

**School of Communication and Information**

**ITI 04:547:XX/XX**

**Retrieving and Evaluating Electronic Information**

***[Semester] - Course Syllabus***

***Instructor*: [instructor’s full name]**

*Assistant Grader:* [grader’s full name]

*Course Delivery*: Hybrid course
In-Class: Meets [Day and Time]
Online: [Days]

*Dates:* [Semester Dates]
*Classroom Location:* [Building & Room]

*Course Website*: Canvas course management system (<https://canvas.rutgers.edu>)

*Email*: [instructor’s Rutgers email]

 [grader’s Rutgers email]

*Office Hours*: After class and by appointment

## Catalog Description

In this course, students examine and analyze the information retrieval process in order to more effectively conduct electronic searches, assess search results, and use information for informed decision making. Major topics include search engine technology, human information behavior, evaluation of information quality, business/economic and cultural factors that affect the availability and reliability of electronic information, and the future of search.

## Pre- and Co-requisites

None.

## Course Learning Objectives

Upon successful completion of this course, students will be able to:

1. Associate critical terms and concepts in the areas of epistemology; human information behavior; information seeking, retrieval, and evaluation of information through IR systems; and legal aspects and economics of the search industry.
2. Explain principles that underlie information retrieval systems pertaining to searching, main processes of Web search engines (e.g., crawling, indexing, querying and retrieving, ranking), and evaluation of search results.
3. Evaluate and employ current technologies to access and retrieve information using diverse search tools and effective search strategies, conduct research, and communicate findings.
4. Analyze and critically assess information using traditional and emergent technologies including evaluating the credibility, validity, and value of diverse information sources.

## RU Core Curriculum Goals

This course is part of the RU Core Curriculum at Rutgers University. As such, the course incorporates assessments that will demonstrate each student’s achievement of not only the course learning objectives, but also the following RU Core Goals (learning outcomes):

**21st Century Challenges (21C)**

c. Analyze the relationship that science and technology have to a contemporary social issue.

**Information Technology and Research (ITR):**

y. Employ current technologies to access information, to conduct research, and to communicate findings.

z. Analyze & critically assess information from traditional and emergent technologies.

aa. Understand the principles that underlie information systems.

## Course Textbooks

* **(Required)** Randolph Hock. (2013). *The Extreme Searcher’s Internet Handbook*. 4th ed. Medford, NJ: CyberAge Books. ISBN: 978-1-937290-02-3.
* Supplemental readings.

**There are additional required readings that are listed in the Course Schedule in this Syllabus and can be accessed through the Canvas course. These readings may also be available through the Rutgers University Libraries (http://www.libraries.rutgers.edu/).**

## Course Delivery Format and Technology

This course is delivered in a **hybrid format**, which **is held on-campus (face-to-face) with an online component delivered through the Canvas learning management system by Instructure at** <http://canvas.rutgers.edu> **. Course materials – readings, instructor’s lectures, media, activities, and assignments – for in-class and post-class (homework) can be** accessed through Canvas starting on the first day of the semester. You will need your **Rutgers NetID** username and password to log into the Canvas site.

Students having login or other Canvas technical problems should contact the **Rutgers Online Learning Help Desk** by phone at **877-361-1134** (available 24/7) or by email at help@Canvas.rutgers.edu if you need technical assistance. In addition, SC&I IT Services offers help with a variety of technology-related issues. They are located in the SC&I Building in Room 120 (first floor), tel: 848.932.5555 or email help@comminfo.rutgers.edu .

In order to successfully complete the course, it’s recommended that students have continuous access to a **high-speed Internet connection and computer hardware** that can support a broadband Internet connection. A **computer or laptop** is recommendedfor doingand submitting course assignments – not a smartphone or tablet. Most **browsers** (e.g., Firefox, Chrome, Edge, Internet Explorer, Safari) can be used. You may use **mobile devices** to access Canvas from an updated browser (i.e., latest two browser versions) on your Android/iOS device. For a list of supported browsers, see: <https://guides.instructure.com/m/4214/l/41056-which-browsers-does-canvas-support>

Rutgers Libraries also have computers available for student use, if needed.

A **hybrid format** is somewhat different from either a traditional classroom-based course or a fully online course. Essentially, a hybrid course meets approximately half the time online and the other half face-to-face in a classroom. Instead of meeting in-class twice per week for 80 minutes each class, we will meet once per week, (on **day**), and the rest of the week is held virtually in the Canvas learning management system (see below). The online portion of this course begins on **[Day]** and ends on **[Day]** followed by the in-class session on **[Day]**, which will end the week.

This course also follows a “**flipped classroom**” approach to learning. This means that students are expected to prepare for each class (through readings, viewing lectures and media, participating in activities and online discussions, and/or completing assignments in the online portion of the course) prior to attending class. This will allow class time to be used for more active, engaging, and/or collaborative activities and discussion for a more enriching learning experience for students.

**The hybrid course is structured into “units of study” (called Modules in Canvas), where one unit of study is typically comparable to one week. Each unit of study contains two sub-units: one for the online component and one for the in-class session, along with activities and assignments in a sub-unit.**

**The in-class and online components are integrated into the Canvas course to provide students with a single, seamless learning environment that is easy to navigate and locate course materials and activities to facilitate independent learning.**

## Methods of Assessment and Grading

Students’ work will be evaluated and graded based on the following key assessments that meet the course learning objectives and RU Curriculum Goals:

|  |  |
| --- | --- |
| Attendance and Participation (in-class) (Learning Objectives 1, 2, 3, & 4)* In-class discussions
* In-class activities
* Group project work (ITMSA Project)
 | 10% |
| Online Discussions (9) (Learning Objectives 1, 2, 3, & 4; RU Core Goal 21C-c for Discussion in Week 10-Legal Aspects & Economics of Search Industry) | 25% |
| IR Search Exercises (Canvas Assignments) (Learning Objectives 1, 2, & 3)* #1 Vanity Search
* #2 Boolean Search Strategies
* #3 Inverted Indexing
* #4 Why Search Results Differ (RU Core Goal ITR-aa)
 | 20% |
| Information Consultant Project (ICP) (individual project with outside IT professional – Weeks 3-8; Canvas Assignments) (Learning Objectives 2, 3, & 4)* ICP 1: Student Consultant’s Proposal: Identify IT Client w/Letter of Introduction/Acknowledgement………………………………..…..………...….1%
* ICP 2: IT Client Interview Summary…………...............................................3%
* ICP 3: Student Consultant’s Information Sources – Annotated Bibliography – Based on IT Client’s Information Need………………………..7%
* ICP 4: Student Consultant’s Final Report with Client Feedback Form(& Reflection) (RU Core Goals ITR-y, z)……………………….......….……..14%
 | 25% |
| IT Market Sector Analysis (ITMSA) (group project; Weeks 8-14; Canvas Assignments) (Learning Objectives 3 & 4)* ITMSA 1: Group Research Notes & Reference List…………………….…...5%
* ITMSA 2: Group Oral Presentation…………………………………..…….... 12%
* ITMSA 3: Individual Journal Reflection…..………..………….………….……3%
 | 20% |
| TOTAL | 100% |

**Note:** Grading Rubrics for key assignments can be found in “Course Assessments and Grading Rubrics” in the Course Information Module in the Canvas course.

### *Grading Scale for Assignments*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Letter Grade | A | B+ | B | C+ | C | D | F |
| Numeric Values | 100 - 91 | 90.9 – 86 | 85.9 – 80 | 79.9 – 75 | 74.9 – 69 | 68.9- 63 | 62.9 or less |

## Key Assignments – Descriptions

### *Attendance and Participation (in-class; 10% of overall grade)*

Students’ participation grade is based on attending classes, participating in class discussions, activities, and group project work. Students are expected to attend class and come prepared to initiate discussion and add constructive, insightful comments and contributions to class discussions and activities, as well as listen attentively to the instructor and others’ comments and perspectives in a respectful manner. This includes being ‘present in the moment’ without outside distractions (e.g., texting, surfing the Internet unless it is part of a class activity). The instructor will grade students’ attendance/participation as a “cumulative” grade at the end of the semester based on the **Attendance/Participation Rubric** and posted to the Canvas Gradebook. See additional information under “Course Policies.”

### *Online Discussions (9 Canvas Discussions; 25% of overall grade)*

Students will participate in online Discussions in most units of study(weeks) in the Canvas course involving responding to instructor-provided questions by posting an *initial posting* (due by **Day,** **11:59 p.m.**) and then replying to *2+ students’ postings* (due by **Day,** **11:59 p.m.**) in the discussion. Students will be placed in discussion “**groups**” in order to facilitate more meaningful discussion among students. Discussions will be based on readings, instructor’s lectures, media/videos, online activities, and/or a follow-up to a search activity. Students are expected to review course materials and/or complete activities *prior* to participating in a discussion. Participation in online discussions will be graded based on the **Discussion Rubric** (which can be found in the Canvas course), and grades will be posted to the Canvas Gradebook**.**

### *Information Retrieval Search Exercises (4 search exercises; 20% of overall grade)*

Students will complete four exercises related to information retrieval during the semester as follows:

1. Vanity Search
2. Boolean Search Strategies
3. Inverted Indexing
4. Why Search Results Differ (RU Core Goal ITR-aa)

The exercises, which are geared to provide hands-on practice in applying effective search strategies using search engines and databases and information retrieval processes, are to be submitted to the Canvas Assignments by the deadlines for grading by the instructor. Search exercises may involve group work in class and/or may be done individually out-of-class followed by post-class activities in the online Discussions to discuss findings.

The exercises will be graded based on the “**Search Exercises Rubric**” (which can be found in the Canvas course), and grades will be posted to the Canvas Gradebook. Additional information on each search exercise assignment can be found in the Canvas course.

### *Information Consultant Project (25% of overall grade)*

**Overview of the Project**

The Information Consultant (IC) Project is an **individual project** with each student working with an **IT professional** in the field to provide a real-world (experiential) learning experience.

The IC Project spans **Weeks 3-8** in the semester and is worth **25%**of the overall grade. The final report will be graded based on the “**IC Project Final Report Rubric**” (which can be found in the Canvas course), and grades will be posted to the Canvas Gradebook.

In completing this project, each student will assume the role of an “information consultant” to an IT professional (the “client”) of his/her choosing in an IT-related field who needs information on a particular topic relating to his/her job. Your role as an Information consultant will be to interview the client to discuss his/her information need; search, locate, and evaluate information sources relevant to the client’s information need; and then present the information (sources) to your client. The IT professional (client) will review your recommendations and provide feedback as to whether the information sources fulfill his/her information need (e.g., to understand, learn about, or otherwise become familiar with a topic relevant to the client’s work role).

The IC project is intended to ‘simulate’ real-world situations. IT professionals working in organizations (e.g., small business, corporations, consulting, academia, non-profit, etc.) typically need information to prepare for and/or implement new initiatives, team projects, and/or personal responsibilities related to their position in the organization. Locating and evaluating information sources using search engines and databases to meet your client’s specific information need is a key focus of this project.

**Note:** The IC Project (specifically the IC Project Final Report) satisfies the following **RU Core Curriculum Goals**:

* Employ current technologies to access information, to conduct research, and to communicate findings. **(ITR-y**)
* Analyze and critically assess information from traditional and emergent technologies. (**Core Curriculum ITR, z**)

There are **(4) key assignments** for the IC project as described below.

**IC Project: Assignment 1 – Student Consultant’s IC Project Proposal**

This assignment is due in **Week 4/Online** in the **Canvas Assignment** as a Word document attachment. This assignment is worth **1%** of the overall project grade and will be graded based on the “IC Project Proposal Rubric,” which can be found in the Canvas course.

As the “information consultant,” the student is responsible to **identify an IT professional** of their choosing who works in an **IT-related field** in a small business, corporation, consulting, academia, or non-profit and who has agreed to serve as the “client” and participate in this project through interviews and communications with you, as well as providing feedback on the research that you will be doing in the role of an information consultant.

**IC Project: Assignment 2 – IT Client Interview Summary**

This assignment is due by **Week 5/Online** in the **Canvas Assignment** as a Word document attachment. This assignment is worth **3%** of the overall project grade and will be graded based on the “IC Project Client Interview Summary Rubric,” which can be found in the Canvas course.

In IC Project Assignment 2, students will interview their selected IT professionals (client) and have an in-depth discussion about the client’s job AND his/her information need on a topic related to his/her job and then write a **2-page** **“Interview Summary” paper** (double-spaced) about their interview.

**IC Project: Assignment 3 – Annotated Bibliography (Information Sources)**

This assignment is due by **Week 7/Online** in the **Canvas Assignment** as a **Word** document attachment. This assignment is worth **7%** of the overall project grade and will be graded based on the **“IC Project Annotated Bibliography Rubric,”** which can be found in the Canvas course.

Based on the interview with the IT professional (client) to discuss his/her information need related to the job, the (student) Consultant will **search, locate, and evaluate** at least **10 reputable and relevant electronic information sources** that are varied (e.g., websites, journal articles, news stories, etc.) using search engines and databases and prepare a **5-7 page Annotated Bibliography** following **APA format/style guidelines** (6th edition). At least **TWO** of the 10+ sourcesmust be obtained using the **Rutgers University Libraries databases** (see: <http://www.libraries.rutgers.edu/indexes> for a list of databases). Specific databases for this project can be found in the IC Project Module in the Canvas course.

**IC Project: Assignment 4 – Final Report with IT Client’s Feedback Form (with Reflection)**

This assignment is due by **Week 8/Online** in the **Canvas Assignment** as a Word document attachment. This assignment is worth **14%** of the overall project grade and will be graded based on the “**IC Project Final Report Rubric,”** which can be found in the Canvas course.

At the end of the project, the (student) Information Consultant will prepare an **IC Project Final Report** that is **10-12** **pages** (double-spaced, in **Word** following **APA style/format guidelines** - 6th ed.) for the IT client’s review (email to him/her) and also for the instructor to grade. Students will also need to obtain the IT client’s completed “**Feedback Form**” **Word doc**. (by-product of ICP Assignment 3) and upload it to the Canvas Assignment with the Final Report by the due date.

**Important!** Additional information for IC Project Assignments 1-4 with assignment requirements, instructions, resources, grading Rubrics, submission instructions, etc., can be found in the IC Project Module in the Canvas course. Be sure to access the Canvas course to carefully review each of the assignments in their entirety.

### *IT Market Sector Analysis Project (Group Project; 20% of overall grade)*

**Overview of the Project**

The **IT Market Sector Analysis (ITMSA) Project is a group project that** spans **Weeks 8-14** in the semester with students working in small groups (~ 4 students in a group) as assigned by the instructor.

The ITMSA project is worth **20%**of the overall grade and will be graded based on the “**Group ITMSA Final Report”** and **“Group ITMSA Presentation” Rubrics**, which can be found in the Canvas course, and posted to the Canvas Gradebook.

The ITMSA project will involve an ongoing, information-driven investigation of ONE “**IT Market Sector”** aimed at discovering information about the sector, as well as **TWO “public” companies** that are part of that market sector that could be used for a business analysis (e.g., to advise a potential investor or other stakeholder as to the prospects for the sector and/or companies in the future).

**Google Docs**

Students in each group will "draft" and complete their paper for Assignment 1 (Group Research Notes & Reference List) in **Google Docs-Document**, where members of the group will be able to collaborate online to complete the assignments. One member (project coordinator) will then download the group's Google document as a **Word** **document**, and then upload the group's Word document into the Canvas Assignment for grading.

For Assignment 2 (Group Presentation), students in each group will draft/complete their presentation in **Google Docs-Presentation.** The group’s project coordinator will download the group's Google presentation as a **PowerPoint file** and upload it into the Canvas Assignment for grading. For complete instructions and resources, see “Working Collaboratively in Google Docs” in the ITMSA Project Module in the Canvas course.

There are **(3) key assignments** for the ITMSA project as described below.

**ITMSA Assignment 1 – Group Research Notes & Reference List**

Each group (and all members in the group) will explore/research, identify, and select an **IT market sector** of interest (a list of market sectors can be found in the Canvas course) and **two public companies** in the market sector to investigate and research and then prepare a document of each group’s research notes and Reference List, which is due in the **Canvas Assignment** as a Word document in **Week 11/Online**. This assignment will be graded based on the "**ITMSA Group Research Notes & Reference List Rubric**" (which can be found in the Canvas course) and is worth **5%** of the overall project grade.

The "Group Research Notes & Reference List" is to be **~7-8+ pages** in length (double-spaced in paragraphs, Times New Roman 12) following **APA Style Guidelines** - 6th edition.

**Note:** This assignment will provide the “content and information sources” for the ITMSA Assignment 2 – Group Oral Presentation.

**ITMSA Assignment 2 – Group Presentation**

Based on the group’s Research Notes and Reference List (ITMSA Assignment 1), each group will present their IT market sector and company research, analysis, and findings in a **group ITMSA Oral Presentation (with slides)** in-class during **Weeks 13 & 14** (end of semester)**.** This assignment is worth **12%** of the overall project grade and will be graded based on the “**Group ITMSA Presentation Rubric,”** which can be found in the Canvas Gradebook..

**Note:** Group Presentation slides (as a PowerPoint file) are to be submitted to the Canvas Assignment in **Week 13/Online** BEFORE the class presentations (ALL groups).

Each group's presentation is to be **15 minutes in length** (total time for each group). All group members are expected to contribute equally to both creating the presentation slides and notes, and also orally presenting it to the class. Students are expected to coordinate with each other and work independently and collaboratively out-of-class on the presentation to meet the due dates.

**ITMSA Assignment 3: Project Reflection**

This assignment is due in the **Canvas Assignment** by **Week 14/Online**. The assignment is worth **3%** of the overall project grade and will be graded based on the ”**ITMSA Project Reflection Rubric,”** which can be found in the Canvas course.

The ITMSA Project Reflection is an **individual** assignment (shared only with the instructor) reflecting on the group dynamics and the collaborative effort in the ITMSA project, and the project itself. The reflection includes the evaluation of the collaborative project, the team process, member participation, your own participation in the project, and use of collaborative technologies.

**Important!** Additional information for ITMSA Project Assignments 1-3 with assignment requirements, instructions, resources, grading Rubrics, submission instructions, etc., can be found in the ITMSA Project Module in the Canvas course. Be sure to access the Canvas course to carefully review each of the assignments in their entirety.

## Course Policies

***Assignments and Participation***

Students’ attendance and participation will be noted in each class session. In a hybrid course where the class meets only once a week, it is particularly important to attend class. Students are expected to attend all class sessions, arrive on time, and to be attentively engaged and contribute to each class session. At the end of the semester, students will receive a "cumulative" grade for attendance/participation based on the “**Attendance/Participation Rubric**,” which can be found in the Canvas course.

In general, **one excused absence per semester** is acceptable in a course that meets once per week. If you expect to miss one or two classes or a period of time, please use the **University absence reporting website** - <https://sims.rutgers.edu/ssra/> - to indicate the date and reason for your absence. An email will automatically be sent to the instructor from this system. If you miss class for a religious observance, please note that you will still need to make up any work that you have missed immediately (see Religious Observances below for additional information).

If you are absent from a class, you are expected to get all the notes, assignments, announcements, etc., *yourself,*through a classmate and/or by accessing the Canvas course and viewing announcements and course materials, activities, and assignments in the appropriate module/week in Canvas.

Lateness is an indicator of disrespect for the instructor, your fellow students, and our scholarly endeavors, as is 'surfing the web' and/or texting during class for social reasons. **Three late arrivals count as one absence**. Ultimately, being in a class that meets in person entails responsibilities: to yourself, to your instructor and to your classmates. Participation means showing up, having the readings done, participating in discussions with the whole class and/or small groups and asking questions, completing graded and non-graded homework, and generally tending to the course material and being actively involved in the course (in-class and online).

### *Assignments, Late Work, and Written Work Policies*

Unless otherwise noted, all written assignments, online discussions, and projects are due on or before the time and date listed in the Syllabus/Course Schedule and in the course. Please see the specific assignment rubric to see the impact of submitting work late. Late work will result in points taken off, a lowering of the assignment grade, and/or an “F” on the assignment. **Work submitted 72 hours after an assignment is due will receive a zero**. Discussion postings submitted 24 hours after the weekly deadline will receive a zero.

Students are expected to meet the "due dates" on assignments and plan accordingly (e.g., if you will be away for a weekend, and a paper or discussion postings are due, students are expected to submit work to the Canvas Assignment or post to the Discussion *before* the due dates). There are no re-submissions of papers or coursework after the initial grading on assignments in this course.

Assignments (e.g., papers, exercises, projects, discussions, etc.) will typically be graded by the instructor and/or grader **within a week** of the due dates and posted to the Canvas Gradebook. In addition, the instructor will notify students when grades are posted for assignments through Course Announcements in Canvas.

If you experience a medical or family emergency that prevents you from completing work on time, please inform the instructor as soon as possible to discuss the circumstances. Make-ups and re-submissions will be available only for emergency/extreme circumstances. No late papers will be accepted after 72 hours from the date/time due unless it is an excused circumstance.

The following guidelines are to be followed for all assignments and papers:

* Papers are to be submitted to the **Canvas Assignment** as a “Word” (\*.doc or \*.docx) document as an **attachment** with the required parts and length of the assignment ON TIME no later than the due date. **Do not email papers to the instructor!**
* All papers submitted to the Canvas Assignment must have your "Last Name" and the assignment "Title" as part of the **file name** (i.e., smith\_final\_paper.doc - not smith.doc or paper.doc).
* Papers are to include a **Heading** – ITI220 [Course Section] [Semester] [Date] – [First Name, Last Name], [Assignment Title] - AND also be included in the Canvas Assignment “Title” for identification. For ‘group’ assignments, the group members’ names should also be included in the Paper Heading and the Canvas Assignment.
* Students must always keep second copies of all assignments that are turned in. In the case of a piece of work becoming lost, regardless of fault, it is the responsibility of the student to provide a second copy.
* Assignments are to be double-spaced in 12-point type, Times New Roman font, with at least 1” margins on all sides of the paper, with pages numbered.
* Brevity and clarity are highly valued attributes for all reports and assignments.
* Papers are to be free from spelling, grammatical, punctuation, and typographical errors – use spell checker and grammar checker and having someone else do a second read of your work for clarity is recommended.
* **Appropriate use of references is required for all assignments**. For example, if the assignment includes a discussion of a search engine, web site, article, or other resource, be sure to clearly specify (i.e., ‘cite’) the “sources” that you are using, even for homework assignments where the professor assigned the resource.
* Bibliographical citations for assignments requiring research must use the **APA format-6th edition**, as described in the Publication Manual of the American Psychological Association. You can find tutorials and other information on this style at <http://apastyle.org/>. Some examples of the APA format for print and electronic citations are available from the Purdue University Online Writing Lab, (<https://owl.english.purdue.edu/owl/resource/560/01>) and the Cornell University Library (<http://www.library.cornell.edu/newhelp/res_strategy/citing/apa.html>).

### *Grading Policies*

* **Late submissions -** Please see the specific assignment rubric to see the impact of submitting late. You will receive a **zero for any work submitted 72 hours** after an assignment is due (discussion postings must be within 24 hours of the due dates/times or the discussion will receive a zero). If you experience a medical or family emergency that prevents you from completing work on time, please inform me as soon as possible to discuss the possibilities. Make-ups and re-submissions will be available only for emergency/extreme circumstances.
* **Grade appeals**- Appeals on the grade on any individual item should be submitted in **writing** **via email within two weeks** of the grading of the assignment, as posted in the Canvas Gradebook. In addition, students will receive notice when grades have been posted for assignments through the weekly Course Announcements in Canvas. **Appeals received after this time will not be accepted.** Also please see: “Grade Appeals:  An Overview for Students” and policy at: <http://comminfo.rutgers.edu/images/facultystaffresources/gradeappeals-adviceforstudents-2.pdf>).
* **Extra credit** - There will be an opportunity for students to earn extra credit in this course pertaining to the **SIRS Course Evaluations** at the end of the semester to provide student feedback on the course. If **80% or more** of the students complete the SIRS evaluation, **extra credit** **(1%)** will be awarded to all students in the course. There may be other opportunities for extra credit, solely at the discretion of the course instructor. The goal of this course is for students to focus on completing course activities and assignments to the best of their abilities, rather than relying on extra credit to bring up poor grades or incomplete/late assignments. The course Rubrics that are provided are an excellent means of understanding the instructor’s expectations on key assignments and how students will be graded.

### *Religious Observances*

It is University policy to excuse without penalty students who are absent from class because of religious observance, and to allow the make-up of work missed because of such an absence. Examinations and special required out-of-class activities will ordinarily not be scheduled on those days when religiously observant students refrain from participating in secular activities. Absences for reasons of religious obligation will not be counted for purposes of reporting. Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule and/or submit work ahead of time before a due date.

### *Cellphone and Laptop Policy*

Cellphones are to be turned off (or on vibrate) during class, and do not answer phone calls or text messages during class unless there is an emergency. Laptops and tablets may be used in class for note-taking purposes and also for the in-class group projects. Please refrain from checking email, web browsing or other activities that are not related to the class as these activities are distracting to other members of the class and are also disrespectful to fellow students and the instructor. If you are using a laptop, expect to be consulted during lectures to provide ancillary information.

### *Academic Integrity*

Plagiarism and cheating are not tolerated at the School of Communication and Information and the University, and the consequences of scholastic dishonesty are very serious. If you violate this code, you risk a failing grade on an assignment, in the course, and even possible suspension from the university. Please read the information on the following webpage to become familiar with Rutgers University’s academic integrity policy: <http://academicintegrity.rutgers.edu/>.

Plagiarism is the act of using others' work and passing it off as one's own. Be sure to treat others' work with respect and give citations in the appropriate manner. See the *Publication Manual of the APA* or the following website for proper citation formats <http://owl.english.purdue.edu/owl/resource/560/01/>

Plagiarism (and/or cheating) may take the following forms:

1. Copying word-for-word from another source without proper citation to credit the source.
2. Paraphrasing the work of another without proper citation to credit the source.
3. Adopting a particularly apt phrase as your own.
4. Using an image or a copy of an image without proper citation to credit the source.
5. Paraphrasing someone else’s line of thinking in the development of a topic as if it were your own without proper citation to credit the source.
6. Fabricating information or citations in your work.
7. Receiving excessive help from a friend or elsewhere, or using another student’s coursework (or someone else’s) as if it were your own.
8. Facilitating academic dishonesty by allowing your own work to be submitted by others.
9. Looking over the exams (tests, quizzes) of others or using electronic equipment such as cell phones during exams.
10. Submitting the same/similar work to satisfy requirements in more than one course without the instructor’s permission.

### *Weather and Other Emergencies*

The university rarely cancels classes for inclement weather. For information regarding class cancellation due to inclement weather, please refer to: <http://www.rutgers.edu/about/operating-status> .

Even if classes are cancelled, students will be able to access Canvas and continue working "online" to do readings, lectures, discussions, and/or activities, etc. Look for a communication from your instructor advising you what to do in the Canvas course and/or through a course announcement, email, or other communication.

### *Rutgers Network Disruptions*

If there are times during the semester when Rutgers University experiences unexpected network disruptions and you find you are unable to access this course through Rutgers-Canvas (on and/or off campus), there is a "back door" link (**alternative login**) you can use to access Canvas directly through the Canvas/Instructure server and bypass the Rutgers network. The alternative login is: [rutgers.instructure.com/login/saml](http://rutgers.instructure.com/login/saml)

You will use your **Rutgers Net ID and password**. This alternate login will allow you to access Canvas to view course materials, participate in Discussions, and submit assignments to Canvas Assignments. Use a computer or laptop with a hard-wire connection (wi-fi may or may not work). Things may change where access is possible (on and off campus), and then may change again where only the 'back door' will work off-campus during times of network interruptions.

## Resources:

### *RU Learning Centers*

Please be aware that resources are available at Rutgers that can help students study, write, and think about new concepts. Information about the RU Learning Centers can be found through the following website <http://rlc.rutgers.edu/> . Learning Centers are available on the New Brunswick College Ave., Busch, Cook/Douglass, and Livingston campuses.

### *RU Disability Services Office*

Rutgers University welcomes students with disabilities into all of the University's educational programs, and the Rutgers Office of Disability Services offers a wide array of services to students with special needs (see: <https://ods.rutgers.edu/>).

In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

In addition to contacting the Office of Disability Services, students registered for SC&I courses who are seeking accommodation should contact Kevin Ewell, SC&I Assistant Dean of Student Services, ewell@rutgers.edu, who can help students navigate the process and provide further support.

Students who develop disabling medical problems or other issues during the semester that affect their ability to complete coursework are also strongly encouraged to consult Kevin Ewell, SC&I Assistant Dean of Student Services, ewell@rutgers.edu.

### *Academic Advisement*

For help with academic advisement within SC&I or with regard to SC&I programs, contact the SC&I Student Services Office in Room 214 of the SC&I Building of call 848-932-7500, ext. 2.

### *Career Services*

*Career Services at SC&I* is a website that provides job and internship listings for all SC&I students and alumni.  You will also find advising sessions to help you with your career decisions on the Events page and a Newsletter filled with links to resources you need.  Connect to the University Career Services website where you can activate your CareerKnight account and begin reviewing materials on resume building, employer information and interview sessions, workshops, resume critiques and career counseling.

Links for Career Services at Rutgers:

* Career Services at SC&I (http://wp.comminfo.rutgers.edu/careers/)
* University Career Services (<http://careers.rutgers.edu/>)

### *RU Libraries*

The RU libraries also offers scholarly resources from databases, indexes and study guides to assist students with their academic coursework and research, as well as diverse library services and tools available to students. The Library website is located at <http://www.libraries.rutgers.edu> .

If you log in from home (or remotely off-campus elsewhere) to access electronic databases, be sure to type in your RU ID and password, so that you can have access to all of the libraries’ full text articles.

## Student-Wellness Services

*What this is:* The Rutgers University Student Assembly (RUSA) has assembled the following information on student mental health and wellness services at Rutgers and asked that it be included on all course syllabi.

[Counseling, ADAP & Psychiatric Services](http://rhscaps.rutgers.edu/) **(CAPS)** (<http://rhscaps.rutgers.edu/>)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

[Violence Prevention & Victim Assistance](file:///C%3A%5CUsers%5Cdk594%5CDropbox%5CITI_221_Hybrid_Canvas%5CViolence%20Prevention%20%26%20Victim%20Assistance) **(VPVA)** (<http://vpva.rutgers.edu>)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

[Disability Services](https://ods.rutgers.edu/) **(ODS)** (<https://ods.rutgers.edu>)

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

The Office of Disability Services works with students with a documented disability to determine the eligibility of reasonable accommodations, facilitates and coordinates those accommodations when applicable, and lastly engages with the Rutgers community at large to provide and connect students to appropriate resources.

[Scarlet Listeners](http://www.scarletlisteners.com/)(<http://www.scarletlisteners.com>)

(732) 247-5555

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

[“Just In Case” Web App](http://codu.co/cee05e)(<http://codu.co/cee05e>)

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

### Additional Assistance

Please let your instructor know if you have any concerns throughout this semester through email or in-person during the instructor’s office hours. You can expect an answer to student emails sent to the instructor's email **within 48 hours, Monday-Sunday**.

## Instructor Biographical Notes

[Include instructor BIO]

**ITI 220 Hybrid Spring 2016 Course Schedule**

(Tentative - Subject to change)

**Note:** This is a sample Course Schedule for the ITI 220 Hybrid course based on the **Spring 2016** Semester and a **Tuesday** teaching schedule. **ALL DATES WILL NEED TO BE UPDATED TO MATCH YOUR TEACHING SCHEDULE AND SEMESTER**. The Sample is to provide a guide to assist you in preparing your Course Schedule for a “hybrid” course.

* Based on the sample schedule, the “online” component each week runs **Wednesday-Monday**, and ends with the in-class session on **Tuesday**, which ends the week.
* Based on the sample schedule, **Discussion** initial postings are due by **Saturday,** 11:59 p.m.; 2+ replies to other students’ postings due by **Monday**, 11:59 p.m.
* Based on the sample schedule, **Search Exercises (#1, 2, & 4)** are due in Canvas Assignments by **Saturday,** 11:59 p.m.
* Based on the sample schedule, **Project Assignments (IC Project & ITMSA Project)** aredue in Canvas Assignments by **Mon.**, 11:59 p.m.

\***Note**: All course materials (readings, lectures, videos, activities, assignments, etc.) can be accessed and viewed in the Canvas course – for both the “online” and “in-class” sessions each week.

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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities, and Assignments** \* |
| 1 | Tues., 1/19 | Course Intro. | \* | **IN-CLASS*** Introductions
* Review syllabus
* Canvas Orientation
* Introduce “online” component for Week 2 and Discussion in “groups.”
* **Discussion**: Introduce Yourself in Course Information Module by **Wed., 1/20, 11:59 p.m.**
 |
| 2 | Wed., 1/20 – Mon., 1/25 | Epistemology & Human Information Behavior | * Epistemology
* Human Information Behavior
 | **ONLINE*** Readings: **(1)** Bellinger, G., Castro, D., Mills, A. (2004).Data, information, knowledge, and wisdom.**(2)** Wilson, T.D. (2000). Human Information Behavior. pp. 49-52.**(3)** Hearst, M. (2009). Chapter 3: Models of the Information Seeking Process.
* Lecture: Information Behavior by Andrea Lorenz (2012)
* **Online Discussion**: Human Information Behavior. initial posting due by **Saturday, 1/30/16, 11:59 p.m.**; 2+ responses to students’ postings by **Mon., 2/1/16, 11:59 pm**). Be sure to complete the readings and lecture to be prepared to participate and contribute to the discussion.
 |
| 2 | Tues., 1/26 | Epistemology & Human Information Behavior | * Epistemology
* Human Information Behavior
 | **IN-CLASS*** Follow-up discussion: Epistemology and Human Information Behavior
* Introduce Search Exercise #1: Vanity Search
* Preview Week 3 “online” component and assignments.
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 3  | Wed., 1/27 – Mon., 2/1 | Search Basics | * Web as a search tool for information
* Boolean Searching & Boolean Logic
* Recall, Precision, & Relevance
 | **ONLINE*** Readings: **(1)** Hock, R. (2013). Chapter 1. Basics for the serious searcher (pp. 1-29).**(2)** Hock, R. (2013). Chapter 3. Search engines: The basics (pp. 61-70).**(3)** University South Carolina Beaufort Library. (2014). Searching with boolean logic and proximity operators.**(4)** Gil, P. (2015). The best search engines of 2015.**(5)** Tunkelang, D. (2012). Understanding relevance. **(6)** (recommended)Woods, W. A. (2004). Searching vs. finding.
* Video: Precision and Recall by Dr. Jeremy Kemp (2008).
* Lecture: Search Engines: Keyword Search and Boolean Search by Mei Ling Lo, Rutgers Librarian.
* **DUE! Search Ex #1**: **Vanity Search** – search queries on your name using search engines (due in Canvas Assignment AND as an initial posting in Discussion by **Saturday, 1/30/16, 11:59 p.m.**)
* **Online Discussion:** discuss results of Ex. #1 Vanity Search - initial posting by **Saturday, 1/30/16, 11:59 p.m.**; 2+ responses to students’ postings by **Mon., 2/1/16, 11:59 pm**)
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 3 | Tues., 2/2 | Search Basics | * Introduce the IC Project
 | **IN-CLASS*** **Introduce the IC Project**
	+ Weeks 3-8 in semester
	+ Students work with an IT professional (client) of their choosing in the field.
	+ Project stages, requirements, deadlines; grading Rubric, etc. (in Canvas)
	+ **ICP 1: Student Consultant’s Proposal;** submit/upload Word doc. to Canvas Assignment by **Week 4/Online**
	+ **ICP 2: IT Client Interview Summary;** submit/upload Word doc. to Canvas Assignment by **Week 5/Online**
	+ **ICP 3: Student Consultant’s Information Sources – Annotated Bibliography** based on IT client’s information need; submit/upload Word doc. to Canvas Assignment by **Week 7/Online**
	+ **ICP 4: Student Consultant’s IC Project Final Report with Client Feedback Form and Reflection**; submit/upload Word doc. to Canvas Assignment by **Week 8/Online.**
* **ICP 1 Assignment: Student Consultant’s Proposal** and **ICP 2: Conduct IT Client Interview & Write Summary -** Review of ICP 1 proposal requirements, “letter of introduction,” and setting up client interview date for ICP 2 (submit/upload Proposal to Canvas Assignment by **Week 4/Online**; IT Client Interview Summary to Canvas Assignment by **Week 5/Online**)
* **In-Class Group Activity:** searching for electronic sources for a sample IT client’s information need.
* **(optional) In-Class Group Activity**: “Boolean Jeopardy!” game
* **Introduce Search Exercise #2**: Boolean Searches
* Preview Week 4 “online” and assignments.
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 4  | Wed., 2/3 – Mon., 2/8 | Search Engines I | * The visible Web: information via search engines
* How search engines work: crawling, indexing, searching, ranking
 | **ONLINE*** Readings: **(1)** Hock, R. (2013). Chapter 4. Search engines: the specifics (pp. 75–129).**(2)** Franklin, C. (2003). How Internet search engines work (pp. 1-4).**(3)** Croft W., Metzler, D., & Strohman, T. (2010). Search engines: Information retrieval in practice – Chapter 1 (pp. 1 & 2, 6 & 7) and Chapter 2 (pp. 13-28).
* Animations & Videos:
* How Search Works by Google-Inside Search
* How Does a Search Engine Work? by National Media Museum
* How Search Works - Crawling and Indexing by Google.
* The Evolution of Search (Algorithms) by Google.
* Lecture: Search Engine Processes by Steve Garwood
* **DUE! Ex #2: Boolean Search Strategies** – use Boolean operators to formulate queries(due in Canvas Assignment AND as an initial posting in Discussion by **Saturday, 2/6, 11:59 p.m.**)
* **Online Discussion:** discussion of results of Search Exercise #2 (initial posting by **Saturday, 2/6, 11:59 p.m**.; 2+ replies by **Mon., 2/8, 11:59 p.m**.)
* **DUE! ICP 1 Assignment:** **Student Consultant’s Proposal**; submit/upload Word doc. to Canvas Assignment by **Monday, 2/8 at 11:59 pm**
* **Work on ICP 2 Assignment: Interview IT Client** (IT Client Interview Summary is due in Canvas Assignment in **Week 5/Online**)
 |
| 4 | Tues., 2/9 | Search Engines I | * How search engines work: indexing
 | **IN-CLASS*** **ICP: Progress check and review ICP 2 Assignment – Conduct IT Client Interview and Write Summary**; (due in Week 5/Online)
* **In-Class Group Activity: Search Exercise #3**: **Inverted Indexing** (hand-in; graded)
* Preview Week 5 “online” component and assignments
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 5  | Wed., 2/10 – Mon. 2/15 | Search Engines II | * How search engines work: bias and optimization
 | **ONLINE*** Readings: **(1)** Kassner, M. (2013). Search engine bias: What search results are telling you (and what they’re not)**(2)** Malaga, R. (2008). Worst practices in search engine optimization (pp. 147-150.)**(3)** Kumo. (2015). Top 10 factors that lead to a better ranking (Infographic).**(4)** (Recommended) Segal, D. (2011). The dirty little secrets of search.**(5)** (Recommended) Google: Search engine optimization starter guide.
* Video/Lectures:
* What is Search Engine Optimization (SEO)
* SEO for Startups in Under 10 Minutes.
* **Online Discussion:** discussion of search engine processes, bias, & optimization; based on readings/video/lectures (initial posting by **Saturday, 2/13, 11:59 p.m**.; 2+ replies by **Mon., 2/15, 11:59 p.m**.)
* **DUE! ICP 2 Assignment:** **Summary of IT Client Interview** based on IT client’s information need; submit/upload Word doc. to Canvas Assignment by **Mon., 2/15, at 11:59 pm**
 |
| 5 | Tues, 2/16 | Search Engines II | * How search engines work: bias and optimization
 | **IN-CLASS*** **Introduce ICP 3 Assignment – Student Consultant’s Information Sources – Annotated Bibliography** based on IT client’s information need (due in Canvas Assignment in **Week 7/Online**).
* **Lecture:** Writing an Annotated Bibliography and APA style (6th edition) (preparation for ICP 3 assignment)
* **Introduce Search Exercise #4: Why Search Results Differ.** This assignment is due in the Canvas Assignment by **Saturday, 2/20, 11:59 p.m**.
* Preview Week 6 “online” component and assignments.
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 6 | Wed., 2/17 – Mon. 2/22 | Databases & Evaluating Electronic Information Sources  | * Invisible Web: Databases & Non-Indexed Sources
* Academic Databases
* Information Sources & Validity
 | **ONLINE*** Readings:**(1)** About.com. (2007). Internet basics: World wide web content layers (visual graphic).**(2)** Lackie, R. (2003). The evolving 'Invisible Web': Tried-and-true methods and new developments for locating the web’s hidden content. (pp. 67-71).**(3)** UC Berkeley (2012). Invisible or deep web: What it is, how to find it, and its inherent ambiguity.**(4)** Radford, M.L., Barnes, S.B. & Barr, L.R. (2006). Chapter 3: Content evaluation in web research: Selecting, evaluating and citing. (pp. 51–61).**(5)** UC Berkeley (2012). Evaluating web pages: Techniques to apply & questions to ask. **(6)** (recommended) Bergman, M.K. (2001). White paper: The deep web – surfacing hidden value.**(7)** (recommended) Rieh, S. Y (2002). Judgment of information quality and cognitive authority in the web.
* Videos/Mini-Lectures:
	+ What is the Deep Web?
	+ What are Databases and Why You Need Them?
	+ Quick Tips & Shortcuts for Database Searching
	+ Evaluating Sources
* **DUE! Ex #4**: **Why Search Results Differ:** conduct a series of searches using the same query in search engines and databases and compare results (due in Canvas Assignment by **Saturday, 2/20, 11:59 p.m.**)
* **Online Activity: Evaluate Electronic Information Source & Write an Annotation** – Evaluate ONE information source for your ICP 3 Annotated Bibliography and write an “annotated entry” that includes an APA citation with a “summary” and “evaluation” of the article based on instructor provided criteria (discuss in Discussion – initial posting due by **Saturday, 2/20, at 11:59 p.m.**).
* **Online Discussion:** Discussion/Peer-Review (critique) students’ Annotated Bibliography entries for the IC Project. initial post due by **Saturday, 2/20, 11:59 p.m**.; 2+ replies due by **Mon., 2/22, 11:59 p.m.**
* **Work on ICP3 Assignment:** research and locate 10+ information sources from websites (with at least two from library databases) for the IT client’s information need.
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 6 | Tues., 2/23 | Databases & Evaluating Electronic Information Sources | * Writing an Annotated Bibliography
* APA Bibliographic Citations
 | **IN-CLASS*** **Review/Progress Check: ICP Assignment 3** – Annotated Bibliography with APA citations and evaluation criteria (for ICP 3 assignment – due in Week 7/Online and also sent to the IT client for review and feedback).
* **In-class Group Activity: APA Citation Exercises** (for ICP 3 assignment)
* Preview Week 7 “online” component and assignments (ICP 3 assignment)
 |
| 7 | Wed., 2/24 – Mon. 2/29 | ICP Project | Work on IC Project | **ONLINE*** **DUE! ICP 3 Assignment: Student Consultant’s Information Sources - Annotated Bibliography** based on IT client’s information need; submit/upload Word doc. to Canvas Assignment by **Mon., 2/29, 11:59pm AND email Information Sources - Annotated Bibliography to IT Client with Feedback Form (Word doc.).**
* **ICP 3 Assignment Follow-up:** Conduct a follow-up discussion with IT client of his/her feedback on your Information Sources – Annotated Bibliography and obtain IT client’s completed IT Client Feedback Form. Form is to be returned and uploaded to the Canvas Assignment with ICP 4 Final Report in **Week 8/Online.**
* **Bring laptops to next class with a copy of ICP3 Annotated Bibliography.**
 |
| 7 | Tues., 3/1 | ICP Project | IC Project | **IN-CLASS*** **Introduce ICP Project 4 – Student Consultant’s Final Report** with **Client Feedback Form** (& Reflection);(due in Canvas Assignment in **Week 8/Online**
* **In-class Activity: Q/A** for ICP Project 4 – Final Report with progress check; students can work on the Final Report in-class.
* Preview Week 8 “online” component and assignments
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 8 | Wed., 3/2 – Mon., 3/7 | Collaborative Knowledge Creation | Collaborative Knowledge, Crowdsourced Information, & Wikipedia | **ONLINE*** Readings:**(1)** Hock, R. (2013). Chapter 10: Your own place on the Web – Participating and publishing (pp. 249-266)**(2)** (recommended) Hock, R. (2013). Chapter 5. Discussion groups, forums, newsgroups, and their relatives (pp. 131–148). **(3)** Shah, C. (2014). Collaborative information seeking. (pp. 215-219 & 231-232)**(4)** (Recommended) Talja, S., & Hansen, P. (2006). Information sharing. (Chapter 7, pp. 113-134).
* Video/Lectures:
* Jimmy Wales: Birth of Wikipedia (TED Talk)
* Howard Rheingold: The New Power of Collaboration (TED Talk)
* **Online Discussion:** discussion on collaborative information seeking, based on readings/media (initial posting due by **Saturday, 3/5, 11:59 p.m**.; 2+ responses due by **Mon., 3/7, 11:59 pm**)
* **DUE! ICP 4 Assignment: Student Consultant’s IC Project Final Report with IT Client’s Feedback Form**; submit/upload Word doc. and Client’s Feedback Form to Canvas Assignment by **Mon., 3/7, 11:59pm.**
* **\*\*\* Bring laptops to next class for start of the ITMSA group projects. \*\*\***
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 8 | Tues., 3/8 | Collaborative Knowledge Creation | Introduce the ITMSA Group Project | **IN-CLASS** * **Introduce the ITMSA Group Project**
	+ Weeks 8-14 in semester
	+ Students work in groups
	+ Project stages and deadlines; assignment requirements, grading Rubrics, etc. (in Canvas)
	+ **ITMSA 1:** **Group Research Notes and Reference List**; group coordinator downloads Google Doc. as Word doc. & submits/uploads to Canvas Assignment by **Week 11/Online**
	+ **ITMSA 2:** **Group Oral Presentation;** group coordinator downloads Google Presentation as Word PowerPoint & submits/uploads to Canvas Assignment by **Week 13/Online** (group presentations will be in-class during **Weeks 13 & 14**).
	+ **ITMSA 3: Individual Project Reflection** due in Canvas Assignment by **Week 14/Online**.
* **Video/Lecture:** APA In-Text Citations (in preparation for ITMSA 1 note taking with in-text citations)
* **In-Class Group Activity: Group Planning for ITMSA Project –** Students meet in assigned groups; Group coordinator sets up Google Folder + Google Doc for ITMSA1 – Group Research Notes & Reference List + Google Slides for ITMSA2 – Group Presentation; invite group members & instructor to view/edit folder/file; set up sections in ITMSA1 Google Doc. & divide/assign work among students. (Bring laptops to class)
* Preview Week “online” and assignments.
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 9 | Wed., 3/9 – Mon. 3/21*See “Spring Break” note below.**Students are to begin working on online assignments before spring break and then finish online assignments after spring break as noted.* | Business Information Sources | * What is business information?
* Finding business information on the Web
* Accessing Rutgers Libraries business related resources
* Key Library Business Databases
 | **ONLINE*** Video/Lectures: Business Information Sources; series of video tutorials by Mei Ling Lo, Rutgers Librarian.
* **Online Activity: ITMSA Project –** explore key Library business databases and identify information sources for the chosen IT market sector and two companies for the ITMSA Project Assignment 1: Group Research Notes & Reference List. (groups discuss findings in **Discussion**)
* **Online Discussion:** ITMSA groups discussfindings in online activity research using business databases; initial post due by **Saturday, 3/12, at 11:59 p.m**.; 2+ replies due by **Monday, 3/21, 11:59 p.m.**
* **ITMSA 1 Assignment:** groups work on **Group Research Notes & Reference List in Google Docs** (Students should add “Notes” in Sections 1-5 in paragraphs with in-text citations & Reference List) from Online Activity/Discussion;
* **Bring laptops to next class for ITMSA group project**
 |
| 9 | Tues. 3/22 | Business Information Sources | * SWOT Analysis
* Sample SWOT analysis
* Conducting a SWOT Analysis using the MarketLine Library business database
 | **IN-CLASS*** Video/Lecture: SWOT Analysis with sample
* **In-class Group Activity – ITMSA Project:** students work in groups and conduct a **SWOT analysis** of two companies using MarketLine library database; add to research notes with in-text citations and Reference List in ITMSA 1 Google Docs.
* Preview Week 10 “online” and assignments.
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 10 | Wed., 3/23 – Mon., 3/28 | Legal Aspects and Economics of the Search Industry | * Legal Aspects of Information Use
* Economics of Search Industry & Information Use
* Consumer Privacy
* NET Neutrality
* Copyright Law
* Multimedia
 | **ONLINE*** Readings:**(1)** Evans, D. (2009). The online advertising industry: Economics, evolution, and privacy (pp. 37-60).**(2)** Albanesius, C. (2015). Why 2015 may be the year we solve net neutrality.**(3)** Misra, V. (2015). Inside risks: Routing money, not packets.**(4)** (recommended)Ciario, M. Net neutrality: A guide to the open Internet (interactive story).**(5)** Copyright Office. (2008). Copyright basics **(6)** McSheery, C. (2013). Court upholds legality of Google Books: Tremendous victory for fair use and public use.**(7)** (recommended) Brantley, P. (2013) Google books: Eight years later.**(8)** (recommended) Hock, R. (2013). Chapter 7: Sights and sounds – Finding images, audio, and video (pp. 187-212)
* Video/Lectures:
* Eli Pariser – Beware Online “Filter Bubbles” (TED Talk)
* Tim Wu – How to Build an Information Empire (TEDxEast Talk)
* Tim Wu – A Historic Decision for Net Neutrality
* **Discussion Board 7: DEBATE!** Legal Aspects of Search Industry: select ONE Debate to participate; based on readings/video lectures; initial post due by **Saturday, 3/26, at 11:59 p.m**.; replies and final post due by **Monday, 3/28, 11:59 p.m.**
* **ITMSA 1 Assignment:** **Groups work on Research Notes & Reference List;** Progress check next class – Sections 1-5 in Google Docs; ITMSA1 due in the Canvas Assignment by **Week 11/Online – Bring laptops to next class.**
 |
| 10 | Tues., 3/29 | Legal Aspects and Economics of the Search Industry | * Legal Aspects of Information Use
* Economics of Search Industry & Information Use
* Consumer Privacy
* NET Neutrality
* Copyright Law
* Multimedia
 | **IN-CLASS*** **In-class Group Activity-ITMSA Project:** Progress check on group’s ITMSA 1 Assignment and groups continue to work on ITMSA1 Research Notes w/in-text citations & Reference List; instructor circulates and provides feedback to each group.
* Preview Week 11 “online” activities and assignments.
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 11 | Wed., 3/30 – Mon., 4/4 | Future of Search | * Future of Search Engines
* Social Search
 | **ONLINE*** Readings:**(1)** Siteber (2014).The future of search engines (infographic). (**2**) Shewan, D. (2014). How Google hummingbird changed the future of search (semantic search). **(3)** Dunn, J. (2015). Semantic search is changing SEO forever.**(4)** Lyngbo, T. (2013). What is social search.**(5)**. Patel, N. (2015). App indexing: Why it matters for the future of search.
* Video/Lecture: The Future of Search by Marcus Tandler (TED Talk).
* **Online Discussion:** discussion of the Future of Search Industry based on readings and video lecture; initial post due by **Saturday, 4/2, 11:59 p.m**.; 2+ replies due by **Monday, 4/4, 11:59 p.m.**
* **DUE! ITMSA 1: Group Research Notes & Reference List;** group coordinator downloads Google Doc. as Word doc and uploads/submits to Canvas Assignment by **Monday, 4/4, 11:59pm**)
* **Bring Laptops to next class.**
 |
| 11 | Tues., 4/5 | Future of Search | ITMSA Project | **IN-CLASS*** **Introduce ITMSA 2**: **Group Oral Presentation;** PowerPoint due in Canvas Assignment by **Week 13/Online. *Groups present during-class in Weeks 13 & 14.***
* **In-Class Group Activity: ITMSA 2 -** Groups set up Google Slides; invite group members & instructor; set up slides with sections; set a slide theme; divide up presentation among students (content based on ITMSA1 Assignment).
* Preview Week 12 “online” and assignments
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| **Week**  | **Day/Dates** | **Unit Title** | **Topics** | **Activities and Assignments** |
| 12 | Wed., 4/6 – Mon., 4/11 | Work on ITMSA Projects | Work on ITMSA Projects | **ONLINE*** **ITMSA Project:**
* **Groups work on ITMSA Assignment 2:** **Group Presentation**; **progress check of each group’s progress** in next class; PowerPoint due in Canvas Assignment by **Week 13/Online. *Groups present in-class on Tuesday, 4/19 and 4/26.***
* ***Bring laptops to next class.***
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| 12  | Tues., 4/12 | Work on ITMSA Projects | Work on ITMSA Projects | **IN-CLASS:** * **ITMSA Project:** Introduce Assignment 4 – Individual Project Reflection, which is due in the Canvas Assignment by **Week 14/Online.**
* **ITMSA Project:**  **“Progress Check” and Groups work on ITMSA Assignment 2:** **Group Presentations**; instructor circulates and provides feedback to each group. PowerPoint due in the Canvas Assignment by **Mon., 4/18, 11:59 p.m. *Groups present in-class on Tuesday, 4/19 and 4/26.***
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| 13  | Wed., 4/3 – Mon., 4/18 | Complete & Present ITMSA Group Presentations | ITMSA Project – Group Presentations | **ONLINE*** **ITMSA Project:**
* **DUE! Groups complete ITMSA Assignment 2:** **Group Presentation**; group coordinator downloads group Google Presentation as PowerPoint & submits/uploads to Canvas Assignment by **Mon., 4/18, 11:59 p.m. *Groups present in-class on Tuesday, 4/19 and 4/26.***
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| 13 | Tues., 4/19 | Complete & Present ITMSA Projects | ITMSA Project – Group Presentations | **IN-CLASS*** **ITMSA Assignment 2:** **In-class** **Group Presentations – Groups 1-3 with peer-reviews**
* Preview Week 14 “online”
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| 14 | Wed., 4/20- Mon., 4/25 | Present ITMSA Projects | ITMSA Projects – Journal Reflection | **ONLINE*** **DUE! ITMSA Project:** **ITMSA** **Assignment 3:** **Project Reflection**; individual assignment due in Assignment Canvas by **Monday, 4/25, 11:59 pm.**
* **Complete the SIRS course evaluation!**
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| 14 | Tues., 4/26**Last Class!** | Present ITMSA Projects | ITMSA Project – Group Presentations | **IN-CLASS*** **ITMSA Assignment 2:** **In-class** **Group Presentations – Groups 4-6 with peer-reviews**
* **Complete the SIRS course evaluation!**
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