tech/news/2017/03/13/robots-need-work-but-beware-risefascistai/99110282/ • Marr, B. (2021, Nov 25). The 8 biggest Artificial Intelligence (AI) trends in 2022 (Video). YouTube. https://youtu.be/019HlWMQKCE?feature=shared • 10 Best Examples of Artificial Intelligence (AI) | Power of Artificial Intelligence in Real Life, by FUTUREYAN https://youtu.be/P2zdHfVj78Y?si=AQfdL0g1_-ODaxGl
	Decision Support Systems	• Sauter, V. L. (2010). "Introduction." Chapter 1 in Decision Support Systems for Business Intelligence. Hoboken, NJ: John Wiley & Sons. • University of Kentucky. (n.d.) Decision Support Systems: A knowledge-based approach. https://web.archive.org/web/20180212054538/http://www.uky.edu/BusinessEconomics/dssakba/bkpg1.htm • Debons, A. (2008). Information Science 101. Scarecrow Press. ISBN: 978-0810852891 Decision support system. (date). In Wikipedia. https://en.wikipedia.org/wiki/Decision_support_system • ProStrategy. (2018, Apr 30). Why IBM Business Analytics [Video]. YouTube. https://www.youtube.com/watch?v=nlt5YIv9p2E • Loukides, M. (2010). What Is data science? O'Reily Radar Report. • EMC Education Services. (2015). "Introduction to Big Data Analytics." Chapter 1 in Data Science & Big Data Analytics: Discovering, Analyzing, Visualizing, and Presenting Data. Indianapolis, IN: Wiley.
Mod. 9 Su: WK 4	Big Data and Society	• Wang, T. (n.d.). The human insights missing from big data (Video). TED. https://www.ted.com/talks/tricia_wang_the_human_insights_missing_from_big_data • Cukier, K. (2014). Big data is better data (Video). TED.

<Report 3 due end of week> <Proposal Submission> PC1,2		https://www.ted.com/talks/kenneth_cukier_big_data_is_better_data • Simplylearn () Big data in 5 minutes. Youtube https://youtu.be/bAyrObl7TYE?feature=shared • TheRacersResource. (2010, Oct 16). Introduction to data acquisition [Video]. YouTube. https://www.youtube.com/watch?v=Kksf28H7sYY • Roth, W. (date). Facebook/Meta stockpiles massive amounts of NVIDIA GPUs. Youtube https://youtu.be/k2LOZv7tMOw?feature=shared
	Human Factors and Information System Design	• Human factors and ergonomics. (date). In Wikipedia. https://en.wikipedia.org/wiki/Human_factors_and_ergonomics • Human Factors International. (2011, Jul 20). 7 principles that make your website more engaging [Video]. YouTube. https://www.youtube.com/watch?v=3J85SUZFXNM • Fox, S. & Rainie, L. (2014). The web at 25 in the U.S.: The overall verdict: The Internet has been a plus for society and an especially good thing for individual users. Washington, D.C.: Pew Research Center's Internet & American Life Project. • Knight, S. (2022, Feb 4). 5 trends to look out for in User Experience for 2022. Web Useability. https://info.webusability.co.uk/blog/5-trends-to-look-out-for-in-user-experience-for-2022 • Lazarus, D. (20122, May 9). 10 Useability heuristics [Video]. YouTube. https://www.youtube.com/watch?v=hWc0Fd2AS3s • Nielson, J. (2012). Usability 101: Introduction to Usability. https://www.nngroup.com/articles/usability-101- introduction-to-usability/ • Nonfiction Design. (2021, May 26). Ergonomic Design (Video). YouTube. https://youtu.be/GUaHAteFD-8?feature=shared • Shneiderman, B. (2000). Universal usability. Communications of the ACM, 43(5), 84-91. • User-centered Design. (date). In Wikipedia. https://en.wikipedia.org/wiki/User-centered_design
Mod.10 Su: WK 5 <Discussion – Info Access and the Digital Divide>	Information Access and the Digital Divide	• Global digital divide. (date). In Wikipedia. https://en.wikipedia.org/wiki/Global_digital_divide • Digital divide in the United States. (date). In Wikipedia. https://en.wikipedia.org/wiki/Digital_divide_in_the_United_States • Kraemer, K. L., Dedrick, J., & Sharma, P. (2009). One laptop per child: vision vs. reality. Communications of the ACM, 52(6), 66-73. • Sierkowski, B. (2002). Achieving web accessibility. In Proceedings of the 30th annual ACM SIGUCCS conference on User services (pp. 288-291). ACM.
	Information Privacy	• Google. (n.d.) Our privacy and security principles. https://safety.google/principles/

<Discussion – Info Privacy> <Proposal Submission Open till end of week> PC1,2,3		• Dyson, E. (2008). Reflections on privacy 2.0. Scientific American, 299(3), 50-55 • Allan, A. (2017, Nov 28). The Coming privacy crisis on the Internet of Things [Video]. TEDx Talks. YouTube. https://www.youtube.com/watch?v=yG4JL0ZRmi4 • Solove, D. (2008). The end of privacy? Scientific American, 299(3), 100. • Kelly, K. (2016, Jun 28). The 24 ways we're tracked on a regular basis reveal something disturbing about the future. Insider. https://www.businessinsider.com/how-youre-tracked-on-a-regular-basis-2016-6 • Meta. (2022, Jul 26). Privacy Policy. https://www.facebook.com/privacy/policy/?entry_point=data_policy_redirect&entry= • Last Week Tonight with John Oliver (HBO). (2015, Apr 6). Government Surveillance [Video]. YouTube. https://www.youtube.com/watch?v=XEVlyP4_11M • Eveleth, R. (2018, Dec 12). Google Glass wasn't a failure. It raised crucial concerns. Wired. https://www.wired.com/story/google-glass-reasonable-expectation-of-privacy/
Mod 11 Su: WK 5 <Proposal Submission Open till end of week 5> PC1,2	Intellectual Property	• Intellectual property. (date). In Wikipedia. https://en.wikipedia.org/wiki/Intellectual_property • Davis, R. (2001, Feb). The digital dilemma. Communications of the ACM, 44(2). 77-83. • World Intellectual Property Organization (WIPO). (2010, Feb 26). What is Copyright? A Cartoon Introduction [Video}. YouTube. https://www.youtube.com/watch?v=eEB5MYcj-Ns&t=243s
Mod. 12 Su: WK 5 <Proposal Submission deadline end of week>	Information Policy and Ethics	• American Library Association. (2021, Jun 29). Professional Ethics. https://www.ala.org/tools/ethics • ASIS&T. (1992, May 30). ASIS&T Professional Guidelines. https://www.asist.org/about/asistprofessionalguidelines/ • Association of Computing Machinery. (2018). ACM Code of Ethics and Professional Conduct. https://www.acm.org/code-of-ethics • The Copyright Alert System [Video]. YouTube. https://www.youtube.com/watch?v=kQTONXs_N-A • Information ethics. (date). In Wikipedia. https://en.wikipedia.org/wiki/Information_ethics • Quinn, M. (2017). Ethics for the Information Age (7th edition). Pearson [Chapter 4]

<Report 4 by end of week> PC1,2,3		• Oberhaus, D. (2016, Mar 6). We're already violating Virtual Reality's First Code of Ethics. Vice. https://www.vice.com/en/article/yp3va5/vr-code-of-ethics • Special Libraries Association (SLA). (n.d.). About information professionals. https://www.sla.org/careercenter/about-information-professionals/ • Tavani, H. (2016). Ethics and Technology: Controversies, Questions, and Strategies for Computing (5th Ed). Wiley. [Chapter 1]
	Information Security	• Information Security. (date). In Wikipedia. https://en.wikipedia.org/wiki/Information_security • Pesante, L. (2008). Information Security Basics, Carnegie Mellon University. • Muylaert, W. (2010, Apr 3). Viruses, worms, and botnet explained (Video). YouTube. https://www.youtube.com/watch?v=LJAb7unURho • Cybersecurity & Infrastructure Security Agency. (n.d.) Tips. https://www.cisa.gov/uscert/ncas/tips • Maltbie, B. (2017, Apr 16). Powerful Illusions: Addressing the Code of Ethics for VR. Upload. https://uploadvr.com/ethics-vr-research-concerns/ • Tynan, D. (2016, Aug 8). The state of cyber security: we're all screwed. The Guardian. https://www.theguardian.com/technology/2016/aug/08/cyber-security-black-hat-defcon-hacking • NOVA PBS Official. (2014, Sep 15). The Secret Lives of Hackers [Video]. YouTube. https://www.youtube.com/watch?v=DKzi5CYNFA
Mod. 13 Su: WK 6 <Final - Fri. Jul5> PC1,2,3	Augmented Reality & Virtual Reality	• Augmented reality. (date). In Wikipedia. https://en.wikipedia.org/wiki/Augmented_reality • Mackie – The Mad Scientist. (2016, Jul 21). Microsoft HoloLens review, mind blowing Augmented Reality! [Video]. YouTube. https://www.youtube.com/watch?v=ihKUoZxNClA • Simplilearn. (202, Apr 3). The rise of Technology-Augmented Reality (AR), Virtuyal Reality (VR), and Mixed Reality (MR) (Video). YouTube. https://www.youtube.com/watch?v=XLP4YTpUpBI • Virtual Reality. (date). In Wikipedia. https://en.wikipedia.org/wiki/Virtual_reality Wikipedia: VR • Maltbie, B. (2017) Powerful Illusions: Addressing the Code of Ethics for VR https://www.uploadvr.com/ethics-vr-research-concerns/ • Oberhaus, D. (2016): We're already violating Virtual Reality's First Code of Ethics https://www.vice.com/en/article/yp3va5/vr-code-of-ethics
<Extra Credit	Research	• Work on Research Paper

(optional) Video by Monday, Jul 5>		
May 6 <Paper due on Jul 6> PC1,2,3	Submit final paper	• Work on Research Paper

UWM AND SOIS ACADEMIC POLICIES

UWM policies and resources to all students: https://uwm.edu/secu/syllabus-links/

- Students with disabilities
- Religious observances
- Active military duty
- Incompletes
- Discriminatory conduct
- Title IX / Sexual Violence
- Academic Misconduct
- Complaint procedures
- Grade appeal procedures
- LGBT+ resources

Panther Planner and Undergraduate Student Handbook useful to undergrads: http://uwm.edu/studenthandbook/student-handbook/

- Report it
- Anonymous Hotline
- Student Handbook
- Campus Health and Safety
- Emergency Grant
- Mental Health Resources
- Sexual Assault Awareness
- Equity and Diversity – Title IX

SOIS FAQ, Forms, Policies: https://uwm.edu/informationstudies/resources/faqs/

- SOIS Grievance and Appeals Policy and Procedures:
- BSIST: https://uwm.edu/informationstudies/academics/undergraduate/ist/
- MLIS: https://uwm.edu/informationstudies/academics/graduate/mlis/?target=curriculum/#appeal
- MSIST: https://uwm.edu/informationstudies/academics/graduate/msist/

SCHOOL OF INFORMATION STUDIES STATEMENT ON EQUITY, DIVERSITY AND INCLUSION

The UW–Milwaukee School of Information Studies (SOIS) acknowledges the educational and social benefits that flow from having a diverse faculty, staff, and student body committed to inclusion and equity. The concept of diversity includes but is not limited to race, ethnicity, culture, national origin, gender, gender identity, sexual orientation, socio-economic status, age, disability, religious belief, and political belief. We welcome the opportunity to enrich our individual and collective experiences.

Accommodations for students with disabilities

The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. If the student [you] does not have an established plan, please contact the Accessibility Resource Center for eligibility requirements and plan creation. Faculty [I], will work directly with the student [you] to institute established reasonable accommodations, and in coordination with the Accessibility Resource Center when necessary. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Academic Misconduct
https://uwm.edu/deanofstudents/academic-misconduct/

Navigate Student Success Platform and Mobile App

Students are encouraged to use a tool called Navigate. This tool can help you learn about academic resources, set up study groups in your courses, make appointments with your academic advisor, get reminders on important dates, and much more. In addition, Navigate allows instructors to send Progress Reports to students throughout the term, allowing for updates on your academic progress in a course in addition to your grade. You can log into the platform here: https://uwmilwaukee.campus.eab.com/ or by finding the Navigate link under the Current Students tab on the UWM home page. More information on how you can use Navigate and the app, including tutorials, can be found on UWM's Navigate website.

Support U

Any student in need, or students that face challenges that are barriers to their education, are encouraged to contact the Dean of Students (dos@uwm.edu) for support. Support U offers wrap-around holistic support for students, including basic needs, accessing the food pantry, emergency funding, case management, and connecting to resources, etc. Support U is run by the Dean of Students Office. Chapman 215 PO Box 413 Milwaukee, WI 53201-0413 414 229-4501 phone 414 229-2481 fax http://uwm.edu/academicaffairs/

Panther Community Health and Safety Standards:

UWM has implemented health and safety protocols, taking into account recommendations by local, state, and national public health authorities, in response to the COVID-19 pandemic. As a member of our campus community, you are expected to abide by the Panther Interim COVID-Related Health & Safety Policy, which was developed in accordance with public health guidelines. These standards apply to anyone who is physically present on campus, UWM grounds, or participating in a UWM-sponsored activity:

- UWM recommends that all individuals visiting UWM facilities wear face coverings while indoors.

- UWM recommends getting vaccinated for COVID-19 and getting the most recent booster shot available to you.
- UWM requires that you check daily for COVID-19 symptoms and not come to campus if you are feeling sick. If you are feeling sick, get tested for COVID-19 and quarantine until symptoms subside. Use the CDC Quarantine and Isolation Calculator to determine next steps.
- If you test positive for COVID-19, UWM requires that you self-report with the Dean of Students Reporting Form. Use the CDC Quarantine and Isolation Calculator to determine next steps.