

UNIVERSITY LIBRARIES - NEW INFORMATION STUDIES COURSE PROPOSAL

Your name: Cheryl Lowry

Date: 8/5/10

College offering course: Arts & Sciences / University Libraries

Course Bulletin (academic unit) listing: OSU Libraries

Proposed Course Number: The course number for either version of this course has not yet been assigned. However, we know the semester version will be at the 3000 level, which means it will be designed for juniors even though lower-level students will also be accepted into the course.

NOTE: Refer to [Curriculum Handbook](#) for reserved or special purpose course numbers and other directions.

Full Title of Course: Exploring Careers in the Information Professions

Proposed Effective Qtr/Yr: SU AU WI **SP** YEAR: 2011

Proposed number of sections per year: 2 while we're in quarters; 1 when we switch to semesters

Level: **U** **G** Enrollment will be limited to 18 students.Credit Hours (see explanation in [Faculty Rules](#)): **5 quarter credit hours or 3 semester credit hours**Grade Option: Letter S/U Will course be taught in distance learning format: Yes No Hybrid

Brief Description: This very interactive hybrid course provides students a context, skills, and knowledge for investigating information professions as potential careers. Within that context, students learn about their own career interests and learning styles, analyze both theoretical and practical elements of information itself, and study information professions. The course helps them develop their skills (a) in information literacy so they can find, evaluate, and analyze information from print, online, and in-person sources; (b) in collaborating with others (necessary in most of the information professions); and (c) in presenting their ideas (necessary for all the information professions). By the end of the course they develop the skills and knowledge necessary to decide whether they are interested in pursuing such a career and, if so, what their next steps should be. The featured information professions around which skill and knowledge development are focused are: reporter, information designer, technical writer, publisher, intelligence agent, librarian, information broker, museum curator, database administrator, information architect, knowledge manager, informationist, and archivist. (Individual students interested in other information professions may ask to focus on one of those.)

Provide the rationale for proposing this course (*explain need and purpose*): The number and complexity of information professions have exploded in the 21st century, and students have a dazzling array of information about such career options at their fingertips. Unfortunately, that doesn't mean they have the skills and knowledge to take advantage of that information. As the American Library Association states in its higher education competency standards for information literacy, along with skills and knowledge about what computer keys to press, students need a context—an intellectual framework—to determine what they need to know, how to find it, how to evaluate its accuracy and reliability, how to legally use the information with others, and how much weight each piece of information should have in their personal decision making. This course provides that kind of deeper understanding.

Which [Information Studies curricular goals](#) are supported by the course? (*indicate all that apply*)

1. Understand and apply research methods to investigate questions related to the major area of study and interdisciplinary questions.
2. Understand the economic, social, legal, political, and strategic value, and the ethical use of, information.
3. Learn and apply critical thinking skills related to developing effective search strategies and evaluation of information resources.
4. Learn about special collections and archives, the history and culture of the book and other media, access tools, and management issues.
5. Learn effective strategies for knowledge management.

How often will you teach this course? Who else will assume responsibility for teaching this course? (*list all potential instructors*)

Two quarters per year or one semester per year. Others who are interested in teaching this course are Beth Black and Morag Boyd.

ALL PROPOSALS: Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, methods of evaluation, and other items as stated in the *OAA Curriculum Handbook*.

SEND PROPOSAL AND SYLLABUS TO: Chair, Teaching & Learning Committee, OSU Libraries

Quarter Course Syllabus

Course: Exploring Information Professions

Course number: The A & S course number has not yet been assigned.

Credit hours: 5 quarter credit hours

Class contact: Weekly 2-hour class (mandatory)
Weekly 2-hour lab (mandatory)

Instructor: Cheryl Lowry, Ph.D.

155A Thompson Library

Phone: 688-8777

E-mail: lowry.92@osu.edu

Office hours:

Description: This very interactive hybrid course provides students a context, skills, and knowledge for investigating information professions as potential careers. Within that context, students learn about their own career interests and learning styles, analyze both theoretical and practical elements of information itself, and study information professions. The course helps them develop their skills (a) in information literacy so they can find, evaluate, and analyze information from print, online, and in-person sources; (b) in collaborating with others (necessary in most of the information professions); and (c) in presenting their ideas (necessary for all the information professions). By the end of the course they develop the skills and knowledge necessary to decide whether they are interested in pursuing such a career and, if so, what their next steps should be. The featured information professions around which skill and knowledge development are focused are: reporter, information designer, technical writer, publisher, intelligence agent, librarian, information broker, museum curator, database administrator, information architect, knowledge manager, informationist, and archivist. (Individual students interested in other information professions may ask to focus on one of those.)

Textbook: There is no required textbook. However, reading materials are in e-Reserves.

Learning Objectives: After taking this course, students will be able to:

1. Define, explain, and apply terms and concepts regarding the nature, characteristics, and purposes of information, its societal benefits and consequences, and future predictions regarding information and information professions.
2. Use online skills and tools to explore their own career interests and learning styles.
3. Find, evaluate, and legally use online, print, and primary source information to compare and contrast information professions, including the work products and processes, personal and societal benefits, job conditions, and the preparation for each profession. The information literacy skills they will be able to use include choosing search terms; using logical operators; limiting or expanding search results; selecting and using the best Web search tools; looking for news stories on the Internet; using library research databases; using a variety of Web-based job, education, and news databases; searching the OSU Libraries' catalog to locate books (key words, full records, subject searches, and OhioLINK); using periodical indexes to locate articles online and in the library; evaluating web sources; and legally using information from others under various conditions.
4. Use online tools and resources, including a discussion forum and a Carmen wiki, to demonstrate skill in collaboration and the presentation of their ideas about information professions.
5. Decide which, if any, information profession is right for them and, if so, what next steps they should take.

Major assignment due dates: Information about your interviewee is due on the Discussion Forum during Week 3; the midterm will occur in Week 5; your interview write-up is due on the Carmen Wiki in Week 6; the presentation assignment is due in Week 8; the team assignment is due in Week 10; and the final will occur in Finals Week.

Week in Quarter	In class (2 hours)	Suggested for lab (2 hours)	Additional out-of-class work (Online work is due 2 days before next class; other assignments are due as indicated. Red-numbered items will be graded as “small assignments” described below.)
Week 1	<ol style="list-style-type: none"> 1. Activity: Student syllabus review. 2. Discussion: Rubrics 3. Activity: Personal Inventory of information sources. 4. Discussion: Credibility—What information should we believe? 5. Activity: Where does the US rank in information-intensiveness? 	<ol style="list-style-type: none"> 1. Carmen activity: Take the VARK to reveal your preferred learning style. Read the section on tips for how best to support that style. 2. Carmen activity: Complete the O-NET Interest Profiler. 3. Carmen activity: Turn in a description of your preferred style and what you learned from the interest profiler. Include how you will support your style in this course. 	<ol style="list-style-type: none"> 1. net.TUTOR tutorial: Evaluating Web Sites. 2. Carmen open-book quizzes: Evaluating Websites Test and Website Evaluation Worksheet. 3. Carmen activity: Guided research to list the top 10 information-intensive nations and answer questions about them. 4. e-Reserves reading (due by next week’s class): “Networks and Hierarchies,” pages 5-21 in <i>Glut: Mastering Information through the Ages</i>, by Alex Wright, Cornell University Press, 2007. 5. Carmen activity: Read net.TUTOR tutorial: Searching 101 6. Carmen open-book quizzes: Searching 101; Better Searching movie and Better Searching quiz.
Week 2	<ol style="list-style-type: none"> 1. Reflection on assignments. 2. Guest speaker from one of the featured professions. 3. Discussion: What is information (the view from various fields)? What formats does information take? For what ends is information used in society? 4. Activity: Interview skills. 5. Activity: A mnemonic for organizing things. 	<ol style="list-style-type: none"> 1. Carmen tutorial: Careers and Employment 2. Carmen open-book quiz: Careers Test 3. net.TUTOR tutorial: Web Search Tools. 4. Carmen open-book quiz: Web Search Tools. 	<ol style="list-style-type: none"> 1. e-Reserves reading (due by next week’s class): “The Information Professions,” pages 149-186 in <i>Fundamentals of Information Studies: Understanding Information and Its Environment</i>, by June Lester and Wallace C. Koehler, Jr., Neal-Schuman Publishers, Inc, 2007. 2. Carmen activity: Complete the Web-Searching-- Tools and Techniques worksheet.
Week 3	<ol style="list-style-type: none"> 1. Reflection on assignments. 2. Discussion: What makes an information profession an information profession? Information vs information artifacts or records and the implications of that; information 4. Activity: Making information. 5. Activity: Using images to make Information. 	<ol style="list-style-type: none"> 1. Carmen tutorial: News Sources. 2. Carmen open-book quiz: News Test. 3. Carmen activity: Make an information pyramid relevant to your own field. 4. Post on the Discussion Forum the name, title, information profession, and contact information of the person you are going to interview. 	<ol style="list-style-type: none"> 1. Carmen activity: Complete the Career, Employment, and News Sources worksheet. 2. Video lecture by David Weinberger on <i>Everything is Miscellaneous</i> at http://video.google.com/videoplay?docid=2159021324062223592# 3. Carmen activity: Complete a research assignment that involves using the OOH, America’s Careers InfoNet, Google News, and Clusty Jobs. 4. Carmen activity: Take a quiz that

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			uses Indeed Advanced Job Search and Job- Hunt.org.
Week 4	<ol style="list-style-type: none"> 1. Reflection on assignments. 2. Guest speaker from one of the featured professions. 3. Discussion: Information changes brought about by the invention of the printing press. 	<ol style="list-style-type: none"> 1. Carmen activity: Identify a national or international association for the information profession you are most interested in. Report the name and URL, and evaluate the accuracy, reliability, usefulness, and negative safety consequences (if any) of using the site(s). Does the site contain information about preparation for the career and the professional development of its members? If so, describe. 2. net.TUTOR tutorial: Using Information. 3. Carmen open-book quizzes: Using Information Test and Using Information Worksheet. 	<ol style="list-style-type: none"> 1. Carmen activity: Write about 200 words in explanation of which value similarities and differences relating to their work you think may exist between a knowledge manager who works in a for-profit company and an archivist who works at a university. What do you think causes those differences and similarities? What other value differences and similarities can you think of that are likely among those working in the information professions? Are there any generalizations about positions and values that you think might be made? Why or why not? 2. net.TUTOR tutorials: Searching the Library Catalog and Finding Articles. 3. Carmen open-book quizzes: Catalog Test and Article Test.
Week 5	<ol style="list-style-type: none"> 1. Mid-term. 2. Reflection on assignments. 3. Continuation of discussion: Information changes brought about by the invention of the printing press. 	<ol style="list-style-type: none"> 1. Carmen quiz: Books and Articles: In-Depth Career Research. 2. Find two sources concerning the speaker/writer and circumstances for the oft-quoted line “Information just wants to be free” and report the entire quote as well as the name of the speaker/writer and the circumstances in which he/she spoke. Turn in a comparison of the usually quoted line with the full quote. Which version do you believe is the better policy for society and why? What are the implications of your choice? 	<ol style="list-style-type: none"> 1. Conduct your interview and begin writing up a summary to be posted on the Carmen wiki next week. 2. Post on the Discussion Forum which is the information profession you are at this point most interested in.
Week 6	1. Reflection on assignments, including the interviews.	1. Work on your interview summary.	1. Write up your interview summary and post it on the Carmen wiki, making

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	<p>2. Guest speaker from one of the featured professions.</p> <p>3. Discussion: Information changes that occurred between the invention of the printing press and the electronic society.</p>	<p>2. Carmen activity: Complete a research assignment that sends you to OSU Library catalog, OhioLINK, FindArticles (Bnet Research Center), and Academic Search Complete.</p>	<p>sure you include information that identifies your interviewee, his/her position, and where he/she works.</p>
Week 7	<p>1. Reflection on assignments.</p> <p>2. Guest speaker from one of the featured professions.</p> <p>3. Discussion: Changes in librarianship, publishing, and American journalism in the digital age</p>	<p>1. Carmen activity: Find online <i>The State of American Journalism 2010</i> report from the Pew Research Center’s Project for Excellence in Journalism. Answer the questions about it.</p> <p>2. Carmen activity: Answer questions regarding future employment projections for the information profession you are most interested in, using online sources you identify and cite.</p>	<p>1. Carmen activity: read the article at http://harvardmagazine.com/2010/05/gutenberg-2-0.</p> <p>2. Carmen activity: Return to What Information Should We Believe? (With Images, This Time.)</p> <p>3. Carmen activity: Read the article Library Journal; 2/1/2010, Vol. 135 Issue 2, p24-25, 2p, in which Jessamyn West interviews Jaron Lanier, author of <i>You Are Not a Gadget</i> and considered the father of virtual reality technology. He talks about librarianship of the future.</p>
Week 8	<p>1. Reflection on last week’s assignments.</p> <p>2. Presentations</p>	<p>1. Carmen activity: Bring a print copy of today’s edition of the New York Times to class and compare the stories on the first page to their Internet versions. That is, find out whether and how much of the print version of each story also appears in the Internet version. Compare how prominently each story is played in its print and Internet versions. Are there other differences? If there are significant differences, why? Report your findings and opinions in writing.</p>	<p>1. Carmen activity: Watch the panel discussion at http://mitworld.mit.edu/video/685/ .</p> <p>2. Carmen activity: Read at http://www.nybooks.com/articles/archives/2010/mar/11/publishing-the-revolutionary-future/.</p>
Week 9	<p>1. Reflection on last week’s assignments.</p> <p>2. Presentations</p>	<p>1. e-Reading (due by next class): Chapter 3, “Why the State?,” pages 108-155 in <i>Death and Life of American Journalism: The Media Revolution that Will Begin the World Again</i>, by Robert McChesney and John Nichols, Nation Books, 2010.</p>	<p>1. e-reading (due by next class): Chapter 4, “Subsidizing Democracy,” pages 157-212 in <i>Death and Life of American Journalism: The Media Revolution that Will Begin the World Again</i>, by Robert McChesney and John Nichols, Nation Books, 2010.</p> <p>2. e-reading (due by next “Information, Power and Society,”) pages 241-262 in</p>

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			<i>Fundamentals of Information Studies: Understanding Information and Its Environment</i> , by June Lester and Wallace C. Koehler, Jr., Neal-Schuman Publishers, Inc, 2007.
Week 10	1. Reflection on last week’s assignments. 2. Presentations	1. Carmen activity: Give the URL for your favorite website and explain why it’s your favorite. Tie your comments to what you’ve learned in this class. 2. e-Reading (due by next class): “Economics of Information,” pages 219-238 in <i>Fundamentals of Information Studies: Understanding Information and Its Environment</i> , by June Lester and Wallace C. Koehler, Jr., Neal-Schuman Publishers, Inc, 2007.	1. Turn in your team assignment. 2. Study for the final.
Finals Week	Final.		

Points for Assignments Total 1,000

Interview assignment = 150 points

Presentation assignment = 150 points

Team assignment = 200 points

Mid-term = 100 points

Final = 100 points

Small assignments= 300 points (Small assignments are noted with red numbers above. Each assignment is worth 10 points, so together they total 300 points.)

Point Values for Grades

930-1,000=A

900-929=A-

870-899=B+

830-869=B

800-829=B-

770-799=C+

730-769=C

700-729=C-

670-699=D+

Description of Interview, Presentation, and Team Assignments

Interview assignment--Each student will identify, contact, and interview a different person currently working on or off campus in the information profession the student is most interested in. By Week 3 students will post the name, title, and contact information of the person they have scheduled an interview with on the Discussion Forum and by the end of Week 6 they will have conducted a 30-45-minute interview and posted a summary of the interview on the Carmen Wiki so each is available to all students to learn from. See the Interview Rubric for details about the learning objectives and performance standards for this assignment. As you should be able to tell from the rubric, the interview summary is not intended to be a transcript of a recorded interview. The clarity and usefulness of your questions, the clarity of your summary of the interviewee's answers, and your organization of the information in your summary are what will be valued in this assignment. The interview summary must contain evidence of at least one follow-up question you asked.

Presentation assignment—During Weeks 8-10, each student (or pair of students, should students choose that option) will make a 10-15-minute presentation in class (in Power Point or without technology) about the information profession he/she/they are most interested in. The student(s) must include whether he/she/they remain interested in pursuing the career and, if so, what next steps he/she/they intend to take. Students will draw lots to establish the order in which presentations will be made. See the Presentation Assignment Rubric for details about the learning objectives and performance standards for this assignment. As you should be able to tell from the rubric, your presentation will be evaluated on its preparation, organization, clarity, and thoroughness, as well as on your attempt to “connect” with your audience. Ratings by students in the audience will contribute to the evaluation of each presentation.

Team assignment—This is an ongoing information management assignment due in Week 10. Students will be divided into teams, each of which will in an ongoing way manage and present (not in class) the information about information professions generated in this course. See the Team Assignment Rubric for details about the learning objectives and performance standards for this assignment. As you should be able to tell from the rubric, what will be valued in this assignment are thoroughness, clarity, and accuracy. Creativity in presentation is also encouraged.

Semester Course Syllabus

Course: Exploring Information Professions

Course number: The course number has not yet been assigned. However, we know it will be at the 3000 level, which means it will be designed for juniors even though lower-level students will also be accepted into the course.

Credit hours: 3 semester credit hours

Class contact: Weekly 2-hour class (mandatory)
Weekly 2-hour lab (mandatory)

Instructor: Cheryl Lowry, Ph.D.

155A Thompson Library

Phone: 688-8777

E-mail: lowry.92@osu.edu

Office hours: ?

Description: This very interactive hybrid course provides students a context, skills, and knowledge for investigating information professions as potential careers. Within that context, students analyze both theoretical and practical elements of information itself, learn about their own career interests and learning styles, and study information professions. The course helps them develop their skills in (a) information literacy so they can find, evaluate, and analyze information from print, online, and in-person sources; (b) collaborating with others (necessary in most of the information professions); and (c) presenting their ideas (necessary for all the information professions). By the end of the course they develop the skills and knowledge necessary to decide whether they are interested in pursuing such a career and, if so, what their next steps should be. The featured information professions around which skill and knowledge development are focused are: reporter, information designer, technical writer, publisher, intelligence agent, librarian, information broker, museum curator, database administrator, information architect, knowledge manager, informationist, and archivist. (Individual students interested in other information professions may ask to focus on one of those.)

Textbook: There is no required textbook. However, reading materials are in e-Reserves.

Learning Objectives: After taking this course, students will be able to:

1. Define, explain, and apply terms and concepts regarding the nature, characteristics, and purposes of information, its societal benefits and consequences, and future predictions regarding information and information professions.
2. Use online skills and tools to explore their own career interests and learning styles.
3. Find, evaluate, and legally use online, print, and primary source information to compare and contrast information professions, including the work products and processes, personal and societal benefits, job conditions, and the preparation for each profession. The information literacy skills they will be able to use include choosing search terms; using logical operators; limiting or expanding search results; selecting and using the best Web search tools; looking for news stories on the Internet; using library research databases; using a variety of Web-based job, education, and news databases; searching the OSU Libraries' catalog to locate books (key words, full records, subject searches, and OhioLINK); using periodical indexes to locate articles online and in the library; evaluating web sources; and legally using information from others under various conditions.
4. Use online tools and resources, including a discussion forum and a Carmen wiki, to demonstrate skill in collaboration and the presentation of their ideas about information professions.
5. Decide which, if any, information profession is right for them and, if so, what next steps they should take.

Major assignment due dates: Information about your interviewee is due on the Discussion Forum during Week 3; your interview write-up is due on the Carmen Wiki in Week 6; the midterm will occur in Week 7; the presentation assignment is due in Week 12; the team assignment is due in Week 14; and the final will occur in Finals Week.

Week in Semester	In class (2 hours)	Suggested for lab (2 hours)	Additional out-of-class work (Online work is due 2 days before next class; other assignments are due as indicated. Red-numbered items will be graded as “small assignments” described below.)
Week 1	<ol style="list-style-type: none"> 1. Activity: Student syllabus review. 2. Discussion: Rubrics 3. Activity: Personal Inventory of information sources. 4. Discussion: Credibility—What information should we believe? 5. Activity: Where does the US rank in information-intensiveness? 	<ol style="list-style-type: none"> 1. Carmen activity: Take the VARK to reveal your preferred learning style. Read the section on tips for how best to support that style. 2. Carmen activity: Complete the O-NET Interest Profiler. 3. Carmen activity: Turn in a description of your preferred style and what you learned from the interest profiler. Include how you will support your style in this course. 	<ol style="list-style-type: none"> 1. net.TUTOR tutorial: Evaluating Web Sites. 2. Carmen quizzes: Evaluating Websites Test and Website Evaluation Worksheet. 3. Carmen activity: Guided research to list the top 10 information-intensive nations and answer questions about them. 4. e-Reserves reading (due by next week’s class): “Networks and Hierarchies,” pages 5-21 in <i>Glut: Mastering Information through the Ages</i>, by Alex Wright, Cornell University Press, 2007.
Week 2	<ol style="list-style-type: none"> 1. Reflection on assignments. 2. Guest speaker from one of the featured professions. 3. Discussion: What is information (the view from various fields)? What formats does information take? For what ends is information used in society? 4. Activity: Interview skills. 5. Activity: A mnemonic for organizing things. 	<ol style="list-style-type: none"> 1. net.TUTOR tutorial: Searching 101 2. Carmen Quizzes: Searching 101; Better Searching movie and Better Searching quiz. 	<ol style="list-style-type: none"> 1. Carmen tutorial: Careers and Employment. 2. Carmen quiz: Careers Test. 3. e-Reserves reading (due by next week’s class): “The Information Professions,” pages 149-186 in <i>Fundamentals of Information Studies: Understanding Information and Its Environment</i>, by June Lester and Wallace C. Koehler, Jr., Neal-Schuman Publishers, Inc, 2007.
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Week 4	1. Reflection on assignments.	1. Carmen activity: Complete a	1. Carmen activity: Write about 200

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	<p>2. Guest speaker from one of the featured professions.</p> <p>3. Discussion: Information changes brought about by the invention of the printing press.</p>	<p>research assignment that involves using the OOH, America’s Careers InfoNet, Google News, and Clusty Jobs.</p> <p>2. Carmen activity: Take a quiz that uses Indeed Advanced Job Search and Job- Hunt.org.</p> <p>3. Carmen activity: Identify a national or international association for the information profession you are most interested in. Report the name and URL, and evaluate the accuracy, reliability, usefulness, and negative safety consequences (if any) of using the site(s). Does the site contain information about preparation for the career and the professional development of its members? If so, describe.</p>	<p>words in explanation of which value similarities and differences relating to their work you think may exist between a knowledge manager who works in a for-profit company and an archivist who works at a university. What do you think causes those differences and similarities? What other value differences and similarities can you think of that are likely among those working in the information professions? Are there any generalizations about positions and values that you think might be made? Why or why not?</p> <p>2. net.TUTOR tutorial: Using Information.</p> <p>3. Carmen quizzes: Using Information Test and Using Information Worksheet.</p>
Week 5	<p>1. Reflection on assignments.</p> <p>2. Continuation of discussion: Information changes brought about by the invention of the printing press.</p>	<p>1. net.TUTOR tutorials: Searching the Library Catalog and Finding Articles.</p> <p>2. Carmen quizzes: Catalog Test and Article Test.</p>	<p>1. Conduct your interview and begin writing up a summary to be posted on the Carmen wiki next week.</p> <p>2. Carmen quiz: Books and Articles: In-Depth Career Research.</p>
Week 6	<p>1. Reflection on assignments, including the interviews.</p> <p>2. Guest speaker from one of the featured professions.</p> <p>3. Discussion: Information changes that occurred between the invention of the printing press and the electronic society.</p>	<p>1. Work on your interview summary.</p> <p>2. Post on the Discussion Forum which is the information profession you are most interested in at this point.</p>	<p>1. Write up your interview summary and post it on the Carmen wiki, making sure you include information that identifies your interviewee, his/her position, and where he/she works.</p> <p>2. Find two sources concerning the speaker/writer and circumstances for the oft-quoted line “Information just wants to be free” and report the entire quote as well as the name of the speaker/writer and the circumstances in which he/she spoke. Compare the usually quoted line with the full quote. Which version do you believe is the better policy for society and why? What are the implications of your choice.</p>
Week 7	<p>1. Mid-term.</p> <p>2. Reflection on assignments.</p>	<p>1. Carmen activity: Complete a research assignment that sends</p>	<p>1. Carmen activity: read the article at http://harvardmagazine.com/2010/05/g</p>

Week in Semester	In class (2 hours)	Suggested for lab (2 hours)	Additional out-of-class work (Online work is due 2 days before next class; other assignments are due as indicated. Red-numbered items will be graded as "small assignments" described below.)
	3. Guest speaker from one of the featured professions.	you to OSU Library catalog, OhioLINK, FindArticles (Bnet Research Center), and Academic Search Complete. 2. Carmen activity: Compare Academic Search Complete and FindArticles.	utenberg-2-0 . 2. Carmen activity: Answer questions about the article.
Week 8	1. Reflection on assignments. 2. Discussion: Changes in librarianship, publishing, and American journalism in the digital age.	1. Carmen activity: Find online <i>The State of American Journalism 2010</i> report from the Pew Research Center's Project for Excellence in Journalism. Answer the questions about it. 2. Carmen activity: Read the article Library Journal ; 2/1/2010, Vol. 135 Issue 2, p24-25, 2p, in which Jessamyn West interviews Jaron Lanier, author of <i>You Are Not a Gadget</i> and considered the father of virtual reality technology. He talks about librarianship of the future.	1. Carmen activity: Watch the panel discussion at http://mitworld.mit.edu/video/685/ . 2. Carmen activity: Read at http://www.nybooks.com/articles/archives/2010/mar/11/publishing-the-revolutionary-future/ .
Week 9	1. Reflection on last week's assignments. 2. Guest speaker from one of the featured professions. 3. Continuation of discussion: Changes in librarianship, publishing, and American journalism in the digital age.	1. Carmen activity: Bring a print copy of today's edition of the New York Times to class and compare the stories on the first page to their Internet versions. That is, find out whether and how much of the print version of each story also appears in the Internet version. Compare how prominently each story is played in its print and Internet versions. Are there other differences? If there are significant differences, why? Report your findings and opinions in writing.	1. e-Reading (due by next class): Chapter 3, "Why the State?," pages 108-155 in <i>Death and Life of American Journalism: The Media Revolution that Will Begin the World Again</i> , by Robert McChesney and John Nichols, Nation Books, 2010. 2. Chapter 4, "Subsidizing Democracy," pages 157-212 in <i>Death and Life of American Journalism: The Media Revolution that Will Begin the World Again</i> , by Robert McChesney and John Nichols, Nation Books, 2010.
Week 10	1. Reflection on assignments. 2. Guest speaker from one of the featured professions. 3. Discussion: What the research says we believe and it's relationship to	1. Carmen activity: Answer questions regarding future employment projections for the information profession you are most interested in, using online sources you identify and cite.	1. Read the University of Michigan research that seems to indicate that sometimes the facts don't matter at http://www-personal.umich.edu/~bnyhan/nyhan-reifler.pdf

Week in Semester	In class (2 hours)	Suggested for lab (2 hours)	Additional out-of-class work (Online work is due 2 days before next class; other assignments are due as indicated. Red-numbered items will be graded as “small assignments” described below.)
	information.	2. Work on your team assignment.	
Week 11	1. Reflection on assignments. 2. Discussion: What the research says we believe and it's relationship to information.	1. Work on your team assignment.	1. About the research you read last week: Offer in writing at least one idea that you think might work as a way of overcoming politically expert people's tendency to discount factual information that they don't agree with. Make sure you explain why you think it could work.
Week 12	1. Reflection on assignments. 2. Presentations.	1. Work on your team assignment.	1. Carmen activity: What Information Should We Believe, This Time With Images. 2. e-reading (due by next “Information, Power and Society,” pages 241-262 in <i>Fundamentals of Information Studies: Understanding Information and Its Environment</i> , by June Lester and Wallace C. Koehler, Jr., Neal-Schuman Publishers, Inc, 2007. 3. Carmen activity: Answer some questions about the reading.
Week 13	1. Reflection on assignments. 2. Presentations.	1. Work on your team assignment.	1. e-Reading (due by next class): “Economics of Information,” pages 219-238. 2. Carmen activity: Answer some questions about the reading.
Week 14	1. Reflection on assignments. 2. Presentations.	1. Carmen activity: Give the URL for your favorite website and explain why it's your favorite. Also evaluate the website in terms of what you've learned in this course. In other words, if it is your favorite just because of its subject matter that's okay. But also evaluate it according to what you've learned here.	1. Turn in your team assignment. 2. Study for the final.
Finals Week	Final.		

Points for Assignments

Interview assignment = 150 points

Presentation assignment = 150 points

Team assignment = 200 points

Mid-term = 100 points

Final = 100 points

Small assignments= 300 points (Small assignments are noted with red numbers above. Each assignment is worth 10 points, so together they total 300 points.)

Point Values for Grades

930-1,000=A

900-929=A-

870-899=B+

830-869=B

800-829=B-

770-799=C+

730-769=C

700-729=C-

670-699=D+

600-669=D

Description of Interview, Presentation, and Team Assignments

Interview assignment--Each student will identify and interview a different person currently working in the information profession the student is most interested in. By Week 3 they will post the name, title, and contact information of the person they have scheduled an interview with on the Discussion Forum and by Week 6 they will post a write-up of the 30-45-minute interview on the Carmen Wiki so each is available to all students to learn from. Please see the Interview Rubric for details about the learning objectives and performance standards for this assignment. As you should be able to tell from the rubric, the interview summary is not intended to be a transcript of a recorded interview. The clarity and usefulness of your questions, the clarity of your summary of the interviewee's answers, and your organization of the information in your summary are what will be valued in this assignment. The interview summary must contain evidence of at least one follow-up question you asked.

Presentation assignment—During Weeks 12-14, each student (or pair of students, should students choose that option) will make a 10-15-minute presentation in class (using Power Point or other technology) about the information profession he/she/they are most interested in. The student must include whether he/she remains interested in pursuing the career and, if so, what next steps he/she intends to take. Students will draw lots to establish the order in which presentations will be made. Please see the Presentation Assignment Rubric for details about the learning objectives and performance standards for this assignment. As you should be able to tell from the rubric, your presentation will be evaluated on its preparation, organization, clarity, and thoroughness, as well as on your attempt to “connect” with your audience. Ratings by students in the audience will contribute to the evaluation of each presentation.

Team assignment—This is an ongoing information management assignment due in Week 10. Students will be divided into teams, each of which will in an ongoing way manage and present (not in class) the information about information professions generated in this course. Please see the Team Assignment Rubric for details about the learning objectives and performance standards for this assignment. As you should be able to tell from the rubric, what will be valued in this assignment are thoroughness, clarity, and accuracy. Creativity in presentation is also encouraged.