

Course Syllabus

Basic course information

Course Title: Internet Resources for the Information Professional

Course Number 628

Course Section 1

School: SILS

Department:

Program:

Days: Tues

Time: 6:30-9:00

Place: PMC 518

Credit Hours: 3

Course Coordinator or Chairperson: J. Hunsinger

Prerequisite Courses: 654

Instructor contact information

Name: J. Hunsinger

Academic Title: Assistant Professor

Office Location: 604a

Contact Information

Office Hours: Tuesday 3-6 and by Appointment or Virtual via Aolim to buridan1

Phone Number: 212 647 7708

Appropriate Time to call: email is preferred in all cases

Email Address: jhunsing@pratt.edu (snip appropriately)

Class Listserv: None

Special Instructions: use ELGG for all course work, notices, and related course matters.

<http://www.learninglibrarians.net>

Bulletin Description

An in-depth study of Internet topics that are relevant to information professionals and the role of the Internet in communication of information are studied as well as current issues related to its impact on information centers and libraries. Particular emphasis is placed on use and evaluation of World Wide Web search engines and on Web resources and tools for reference and research.

Detailed Description

The course will focus on Social Software for Information Professionals, Library 2.0 applications, and the transformation of information professionals that occurs with informationalization. We will be dealing significantly with blogs, wiki's, social searching, social bookmarking, and related information systems that address information users as social, political, communal.

Course goals

Students who complete this course will gain an understanding of Social Software for Information Professionals and an understanding of the Library 2.0 technologies, the underlying debates with those technologies. They will have an understanding of the changing roles of information professionals in the age of informationalization and will be prepared to adapt information technologies to the needs of libraries and information centers. They will gain an understanding of the internet, its history, and its implications. They will be able to effectively communicate their understandings to diverse audiences.

Student Learning Objectives

In this course students will learn or improve upon the following:

1. use wikis, blogs, and other software related to Social Software and Library 2.0; write clear, concise, well researched opinions on information technology and its social, cultural, and political implications for information professionals and librarians;
2. critical thinking and reasoning; evaluate information sources, internet materials, and information technology in context;
3. discern and explain the merits of search engines, search technologies, and their application in various internet applications.

Course Calendar

Week 1 Introduction 1/16

Toolboxes
Understanding Technology, 2 views
What is Library 2.0?
Using ELLG
Library 2.0 reading list
DLIST
E-LIST

Week 2 Information Professions and Library 2.0 1/23

Read Nardi, Chapter 4 and Interview
Read Clash of the Information Professions
Read Library 2.0 Theory
Read Library 2.0 pick and choose
Recommended Talent Myth
Recommended How to be a leader in your field
Recommended Networking on the Network
Turn in Reading Review 1

Section 1 Blogs

Week 3 Blogs and Social Networking Software 1/30

Read Introduction and Part 1 Uses of Blogs

Read Computing means Connecting

Examine:

myspace.com

facebook.com

livejournal.com

linkedin.com

tribe.net

Flickr.com

In Class Workshop: How to set up a blog?

Turn in Reading Review 2

Week 4 Blogs, Tagging, and Searching 2/5

Read Rest of Uses of Blogs

Read Weblogs Content Classification Tools

Read [Making Classifications (at) Work: Ordering Practices in Science] (If you can't get the readings you should contact me)

Examine:

Technorati

Blogpulse

Google Blog Search

Feedster

pubsub

plazoo

all consuming

Findory

memeorandum

Turn in Reading Review 3

Week 5 Blogs as Hypertexts, Social Bookmarking as Blogging? 2/12

Read Feral Hypertext

Read Social Software in the Academy

Read Social Bookmarking I

Read Social Bookmarking II

Consider Search Alternatives and Beyond

Examine:

Connotea

CiteULike

Squidoo

del.icio.us

Turn in Reading Review 4

Assignment 1

The goal of the assignment is to get you thoroughly involved and thinking about blogs, the blogosphere, and searching and finding material

1. To that end, I would like you to familiarize yourself with and provide an evaluation of 4 different blog search engines. In evaluating those search engines, I would like you to try to define some standards or criteria through which you can judge these engines. It is likely that you will be able to use standards that you've learned elsewhere in this class or in other classes to develop those standards. They should allow you to discern and describe why the blog search engines are different and why one might be better according to your criteria. The criteria should be multiple and easily applied. This can be as long as you need, but it probably will not be shorter than 200 words.

Think of the first part of the assignment as something like: "Your library director has asked you to choose the best 4 blog engines to link from your library's blog page, and wants to be able to communicate why they are the best in a presentation to the other librarian's in the district".

2. I would like you to find 4-5 blogs that you identify as core blogs to your interests in library and information science, and briefly describe why you relate to them, who you think is their audience (going beyond the simple descriptions, such as Librarians of Information scientists, to something like 'Young Females, perhaps librarian, interested in the social aspects of technology and technology's relationship to youth culture', try to be demographically descriptive, try to imagine the other readers of the blog and who they might be. I would not write more than 150 words for each of these blogs.

Think of these blogs in the second part as the blogs that you would read and have on your own blogs blogroll for your professional blog.

3. I would like you to find 8-15 blogs that tend to read and relate to each other. They should in your mind constitute a group that you can describe. They should cite each other and talk about each other. Try to find a group that is outside of LIS, one that maps onto your interests, work, or other efforts. The easiest way to find these groups is to look

at who is citing who according to the blog search engines. Try to see and briefly describe these blogs interrelationships as a whole, why might someone try to join into this conversation? This should be no more than 400 words.

Think of this final part of the assignment as participating in and building a community around one of your hobbies.

I want you to write up what you learned from this exercise. This should be no more than 500 words.

The total wordcount of the whole assignment to this point should be less than 1750 words.

Do not aim to do this perfectly, aim to do it well, aim to write it in less than 2 hours, that means you spend about an hour researching and taking notes and then an hour writing. The writing does not have to be perfect, these are blog posts.

You can work together on this if you want, but if you do work together on it, I want a separate report from each member of the group explaining what work you did in the exercise and what you learned from the others in your group that you worked with. This report should be fairly succinct.

post each of these bits to your own blog, send me the url.

email me if you have questions.

Week 6 Blogs, etc. In Libraries 2/19

Read Academic Blogs

Read Personal Publication and Public Attention

Read Blogging the Future

Read Blogging for the Distance Librarian

Consider RSS Ideas for Educators

Turn in First Assignment 1

Section 2 Wikis

Week 7 Wikis in General 2/19

Read Infotopia to Ch. 2

Read Chapter 1 and last chapter

Read Making the Case for a Wiki

Read Britannica vs Wikipedia

Read Editorial: Is the wiki concept really so wonderful?

Consider Wikimania

Tutorial Using a wiki.

Turn in Reading Review 5

Week 8 Wikis and Infotopia 3/5

Finish Infotopia, skim most, read ch. 5 and beyond closely.
Turn in Reading Review 6

Week 9 Wikis and Folksonomies 3/20

Read Wiki Wars

Read How and why wikipedia works

Read: Folksonomies + Controlled Vocabularies

Read: Tags and Cognitive Load

Consider: Wikis in Libraries: Sites, Resources and Links

Turn in Reading Review 7

Assignment 2

1. Make several (3-5) contribution to a major wiki, such as Libsuccess LisWiki or Wikipedia. This will require you to familiarize yourself with the wiki first. Second It will require you to learn how to edit the specific wiki, you can learn how to do that by reading the directions. Write 100 words each to describe your contributions and why you chose to make them. Submit it to your blog.
2. Find and correct 3 significant mistakes on Wikipedia. A significant mistake is a factual or content error, not a spelling error, grammar error. To do this, start with an area of wikipedia that you are familiar with, and search for a mistake by reading the content. Then you should make an account, login, and correct the mistake. Please report on which mistakes you corrected and why, provide the urls of the changes. Submit that to your blog.
3. Reflect on the contributions that you've made both positively and negatively, what have you learned, what have you enabled others to learn, and why your contribution is important. Consider how the use of a wiki and participation in a wiki project relates to being an Information Professional, Librarian, or Archivist. Write this as a short essay of 750-1000 words, submit it to your blog.

Week 10 Wikis in Libraries 3/27

Read Blogs, Wikis, and IM: Communication Tools for Subject Specialists

Read <http://libres.curtin.edu.au/libres16n1/index.htm>

Read Using Wikis to Create Online Communities

Read Wide Open Spaces: Wikis, Ready or Not

Read The Wiki and the digital library

Read Exploring the wiki world: the new face of collaboration

Consider Libsuccess wiki on wikis
Turn in Assignment 2

Section 3 Open Access, Searching and Reference

Week 11 Open Access, Citation Indexes, Citation tools 4/3

Read [1] intro to chapter 3 and end chapter (glance at the appendices if you have time)

Read Visualization of the Citation Impact Environments of Scientific Journals: An online mapping exercise

Familiarize yourself with Pubmed

Turn in Reading Review 8

Week 12 Search Engines and Heuristics 4/10

Read Gauss and Weinberg

Read <http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/ToolsTables.html>
Search Tools]

Read Who's Who in Social Search

Read some other articles on: search engine watch

Search engine workshop

Week 13 Collaboration, knowledge, collaborative Services 4/17

Read Redesign of Library Workflows: Experimental Models for Electronic Resource Description

Read Library as a Learning Organization

Read Intranet for Library Services

Digg

Ma.gnolia.com

reddit

LII

Using Collaborative knowledge Services workshop

Final Assignment

Consider the wide varieties of tools we looked at in this class. Consider their application from the perspective of a librarian as opposed to their application from the perspective of an information professional. Describe at least 3 tools that might be used differently by a librarian versus an information professional, and describe how they might be used differently, and the importance of the differences.

Read the course through the lessons of Cybertariat. Consider the ma-

terial we've worked with in the course in relation to the sections of the book that you've read. What is Library 2.0 technology in relation to Cybertariat? What arguments would you put for in support of the positions found in Cybertariat, what arguments against? Frame your arguments in terms of your own experiences.

What have you learned in this course? Why is what you have learned important to you? What was most useful? What would you have preferred to spend more time learning? If there was one topic within the area covered by this course that you think should have been covered, or should have been covered more, what was it, why choose it, and where does it fit into the rest of the course?

Week 14 Virtual Worlds and Virtual Reference 4/24

Read Collaborative Reference Work in the Blogosphere

Read A Conceptual Framework and Open Research Questions for Chat-based Reference Service

Read Second Life Library Blog

Familiarize yourself with Secondlife.com

Turn in Reading Review 9

Week 15 Critical Reflections 5/1

Finish Huws First 2 chapters, last 2 chapters and 2 middle chapters of your choice. Examine:

Librarything

Turn in Final Assignment

Course Requirements

Textbooks/Readings, and Materials

Infotopia: How Many Minds Produce Knowledge Cass Sunstein
0195189280

The Making of the Cybertariat Ursula Huws 2004 1583670882

Are Your Lights On?: How to Figure Out What the Problem Really Is
Gause and Weinberg 1990 0932633161

Uses of Blogs Axel Bruns Joane Jacobs 2006 0820481246

Course Assignments

You should maintain copies of all of your work for this course until 5 weeks after the end of the course.

Reading Reviews

Reading reviews are due Monday evening at 7pm before the class in which the reading is assigned.

Reading reviews are to be posted to the blog under a unique title. (if you do not want to assign your name to it, please send a copy of the review to the instructor with your name on it).

Reading reviews should be of a nature and quality so that they represent your work as a public professional. They should have no grammar, spelling, or other mistakes that could be caught by proofreading your work.

Reading reviews should be no less than 1 page (300 words) in length and no more than 5 pages (1500 words) in length.

At the end of each reading review, you should attach as part of the review, 2-5 questions that you would like answered in class or that you find worthy of further exploration.

The reading reviews should refer to the readings of the week, be written from your perspective, and should not duplicate, in whole or in part, any other person's work unless it is properly cited. The majority of the work should demonstrate your understanding of the material. Reading reviews should be uniquely your own work. You will be graded on 5 reading reviews.

Reading reviews are worth 30% of your final grade.

Participation

Students are expected to be well prepared for class. They are expected to contribute new and interesting materials related to the course to the course Blog/Elgg.

They are expect to talk in class, to answer questions, and to engage in discussion.

Presence without participation is a zero for the day. Students are expected to attend all classes.

Assignments

Assignments will be posted to your ELGG blog

Assignments will be graded within a week of submission, unless an emergency intervenes.

Assignments are worth 45% of your final Grade.

Unless otherwise noted, assignments should be performed to the highest level of quality that you have time to produce.

Assessment and Grading

Reading review 30 points (6 points each)

Assignments 45 points (15 points each)

Participation 25 points

Total Points=100 points

All writing is graded on spelling, grammar, logic, style and form.

All grades are earned in whole points. There are no partial points given.

No Credit for late work is given, unless that late work is approved to be late before

the deadline.

Reading Reviews

Reading reviews are graded on a Plus, Check Minus scale. A Check is 4 points. A plus is 6 points, and a Minus is 2 points, not turning in a reading review that is graded is 0 points. There are 9 reviews assigned. Only 5 will be graded. If you complete all 9, you will earn up to 6 credit points.

Assignments

Each Assignment is worth 15 points.

Each Assignment has 3 sections, each section is worth 5 points.

Completing each section of the assignment as directed is worth 4 points, if there are no errors. If you do something excellent above and beyond the normal assignment, that will earn the 5th point. Strive for excellence!

Participation

Each week there will be time for discussion. Each time you participate in that discussion, you earn points. You can choose to lead the discussion up to two times and each time you sufficiently demonstrate that you can lead discussion you will earn up to 10 points. Thus you can lead the discussion twice and participate in class and easily earn 30 points. If you do not lead any discussions, and you do not participate in class, you will earn no points. However, participating each and every week in class will minimally earn you 15 points, and participating excellently will clearly earn you up to 30 points.

Excellence

This class is designed on the principle that A students go above and beyond the minimal necessary work and do things that are 'excellent'. Making good arguments, contributing to the discussion in novel, intelligent ways, and generally performing excellently, will earn the A. I expect you all to earn A's.

Policies

Institute-wide policies listed in the “Community Standards” section of the bulletin: All Pratt Community standards policies apply.

Policy on students with disabilities:

Students with disabilities must contact the office for a referral before any consideration can be given.

Any additional applicable school, departmental, or personal course policies:

All work submitted should be submitted at a professional level of quality.

Plagiarized work will not be accepted, neither will improperly cited work. Use MLA or APA to cite.

Late work is not accepted unless it is approved to be late at least 1 day before it is

due or there is a institute approved excuse.

All class communication must go to and from pratt.edu email addresses.

Students are required to maintain copies of all their work until 5 weeks after the semester.

Paper copies of reserve material will be found in the library.

Electronic copies of reserve materials will be made available.

Readings may change depending on agreement of the class members at the meeting prior to meeting the assigned readings are due

The instructor is not responsible for the materials that you miss a class beyond what he posts to the Blog/Elgg.

Student should are responsible for anything that they miss in class and should request that information from their peers.

Students are responsible for their work on the Blog/Elgg.

All extra credit assignments will be given to all of the class.

All changes, announcements, and course matters will be posted to the Blog/Elgg at the discretion of the instructor.

The Blog/Elgg system is a collaborative environment, students should comment upon, discuss, etc. each others work, the instructors work, or anything related to the course.

Blog/Elgg participation is required as part of participation and grading.