

IAKM 60001: Information Architecture and Knowledge Management I
Fall Semester, 2001
Thursdays, 6:00-8:40, Room 315 Library
Credits: Three (3)

Instructor (1): Dr. Thomas J. Froehlich

Office: 314 D Library

Office Hours: Tuesdays 3-6 p.m.; Thursdays 3-6 p.m.;
by appointment (preferably, even during office hours)

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Class Mailing List: IAKM-I. You can send messages to the mailing list at: IAKM-I@listserv.kent.edu However, it is accessible through a browser at: <http://listserv.kent.edu/archives/IAKM-I.html> You can post messages to the list as well as to search archives.

Electronic resources, such as downloadable copies of the syllabus, readings, exercises, etc. can be found at: <http://faculty-l.slis.kent.edu/~tfroehli/iakm1/> Materials that require protection are in a subdirectory/folder entitled **resources**. It is password protected. When you click on it, it will prompt you for a password. The password is 'tiger'.

Required Text

Hock, Randolph. **The Extreme Searcher's Guide to Web Search Engines: A Handbook for the Serious Searcher, 2nd edition**. Medford, NJ: CyberAge Books (an imprint of Information Today, Inc.), 2001. ISBN 0-910965-47-1. Paperback. \$19.96.

Additional assigned readings, either in electronic or print format.

Catalog Description

Introduction to Information Architecture and Knowledge Management. Information sciences, systems, and professionals in the information society; organization of knowledge for computer storage, source access, and information retrieval; user information needs analysis; communication processes and telecommunications.

Course Objectives

1. Possess an understanding of new and emerging roles for information professionals, including careers in information architecture, information use and knowledge management, and their relationship to existing roles in the information-related professions.
2. Possess knowledge of and fundamental skills in information literacy and communication processes and strategies.
3. Organize, describe and provide access strategies for information resources in a manner that will facilitate efficient and effective utilization of information resources.
4. Understand the variety of and gain experience in finding, collecting, organizing and using information resources.
5. Understand various concepts, theories and perspectives that have been applied to study the uses and effects of information technologies.
6. Explore issues pertaining to the impact of new information/communication technologies (e.g., their impact on society, organizations, groups, and individual users).

Evaluation

Grade will be based on assignments and exercises (at least 10), an annotated resource bibliography, a research paper and presentation, and participation.

Grading Weights:

Weekly assignments and exercises (averaged)	50%
Research Paper/Presentation:	30%
Annotated Resource Bibliography/Web Resource	20%
Participation:	+ or - 5%

The course will consist of lectures, presentations, discussions and demonstrations. The students will be supplied with readings and resources as the course progresses.

Technological Competencies

Students must be familiar with basic computer operations (e.g., copying and printing files, moving among directories and subdirectories), logging on to a network, using a modem and/or an Internet Service Provider, using a word processor, presentation software and spreadsheet software, and downloading software. They should have familiarity with browsers and browser functions.

Students with Disabilities

In accordance with University policy, if a student has a documented disability and requires accommodations to obtain equal access for a course or workshop, he or she is responsible to notify the instructor at the beginning of the course or workshop in which an accommodation is required. Please note that it is necessary for the student to first verify his/her eligibility for requested accommodations through the Office of Student Disability Services (SDS) located in Room 181 of the Michael Schwartz Center at the Kent Campus (330.672.3391). To do this, he or she must schedule an appointment with an SDS staff member and provide the SDS office with appropriate documentation of his or her disability. Upon verification, the SDS staff member will present the student with "accommodation letters" to give to his or her instructors.

Policy on Incomplete Grades

1. For undergraduates, a grade of "IN" (Incomplete) can be assigned only if they have completed at least 12 weeks of the semester and if they are currently passing the course and if they are unable to complete the work due to extenuating circumstances. For graduate students, a grade of "IN" (Incomplete) can be assigned only if they are passing the course with a "C" or better and if they are unable to complete the required work between the course withdrawal deadline and the end of classes due to extenuating circumstances. In the case of a workshop, graduates or undergraduates must be passing the workshop at the time the request is made, but they are unable to complete the workshop requirements during the assigned time period designated by the instructor (i.e., most workshops have post-workshop obligations that require a time period following the actual workshop meeting times during which the students are to complete workshop requirements; this is set by the instructor). An "IN" is never to be used to give a student an opportunity to make up for poor performance.
2. In the case of both graduate students and undergraduate students, the student must initiate the request, provide appropriate documentation, and make arrangements to make up the incomplete work.
3. Instructors are required to complete and submit an Incomplete Mark Form to the department chair or director at the time grades are assigned, which includes justification for awarding the Incomplete, describes the work to be completed for the course, and specifies the grade to be assigned if the work is not completed (default grade). Should an instructor assign a grade of IN and a default grade is

not submitted, the default grade shall be F if the work is not completed by the student. Incompletes will not be counted in the computation of grade point averages until the work is completed. Chairs and directors should make certain that an Incomplete Mark Form is completed, with the default grade specified, at the time that an IN grade is submitted on the grade roster. The completed form should be kept on file in the unit office until the final grade is determined.

4. The maximum deadline for completion differs for graduate students and undergraduate students: graduate students have a year to complete the incomplete course or workshop work, whereas undergraduates have one semester (not including the summer session). Unless an extension is granted or the course or workshop is completed, Incompletes will automatically lapse to the default grade designated on the Incomplete Mark Form at the end of the subsequent semester for undergraduate students or at the end of one year for graduate students.

Cheating and Plagiarism

Both cheating and plagiarism are prohibited. One area that many students may not realize as cheating is the following. "Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented." See the University Policy Register for additional details on cheating or plagiarism:

<http://www.kent.edu/policyreg/archive.asp?ChapterID=4> – see the section 3342-3-07.

Requirements

Exercises and Assignments. There will be at least 10 laboratory-type exercises or assignments (all of which should be able to be completed with a home or school computer with access to the Internet), which will take at least 2 or more hours to complete every week (how long it would take depends on prior computer/information/Internet literacy and skills). If assignments, exercises, bibliography/resource, research paper/presentation are handed in late, unless there is a reasonable or medical excuse, there will be an automatic 10% deduction per week. If the assignment was scored as a 9.5, it will receive a final score of 8.5 if it is handed in one week late, 7.5 if turned in two weeks late, etc. If an incomplete grade is taken for the course, the final grade may be lowered by at least one complete grade. (Rationale: it is unfair to students who hand their work in on time to assign a similar grade, when the late student has the advantage of extra time and working knowledge).

For specific questions on an exercise or assignment for which there are fixed answers, full points will be awarded for a correct answer and 0 points will be awarded for an incorrect answer. For questions that do not have exact answers, partial points will be awarded depending on the degree of closeness with the best possible answer. In the latter case, other things will contribute to the grade: e.g., degree of detail, good

organization, formatting, extra searching, good documentation, depth of explanation, etc. In all cases, provide hard-copy or electronic documentation including a narrative. The narrative is intended to be a **brief**, but adequate, explanation of how one accomplished the assignment, especially for indicating what files are appropriate to what exercise or assignment question, explaining what one did, what sites one visited, where one found various files (i.e., directory and subdirectories), what their names are, and other details providing evidence of work performed, how it was performed, etc., particularly when there are difficulties. The idea is to indicate to the instructors one's sequence(s) of accomplishments, whatever difficulties were encountered and how they were resolved. Submitting email attachment is acceptable in which case one need not include a hard copy of anything, though it would be helpful to bring a hardcopy to class. If you are handing in hardcopy of the narrative and other materials, put them in a large manila envelope (intercampus mail envelopes with string closures are good) with one's floppy disk(s), labeled with name and assignment numbers, and any other requested materials. You may submit these materials electronically (attached to email as a series of files or a zipped file), but the hardcopy, floppy-disk-copy method is preferred (it saves time for printing things and opening files). The work must be done by class time because depending on the assignment, we may discuss what problems occurred and how they could have been resolved in the assignment or exercise.

There is also a research paper and a web resource/bibliography due. Your final assignment will include a brief evaluation of other student's presentations.

Information Resources Bibliography/Web Site. You will create a resource site organized around some appropriate topic in the information professions (it must be approved by the instructors), which will be a resource for the rest of the class, made available on the web. This paper should be a brief summary of the major themes or ideas and an annotated bibliography on issues involving some aspect of the information professions, communication issues, information literacy or information technologies, their impact on society and the Internet. The topic will be available on a first-come first-served basis. The idea behind the paper is to look at the implications, or applications, standards, etc. of information technologies. Suggested topics: resistance to technological change or fear of technology in libraries and information centers; Internet standards, such as Z39.50 or metatags; emerging web applications; studies of the actual effectiveness of the web as an information resource (e.g., psychological and cognitive issues); research on searching heuristics or search strategy development for online public access catalogs (OPACs), commercial databases; research on graphic interface design; research on online search systems; problems with Boolean systems or search engines; gender differences and computer/Internet usage; development on intelligent information retrieval systems; expert or AI system applications for work; Internet service providers and services; commercial information systems and other information utilities (webTV); the economic, social and political issues of corporate giants (e.g., Ameritech, cable television systems) as providers and disseminators of information resources and their potential impact on free access to information and the public library; intellectual access issues on the Internet; image databases (their growth and technological demands); the emergence and use and problems associated with

digital libraries, user acceptance of information technologies, natural language processing, cataloguing and classifying information resources on the Internet, digital library use and infrastructure; copyright; fair use; business, professional, or other communities on the Internet; censorship and filtering on the WWW; telework (cybercommuting); surveillance technology and privacy; technological determinism vs. human agency; national governments and laws vs. transnational media, etc. Other topics may be considered but must be approved by the instructors.

Research Paper/Presentation. Select an issue related to newer information technologies or cyberculture (see above topic outline for ideas) and evaluate it. Select and inform the instructors of your preferred topic. You should establish a precise focus for the paper, locate and examine recent research/writings, and summarize the current state of knowledge in that area. Identify key concerns and issues. What don't we know that we need to find out? Your paper should be 6-7 pages (double-spaced, plus references). You will present a summary of your paper to the class, in some form of electronic format (through videostreaming or other asynchronous information technologies). Your last assignment will include a brief evaluation of other students' presentations.

Tentative Schedule of Topics

Lecture	Topic
1 (8/30)	The Information Society and the Information Professions. Current and Emerging Roles of Information Professionals: Information Science(s), Information Architecture, Information Resources Management, Knowledge Management, Information Use (Information Needs, Usability Studies); Value-added Processes. Do assigned readings.
2 (9/6)	Information Literacy: Organization of Information. Do assigned readings. Assignment No. 1 due.
3 (9/13)	Information Literacy: Information Architectures. Do assigned readings. Assignment No. 2 due.
4 (9/20)	Information Literacy: Information Tools and Searching. Read Hock, Chapters 1-2, 10-12; Chapter(s) relevant to your assignment. Assignment No. 3 due.
5 (9/27)	Information Literacy: Information Sources. Search Engines, Metasearch Engines, Subject Directories (Vortals), etc. Do assigned readings. Assignment No. 4 due.

- 6 (10/4) Evaluation of Tools and Resources.
Do assigned readings. Assignment No. 5 due.
- 7 (10/11) Information Needs and Uses.
Do assigned readings. Assignment No. 6 due.
- 8 (10/18) Overview of communication/information technology: nature and evolution.
Metaphors for understanding them.
Do assigned readings. Assignment No. 7 due.
- 9 (10/25) Recent communication theories/perspectives/ approaches to the study of
uses and effects of new communication/information technologies.
Do assigned readings. Assignment No. 8 due.
- 10 (11/1) Theories/perspectives/approaches continued.
Do assigned readings. Assignment No. 9 due.
- 11(11/8) Issues of the social impact of information technology at individual, group,
organizational and societal levels.
Do assigned readings. Assignment No. 10 due.
- 12 (11/15) Introduction and adoption of new information technologies: individual,
social, political and technical systems.
Do assigned readings. Information Resources Bibliography due.
- (11/22) Thanksgiving recess.
- 13 (11/29) Future directions.
Do assigned readings. Presentations due (made available to
videostreaming or other asynchronous technologies, but accessible
through the web).
- 14 (12/6) Research Paper due
Do assigned readings. Presentations due (made available to
videostreaming or other asynchronous technologies, but accessible
through the web).

15 (12/13) (Finals Week – class will be held as usual).
Conclusions.

Evaluations of other students' presentations due.