**SYLLABUS, Fall Quarter 2011**

**A&S 320: Exploring Careers in the Information Professions**

**Credit hours:** 5 quarter credit hours

**Class contact:** Weekly 2-hour class (mandatory), Tuesdays 3:00-4:48 in

THO 150A

**Instructor:** Dr.Cheryl Lowry

155B Thompson Library

Phone: 688-8777

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**Office hours:** Mondays 9:30-10:30 in office; Wednesdays 3:00-4:48 in THO 149 (computers available); by appointment

**Description:** This very interactive hybrid course provides students a context, skills, and knowledge for investigating information professions as potential careers, including how to locate jobs in those professions online. The seminar meets weekly for 2 hours but most assignments are completed online. Within that context, students learn about their own personalities, career interests and learning styles; analyze both theoretical and practical elements of information itself; and study information professions. In addition, they develop skills in information literacy so they can find, evaluate, and analyze information from print, online, and in-person sources now and in the future. By the end of the course they should be able to decide whether they are interested in pursuing an information career and, regardless, what their next steps should be to find the career that’s right for them.

**Textbook:** There is no required textbook. Most print reading materials are in e-Reserves (from Alex Wright’s *Glut: Mastering Information through the Ages*, published in 2007 by Cornell University Press; from Tim Wu’s *Master Switch: The Rise and Fall of Information Empires*, published in 2010 by Alfred A. Knopf; from Simon Garfield’s *Just My Type: A Book About Fonts,* published by Gotham Books in 2011; from June Lester and Wallace Koehler’s *Fundamentals of Information Studies*, published in 2007 by Neal-Schuman Publishers.) One resource is in Closed Reserves in Thompson Library (Paul Tieger and Barbara Barron’s *Do What you Are*, published by Little, Brown and Co. in 2007).

**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. Decide whether an information profession is right for them and, regardless, what next steps they should take toward meeting their career interests.

**Guest Speakers from Various Information Professions**

Elizabeth Dennis from Humenergy on 10/4.

FBI Agent Regina Thompson on

OSU Library’s Systems Librarian Beth Black on 10/18.

EyeThink’s Information Designer Gary Sankey on 11/8.

Columbus Museum of Art’s American Art Curator Melissa Wolfe on 11/15.

**Assignment Summary:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ASSIGNMENT** | **DUE DATE** **& TIME** | **DESCRIPTION** | **POINTS** | **MORE INFO AVAILABLE?** |
| Most online assignments | These assignments open in Carmen each Tuesday at 5:00pm and close (are due by) the following Monday midnight before the next seminar class. (Reading and viewing assignments remain open throughout the rest of the course.) | Many of these assignments are to read online tutorials and take online open-book quizzes over the tutorials. Others ask you to find online information about an information profession you are interested in and what it’s like to work in that profession. A couple ask you to react to something you’ve read or to organize information. | 10-20 each; total = 250 | To access the assign-ments, click on each on the course Contents page in Carmen. |
| Interview Summary posted on Carmen Discussion Forum | Post information about your interviewee on the Carmen Discussion Forum Midnight Oct. 24.Post Interview Summary on Discussion Forum Midnight Nov. 14. | Identify a person working in the information profession you are most interested in and get his/her agreement to be interviewed face-to-face for at least a half-hour. Post contact information about your interviewee and which information profess-ion he/she works in on the Discussion Forum. Conduct the interview, follow the rubric to write a narrative, and post it. | 125 | Yes, including a rubric that is available from the course Contents page in Carmen. |
| Mid-Term Exam. | 3:00-4:00 Nov. 1. | Covers Weeks 2-6. Will not include anything from online assignments labeled tutorials except for, perhaps, very large concepts. | 100 | We’ll discuss in class prior to exam.  |
| Meet with a Librarian Assignment | Due in class 11/29. (Tell Dr. Lowry by 10/4 if you do not have a research assignment for another class this quarter.)  | Choose a research assignment from another course, preferably one from this quarter that you have not completed yet. Before you complete the assignment in the other course, answer some questions on a form to plan a strategy for completing that assignment. Then meet with an OSU subject librarian about possible resources. After you complete the assignment and turn it in to your other professor, answer some reflective questions on the Meet with a Librarian Assignment form. | 125 | Yes, we’ll discuss during Week 3 and the form you’ll complete is available from the course Contents page in Carmen. |
| Career Summary Project (online) | Midnight Dec. 2. | This online assignment asks you to report what you’ve learned about the career you have focused on most during this course. (You will have been advised to save information as you go along.) | 100 | Instructions are revealed when you click on the assignment on the course Contents page in Carmen. |
| Two-hour Final Exam. | During Finals Week (Dec. 5-8). | Covers Weeks 7-11. Will not include anything from online assignments labeled tutorials except for, perhaps, very large concepts. | 100 | We’ll discuss in class prior to exam. |
| Class Participation | Seminar classes throughout course. | Class participation is a significant part of the overall course grade. Students are expected to have done the reading thoughtfully before coming to each seminar class after the first and to be prepared to take part in a discussion. Discussions will be about big themes instead of small details, so don’t think you have to memorize the reading. You just have to have read the material thought-fully. You will also be expected to ask appropriate questions of our guest speakers. Sending e-mail, tweets, and instant messages and surfing the Internet will have a negative effect on class participation points.  | 200 | Please ask if you need more information. |
|  |  |  | 1,000 |  |

**Time Estimates:**

Online tutorials=not more than ½ hour.

Online open-book quizzes and worksheets=not more than ¼ hour.

**After-Seminar Notes**

This is a place on the course Contents page where you may find helpful information about what happened in seminar that can be shared.

**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

**Copy of Carmen course Contents page:**

**Week 1, Sep 21-26: Seminar does not meet; no assignments.**

**Week 2, Sep 27-Oct 3: Course introduction; self-exploration; searching strategies; some information basics; what do information professionals do?**

**Seminar, 9/27:** Syllabus review; the course’s big picture; the Myers-Briggs Personality Type Indicator (you can keep your score private, if you like).

After seminar and before next Monday midnight:

* Complete the Self-Exploration Worksheet. (10 points)
* Read the tutorial called Smart Research Strategies.
* Complete the open-book quiz called Smart Research Strategies Test. (10 points)
* Read Chapter 2, “Fundamental Concepts of Information,” in Lester and Koehler in e-Reserves.
* Read Chapter 7, "Information Professions," in Lester and Koehler in e-Reserves.

**Week 3, Oct 4-10: Personality type and careers; searching; working with a librarian to get information.**

**Seminar, 10/4:** Guest speaker Elizabeth Dennis of Humenergy will talk about what the Myers-Briggs personality type scores mean and will help you apply that information to career choice; discussion about Week 1’s readings; explanation of the Meet with a Librarian assignment.

After seminar and before next Monday midnight:

* Read the one chapter in Tieger and Barron's *Do What You Are t*hat corresponds with your Myers-Briggs score. The book is in Closed Reserve at Thompson Library.
* Read the tutorial called Searching 101.
* Complete the open-book quiz called Searching 101. (10 points)
* Read the tutorial called Careers and Employment.
* Complete the open-book quiz called Careers and Employment Test. (10 points)

**Week 4, Oct11-17: Career exploration; searching new sources; interviewing to get information; organizing information.**

**Seminar, 10/11:** More discussion about Week 1 readings; practice in interviewing skills, which are needed later for the Interview Summary assignment; how do you know what to believe?

After seminar and before next Monday midnight:

* Read the tutorial called News Sources.
* Complete the open-book quiz called News Sources Test. (10 points)
* Complete the open-book Career, Employment, and News Sources Worksheet. (10 points)
* Read the tutorial called Web Search Tools.
* Complete the Web Search Tools Test (10 points)
* Complete the open-book quiz called Web Searching Worksheet. (10 points)
* Read Chapter 1, “Networks and Hierarchies,” in Wright in e-Reserves.

**Week 5, Oct18-24: OSU Systems Librarian Beth Black;** **finding employment; speech to writing to printing; interviewee info due.**

**Seminar, 10/18:** OSU Systems Librarian Beth Black; speech to writing to printing.

After seminar and before next Monday midnight:

* Complete the research assignment called Occupational Fact File. (20 points)
* Complete the open book quiz called Job Openings. (10 points)
* Post on the Discussion Forum your interviewee's name, phone no., organization, and which information profession they work in.
* Read "Hats," in Design Quarterly, No. 145 (1989) online, pages 1-32, by Richard Saul Wurman.
* Complete the LATCH Dropbox assignment. (20 points)
* Read the tutorial called Evaluating Web Sites.
* Complete the open-book quiz called Web Site Evaluation Worksheet. (10 points)

**Week 6, Oct25-Oct31: Library catalog and WorldCat@OSU.**

**Seminar, 10/25:** changes due to invention of the printing press; deciding how to organize information.

After seminar and before next Monday midnight:

* Read the tutorial called Searching the Library Catalog.
* Complete the open-book quiz called Searching the Library Catalog Test. (10 points)
* Read the tutorial called WorldCat@OSU.
* Complete the open-book quiz called WorldCat@OSU quiz. (10 points)
* Read Chapter 2, “Capital Offence,” in Garfield in e-Reserves.
* View this video lecture by David Weinberger about his book, Everything is Miscellaneous.

**Week 7, Nov1-7: Mid-term exam worth 100 points;**

**Seminar, 11/1:** One-hour mid-term; discussion.

After seminar and before next Monday midnight:

* Read the ACRL working definition of visual literacy.
* Read the ACRL proposed standards of visual literacy.
* Complete this Dropbox assignment that asks you to defend or object to university libraries having visual literacy standards. (20 points)
* Read Tim Wu’s Introduction in e-Reserves.

**Week 8, Nov8-14: Interview Summary worth 125 points due; Information Designer Gary Sankey from EyeThink; in-depth career research; finding articles; information changes between printing press and digital age.**

**Seminar, 11/8:** Mid-course check; information changes between printing press and digital age; discussion on Week 5 and 6 reading assignments; visual literacy.

After seminar and before next Monday midnight:

* Read the tutorial called Finding Articles.
* Complete the open-book quiz called Finding Articles Test. (10 points)
* Read the article at <http://harvardmagazine.com/2010/05/gutenberg-2-0>.
* Complete the Books and Articles: In-Depth Career Research Worksheet. (20 points)
* Post your Interview Summary on the Discussion Forum. (125 points)

**Week 9, Nov15-21: Occupational trends; Art Curator Melissa Wolfe; the digital age arrives; using information legally.**

**Seminar, 11/15:** Columbus Museum of Art American Art Curator Melissa Wolfe; obsolete jobs; the digital age arrives.

After seminar and before next Monday midnight:

* Read this Overview of the PEW report on the State of American Journalism 2010.
* View these two video interviews with Robert McChesney and John Nichols about suggestions for strengthening American journalism.
* Complete the research assignment called Occupational Trends. (20 points)
* Read the tutorial called Using Information.
* Complete the open-book quiz called Using Information Test. (10 points)
* Complete the open-book quiz called Using Information Worksheet. (10 points)

**Week 10, Nov22-28: Digital changes in libraries, publishing, and American journalism.**

**Seminar, 11/22:** Digital changes in libraries, publishing, and American journalism; “fair use” in the digital age.

After seminar and before next Monday midnight:

* Watch the panel discussion at <http://mitworld.mit.edu/video/685/>.
* Read this New York Review of Books article about the "revolution" in publishing.
* Complete the information intensiveness assignment. (10 points)

**Week 11, Nov29-Dec2: Meet with a Subject Librarian assignment due worth 125 points; Career Summary Project due worth 100 points.**

**Seminar, 11/29: Meet with a Librarian assignment worth 125 points is due in class;** Digital changes in libraries, publishing, and American journalism.

After seminar and before midnight Friday, December 2:

* Complete the Career Summary Project and turn it in to the Dropbox by midnight December 2. (100 points)

**Finals Week: The Final is worth 100 points.**

Statement on academic misconduct:

“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic

misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all

instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487).

For additional information, see the Code of Student Conduct

(<http://studentaffairs.osu.edu/info_for_students/csc.asp>).”

Statement about disability services:

“Students with disabilities that have been certified by the

Office for Disability Services will be appropriately

accommodated and should inform the instructor as soon as

possible of their needs. The Office for Disability Services is

located in 150 Pomerene Hall, 1760 Neil Avenue; telephone

292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.”