Course Syllabus
LI800XI

Introduction to Informatics
Fall Semester 2014

Faculty: Dr. Chris Hinson
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Primary Phone: (800) 552-4770
Online Course Login: canvas.emporia.edu
Credit Hours: 3
Meetings: Internet, begins 8/18

Important Dates for Fall 2014

8/18 First Day of Class
10/24 Last Day to Withdraw
12/5 Last Day of Classes
8/29 Last Day to Add/Drop
11/11 Veteran’s Day (ESU closed)
12/13 Commencement
9/1 Labor Day (ESU closed)
11/26-30 Thanksgiving Break (ESU closed)
12/16 Final Grades Due

Program Goal
The goal of the SLIM Master of Library Science program is to prepare creative problem solvers who will provide proactive client-centered services in information agencies.
Catalog Description

The course is an introduction to information and systems theories, information technologies, analysis and design of information systems, information problem identification and practical problem solving, and supporting decision making. The course covers both conceptual building blocks and practical dimensions of informatics. Students will also be introduced to statistical analysis and simple programming. Information processing applications to solve real world problems in broad domains will be emphasized. *(Approved 11/28/2012)*

Course Learning Outcomes

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Professional Values</th>
<th>ALA Core Competence(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 3, 5</td>
<td>1, 4</td>
<td>6B, 7C</td>
</tr>
<tr>
<td>1, 3, 5</td>
<td>1, 4</td>
<td>6B, 7C</td>
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<tr>
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<td>1, 4</td>
<td>4A, 4B</td>
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<td>1, 3, 5, 7</td>
<td>1, 2, 4</td>
<td>4A, 4B</td>
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<td>2, 3, 4, 8</td>
<td>1, 2, 4</td>
<td>1I, 1J, 6B</td>
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<td>2, 3, 4, 6, 8</td>
<td>1, 2, 4</td>
<td>2A, 2B, 3A, 3B, 4C, 4D</td>
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<tr>
<td>1, 7, 8</td>
<td>1, 2, 3, 4</td>
<td>4B, 5A, 5B, 5C</td>
</tr>
</tbody>
</table>

Office Hours

Regularity scheduled office hours will be held Tuesday from 9:00 am 12:00 pm CST via the built in Canvas tool called “Chat” for general questions and concerns. Students may contact the instructor using the “Inbox” found in Canvas to ask specific questions related to the student. Please be advised not to expect an immediate response to emails; however, the instructor will attempt to respond in a timely fashion as determined appropriate by the instructor. Students who commute to the university campus may visit the instructor in his office (Room 415, William White Library) to discuss course-related issues. Students visiting campus are encouraged to telephone the SLIM office at (620) 341-5203 to determine instructor availability.
Required Readings

There will be no textbooks for the course. There will be assigned lectures and readings including postings or URLs for academic articles, industry-related information, relevant news articles, and material from other sources. Required readings will be posted in Canvas as the course progresses through the course and will be available in the Canvas course modules upon each module’s release.

Information about ESU electronic library services may be found at: http://www.emporia.edu/libsv/library-services/distance-services.html. The ESU Library’s open hours may be found at: http://www.emporia.edu/libsv/index.html.

ESU librarians will assist in locating and accessing ESU electronic databases. If you have any questions regarding accessing electronic scholarly journal articles, call 620-341-5207 or toll-free 877-613-7323 (877-613-READ) during the library’s open hours to speak with an Emporia State University librarian.

Required Web Articles, Websites & Videos

Chen’s “Intelligence and Security Informatics (ISI): Challenges and Opportunities” http://ai.arizona.edu/mis596A/book Chapters/isI/Chapter_1.pdf

Clifford & Harding’s “Attention, Shoppers: Store Is Tracking Your Cell” http://www.nytimes.com/2013/07/15/business/attention-shopper-stores-are-tracking-your-cell.html?pagewanted=all&_r=0

DARPA’s “ARGUS-IS” http://www.youtube.com/watch?v=QGxNyAfJfS


University of Arizona’s “Intelligence and Security Informatics” http://ai.arizona.edu/mis596A/book Chapters/isI/Chapter_1.pdf

University of Waterloo’s “Quantum computing 10” https://uwaterloo.ca/institute-for-quantum-computing/quantum-computing-101

Recommended Stylebooks

The following stylebooks are highly recommended given all papers must adhere to APA style requirements:


*Stylebooks are available from the ESU Bookstore.

Learning Activities

Tentative Course Outline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Course Outcome(s) Met</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8/18-8/24</td>
<td>Syllabus, Introductions &amp; Technology</td>
<td>0</td>
<td>Course Syllabus</td>
</tr>
<tr>
<td>Week 2: 8/25-8/31</td>
<td>What is Informatics?</td>
<td>2 &amp; 4</td>
<td>Posted Lecture 2</td>
</tr>
<tr>
<td>Week 3: 9/1-9/7</td>
<td>Theoretical Foundations</td>
<td>1</td>
<td>Posted Lecture 3</td>
</tr>
<tr>
<td>Week 4: 9/8-9/14</td>
<td>Systems Tradition</td>
<td>3</td>
<td>Posted Lecture 4</td>
</tr>
<tr>
<td>Week 5: 9/15-9/21</td>
<td>Organization Tradition</td>
<td>3</td>
<td>Posted Lecture 5</td>
</tr>
<tr>
<td>Week 7: 9/29-10/5</td>
<td>Technology Tradition – Part 2</td>
<td>3</td>
<td>Posted Lecture 7</td>
</tr>
<tr>
<td>Week 8: 10/6-10/12</td>
<td>Applied Informatics</td>
<td>4 &amp; 5</td>
<td>Posted Lecture 8</td>
</tr>
<tr>
<td>Week 9: 10/13-10/19</td>
<td>Systematization and Construction – Part 1</td>
<td>2 &amp; 3</td>
<td>Posted Lecture 9</td>
</tr>
<tr>
<td>Week 10: 10/20-10/26</td>
<td>Systematization and Construction – Part 2</td>
<td>2 &amp; 3</td>
<td>Posted Lecture 10</td>
</tr>
<tr>
<td>Week 11: 10/27-11/2</td>
<td>Problem Identification and Solutions</td>
<td>5</td>
<td>Posted Lecture 11</td>
</tr>
<tr>
<td>Week 12: 11/3-11/9</td>
<td>Decisions and Choice</td>
<td>5</td>
<td>Posted Lecture 12</td>
</tr>
<tr>
<td>Week 13: 11/10-11/16</td>
<td>Systems and Activity</td>
<td>2</td>
<td>Posted Lecture 13</td>
</tr>
<tr>
<td>Week 15: 11/24-11/30</td>
<td>Social Factors</td>
<td>4 &amp; 7</td>
<td>Posted Lecture 15</td>
</tr>
<tr>
<td>Week 16:12/1-12/5</td>
<td>Informatics Growth</td>
<td>5, 6 &amp; 7</td>
<td>Posted Lecture 16</td>
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## Assignments

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Course Outcome(s) Met</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: 8/18-8/24</td>
<td>Discussion Posting - “Testing…1, 2, 3”</td>
<td></td>
<td>8/24</td>
<td>1</td>
</tr>
<tr>
<td>Week 3: 9/1-9/7</td>
<td>Discussion Posting - “I Have a Theory”</td>
<td>1</td>
<td>9/7</td>
<td>2</td>
</tr>
<tr>
<td>Week 4: 9/8-9/14</td>
<td>Discussion Posting - “Systems”</td>
<td>3</td>
<td>9/14</td>
<td>2</td>
</tr>
<tr>
<td>Week 7: 9/29-10/5</td>
<td>Discussion Posting - “Bazinga”</td>
<td>3</td>
<td>10/5</td>
<td>2</td>
</tr>
<tr>
<td>Week 8: 10/6-10/12</td>
<td>Discussion Posting - “Uh-Oh”</td>
<td>4</td>
<td>10/12</td>
<td>2</td>
</tr>
<tr>
<td>Week 9: 10/13-10/19</td>
<td>Discussion Posting - “I’ve got Schema.”</td>
<td>2 &amp; 3</td>
<td>10/19</td>
<td>2</td>
</tr>
<tr>
<td>Week 10: 10/20-10/26</td>
<td>Discussion Posting – “I Like Models”</td>
<td>2 &amp; 3</td>
<td>10/26</td>
<td>2</td>
</tr>
<tr>
<td>Week 11: 10/27-11/2</td>
<td>Paper No. 2 - Informatics Professionals</td>
<td>4 &amp; 5</td>
<td>11/2</td>
<td>25</td>
</tr>
<tr>
<td>Week 12: 11/3-11/9</td>
<td>Discussion Posting - “I Own This”</td>
<td>5</td>
<td>11/9</td>
<td>2</td>
</tr>
<tr>
<td>Week 16:12/1-12/5</td>
<td>Paper No. 3 – Informatics System Design</td>
<td>5, 6 &amp; 7</td>
<td>12/5</td>
<td>25</td>
</tr>
</tbody>
</table>

- Additional detailed descriptions to be posted in Canvas.
- All submission deadlines are in Central Standard Time (CST).

## Course Requirements:

There will be weekly lectures, required weekly readings, and required homework in the form of postings on Canvas discussion threads each week throughout the semester. Assigned weekly postings related to course readings are required – two (2) points per week worth a total of 25% of the course grade. There will be three (3) required papers worth 25 points each for a total of 75% of the course grade. No extra credit work will be available to students. Detailed instructions and rubrics will be posted in advance along with submission deadlines for all homework and written assignments.

## Assignment Submission:

To assure students do not submit coursework without the benefit of lectures and readings no student will submit any assignment prior to the schedule submission availability date. Those students who submit assignments prior to the scheduled availability date and without the benefit of lectures and readings will not be permitted to resubmit and will be graded accordingly.

No student may post discussion assignments after they have the ability to see other students’ postings. The first posting, and only the first posting, will be graded. Further, comments made by
students after their initial assignment posting will be deleted by the instructor. A pinned
discussion, “Student Discussion” will be provided for students to have discussions with each
other; however, the instructor may or may not visit the discussion periodically, but will not post
or reply.

Canvas Submissions:
Lectures and assignments will be released by the instructor at an appropriate time to assure
students do not submit assignments without the benefit of corresponding lectures and readings.
Specific grading rubrics will be included in assignment instructions located in course modules.

Assignments more than twenty-four (24) hours late will not be accepted. Further, one half (½) of
the assignment points will be deducted for all late submissions in addition to other assignment
deductions. Students are encouraged to read lectures and to submit assignments well in advance
of the submission deadline to assure timely submissions. Students are encouraged not wait until
it is too late to discover and resolve technical issues. Please see “Technical Assistance” found
above.

Points will be deducted from any written assignment where a student fails to use correct spelling
punctuation, capitalization, or grammar. Failure to adhere to APA Publication Guide when
completing paper assignments will also result in point reductions. Plagiarism or any other form
of academic fraud including, but not limited to multiple submissions, false citations, false data,
and unauthorized collaboration will not be tolerated. The instructor may fail any student
committing academic dishonesty. Further, the ESU Student Handbook 2013-2014 advises
students that Emporia State University may impose additional penalties for academic dishonesty
up to and including expulsion from the university. There is no extra credit work in this course.

Student Responsibilities:
Students are responsible for reading and understanding the syllabus and completing course
requirements. Students are strongly encouraged to familiarize themselves with and abide by all
university and department policies, rules and regulations. Student must contact the instructor
regarding any course concerns before contacting other ESU faculty in accordance with ESU
Policy.

Instructor Responsibilities:
The instructor will grade work and to provide comments in a timely fashion; provide respectful
and constructive criticism to the student regarding their performance; and to ensure a collegiate
environment conducive to clear analytical thought and study. Please feel free to inform the
instructor of any suggestions related to improving this course and to better your learning
experience
Instructor Teaching Philosophy

Teaching produces informed individuals who recognize the value of learning. Students gain knowledge and abilities to function, contribute, and serve effectively in their community and in the world. I challenge students to develop critical thinking skills and to create learning tools that permit them to define problems, identify issues, evaluate information, and provide solutions.

Positive learning environments are shaped by encouraging student creativity and expression while providing a safe and pleasant classroom experience. Teachers must recognize student differences, treat students fairly, and establish clearly-defined roles and relationships. Constructive student and faculty interactions contribute to student retention and success.

A teacher must be available, accessible, and flexible to student ideas and needs while meeting educational goals. Academic freedom should be addressed within an institutional context. A teacher must feel free to use his or her preferred teaching method; however, a teacher must recognize and follow organizational policies and procedures.

In order to develop effective teaching methods and skill sets for the future, teachers should be receptive to suggestions and constructive criticism while continually evaluating classroom performance. Teaching can be a challenging, enjoyable, fulfilling, and reflective experience benefiting students, teachers, institutions, communities, and society.

Grading Criteria

Grade of A:
Student demonstrates overall excellence with no major weaknesses. The student’s work is consistently at a high level of intellectual excellence. Student demonstrates exceptional critical thinking skills. Student exerts exceptional effort completing assignments. Student consistently uses correct grammar, capitalization, punctuation, spelling and style.

Grade of B:
Student demonstrates more strengths than weaknesses and is more consistent in high level performance. There are still some distinctive weaknesses, though no major ones. The student’s work at the end of the course is, on the whole, clear, precise, and well-reasoned, with occasional lapses into weak reasoning. Student exerts significant effort completing assignments. Student demonstrates above-average critical thinking skills. Student uses correct grammar, capitalization, punctuation, spelling and style.

Grade of C:
The student’s work is inconsistent with as many weaknesses as strengths. Student shows only modest and inconsistent reasoning. Student exerts effort completing assignments. Student demonstrates critical thinking skills. Student occasionally uses incorrect grammar, capitalization, punctuation, spelling and style.
Grade of D:
Student demonstrates a minimal level of understanding and skill. Student merely goes through the motions of the assignments and exerts minimal effort. Student’s work rarely shows any effort to take charge of ideas, assumptions, and intellectual processes. Student’s work lacks discipline and clarity. Student rarely demonstrates critical thinking skills. Student exerts minimal effort completing assignments. Student inconsistently uses incorrect grammar, capitalization, punctuation, spelling and style.

Grade of F:
The student demonstrates a pattern of non-thinking and/or fails to do the required work for the course. There is little evidence the student is genuinely engaged in the task of taking charge of his or her thinking. Student demonstrates no discernable critical thinking skills. Student exerts little or no effort completing assignments. Student consistently uses incorrect grammar, capitalization, punctuation, spelling and style.

SLIM Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>96 - 100</th>
<th>90 - 95</th>
<th>87 - 89</th>
<th>84 - 86</th>
<th>80 - 83</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>A-</td>
<td>B+</td>
<td>B</td>
<td>B-</td>
</tr>
<tr>
<td></td>
<td>77 - 79</td>
<td>74 - 76</td>
<td>70 - 73</td>
<td>0 - 69</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C+</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

SLIM Grade Policy

All graduate courses required in the university-approved curricula of SLIM’s master’s programs, certificate programs, academic concentrations, and doctoral program--or their approved substitutions--must be passed with a final grade of B- or better to receive academic credit. If a student does not receive a final grade of B- or better in any or all of SLIM’s required classes, then the student will be given an academic warning and the student will be notified by SLIM administration that he or she must retake that course or those courses.

When a student has been given an academic warning, an administrative hold will be placed on the student’s record to block future enrollment. Before enrollment can be done, the student is required to meet with his or her academic advisor with the goal of developing an academic improvement plan. The administrative hold can only be released by the student’s academic advisor or by the SLIM dean. The administrative hold will be released once the student completes his or her next semester course(s) with a B- or above.

If a student has a semester GPA of less than 3.0 for two semesters or has been given an academic warning for two semesters, then the student’s academic progress will be reviewed in light of the academic improvement plan by the student’s program director and the SLIM dean. A decision will be made as to whether the student should be academically dismissed from the SLIM graduate program.
This SLIM Grade Policy applies to all students in SLIM’s master’s degree programs, certificate programs, the doctoral program, and academic concentrations. It also applies to all those who have passed into MLS or doctoral degree candidacy.

**SLIM Incomplete Grade Policy**

SLIM’s Incomplete Grade Policy upholds the Emporia State University Incomplete Grade Policy (for full policy, go to: [http://www.emporia.edu/regist/trnscpt/grades.html](http://www.emporia.edu/regist/trnscpt/grades.html)).

SLIM’s Incomplete Grade Policy further stipulates that an incomplete request will not be considered approved without an Incomplete Request Form having been submitted by the instructor and approved by the SLIM dean within two weeks after the issuance of the incomplete. If the incomplete grade is being requested for reasons of health, then documentation must be submitted to the SLIM dean’s office before the final grade change is made.

If a SLIM student’s request for a single incomplete grade is approved by the instructor and dean, then the student will be limited to enrolling in six credit hours in the immediately succeeding semester. If a SLIM student requests more than one incomplete grade to be issued at the conclusion of a semester, then an administrative hold will be placed on the student’s record to block future enrollment until all incomplete grades are finished and the final grade changes have been submitted by the instructor(s), signed by the SLIM dean, and accepted by the ESU Registrar’s Office.

**SLIM Netiquette Policy**

This course will involve the exchange of ideas, questions, and comments in an online and/or blended learning community. In all of your class communications, please use the same tact and respect that you would if you were talking to classmates face to face. Remember that in online communication the visual and auditory aspects are missing, so be especially careful to ensure your emails and discussion postings accurately convey your meaning and are not open to misconstruction. Humor is especially difficult to convey in this environment, so take extra care with your writing. Please maintain your professionalism and courtesy at all times when interacting with others in the class.

**Course Email Policy**

Students are expected to use of correct and proper salutations, capitalization, punctuation, spelling and grammar when communicating between and among classmates or the instructor. The use of slang, “texting” jargon and abbreviations are not permitted in formal communications, including email correspondence, between the student and the instructor. Students must use the Canvas email system when communicating with the instructor, and no other email system. The Canvas email system provides a correspondence file unique to the student account.
Course Evaluations

SLIM uses the IDEA evaluation instrument to gather feedback from students on the effectiveness of each course. The data gathered is shared with instructors in aggregated form, and is used for both course and teaching improvement. Evaluation surveys are made available to students toward the end of each semester, and periodic email reminders are sent to encourage participation. The surveys are administered by The IDEA Center and student responses are anonymous (unless students share any identifying information in their comments). Instructors do not have access to individual student surveys at any time, and only receive aggregated data at least two weeks after final grades are submitted.

Faculty-initiated Student Withdrawal Procedure

SLIM instructors follow the university’s policy of faculty-initiated student withdrawal which states:

If a student's absences from class, disruptive behavior, lack of prerequisites, or academic dishonesty become detrimental to the student's progress or that of other students in the class, the faculty member may advise the student to withdraw from the class. Withdrawal may also be advised if the student is inappropriately enrolled in the class. If the faculty member chooses to withdraw the student, he/she shall attempt to notify the student in writing that a faculty initiated withdrawal is in progress. This notification will be copied to the department chair and Academic Affairs office to serve as the request for withdrawal. If efforts to contact the student have been unsuccessful, or unacknowledged, the faculty member shall then seek the aid of the Academic Affairs office in contacting the student. The Academic Affairs office shall provide the student with information about the existing appeals procedures. Upon receiving a written request for withdrawal from the faculty member, the Academic Affairs office may initiate a student withdrawal from the class. None of the above implies or states that faculty members are required to initiate any student withdrawal. [Policy and Procedures Manual 4E.13]

Academic Dishonesty

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes but is not limited to activities such as cheating and plagiarism (presenting as one's own the intellectual or creative accomplishments of another without giving credit to the source or sources.)

The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university.
Disabilities Policy

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the professor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the professor will be strictly confidential.

Contact information for the Office of Disability Services:

Office of Disability Services
106 Plumb Hall
Emporia State University
1 Kellogg Circle / Box 4023
Emporia, KS 66801
Phone: 620/341-6637
TTY: 620/341-6646
Email: disabser@emporia.edu