



University of North Texas  
College of Information  
Department of Information Science  
Info5000 Information & Knowledge Professions

**I. COURSE INFORMATION**

INFO5000 Information and Knowledge Professions, 2021Spring

**INFO 5000 INSTRUCTORS & TEACHING TEAM**

**Info5000 Instruction Team**

Info5000 001 & 005		
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**Office Hours**

Zoom Sessions as advertise in the course modules or by appointment through email. Students are welcome to make an appointment with the instructor at any time to discuss course related questions, issues, or concerns. Please send an email to the instructors to schedule a meeting.

**Course Format**

This is an 100% online course. Students are required to attend online orientation and complete the remainder of the course online.

**Reading Materials**

1. Hirsh, Sandra (2016). *Information Services Today: an Introduction (2<sup>nd</sup> edition)*. Lanham: Rowman & Littlefield, 2016.

- 1) Required readings are listed for each module and on the Canvas course website (under the **Learning Module** tab); they are either directly linked from the website or can be found through the UNT Electronic Library (<http://library.unt.edu/>).
- 2) American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed). Washington, DC: American Psychological Association. (ISBN-13: 978-1433832161; ISBN-10: 143383216X)

### Recommended Readings

1. Greer, R. C., Fowler, S. G., & Grover, R. (2013). *Introduction to the Library and Information Professions, 2nd Edition : Second Edition: Vol. Second edition*. Libraries Unlimited. (Permalink: [https://libproxy.library.unt.edu:9443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=638231&scope=site&ebv=EB&ppid=pp\\_Cover](https://libproxy.library.unt.edu:9443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=638231&scope=site&ebv=EB&ppid=pp_Cover) )
2. Bawden, D., & Robinson, L. (2012). *Introduction to information science*. ProQuest Ebook Central. (URL: <https://ebookcentral.proquest.com/lib/unt/detail.action?docID=2076216>)

### Course Description

**3 hours.** This course examines the history, roles and scope of the information and knowledge professions. Basic concepts and issues (e.g., impact of information technology on the individual, intellectual freedom, privacy and diversity) are discussed. Legal and ethical aspects of managing information and knowledge organizations are examined. Course activities emphasize these goals:

### Course Objectives

- Developing in-depth understanding of Library and Information Sciences as a discipline;
- Developing creative and critical thinking capabilities through exploring various IS topics independently, critically, and creatively;
- Analyzing, synthesizing, and presenting information in a logical, coherent, and professional manner;
- Understanding the life cycle and norms of research activities and practicing scholarly communication skills;
- Developing team-building skills and involving in professional societies/associations.

### Learning Outcomes

Upon completion of this course, students will have:

- Developed a basic understanding of the nature and scope of the information professions.
- Acquired a knowledge of the history of information and library sciences.
- Examined ethics, values, norms, and foundational principles of the IS profession.
- Investigated current and emerging issues in information and library sciences and their impact on information professions.
- Gathered an understanding of the role and attributes of an effective IS professional.
- Gained knowledge about the impact of technology on individuals, society and the information profession.

- Developed skills in scholarly communication, research, and writing that are key to the success of both an academic program and the future career goals.
- Evaluated IS literature independently, critically, and creatively.
- Applied rules and norms of scholarly communication frequently in the academic writing process.
- Utilized current software to cite, organize, and present information professionally.

### **Course Outline:**

The course is organized into 9 Learning Modules:

- Module 1: Introduction to Information Science
- Module 2: Information Institutions
- Module 3: Evolving Professions
- Module 4: Library and Information Science Professional Organizations
- Module 5: Library and Information Sciences Ethics
- Module 6: Diversity, Globalization, and Leadership
- Module 7: Impact of Technology on Individuals and Society
- Module 8: Technology Innovation
- Module 9: Emerging Trends in the Information and Knowledge Professions

## **II. COURSE REQUIREMENTS**

### **1. Attendance (5% of total grade)**

All students are expected to attend the Online Orientations via Zoom, which is scheduled for **January 12<sup>th</sup>(7pm-9pm)**. If a student cannot attend this class meeting, the student must inform the instructor in advance and obtain instructor approval. If the student absence is excused by the instructor, alternative arrangement will be made.

### **2. Module Activities (40% of total grade)**

**Purposes:** Module activities provide the students with an opportunity to understand key concepts, examine issues facing information and knowledge professions, and reflect critical and creative thinking.

- a. Module Discussions (20% of total grade).** These are graded discussions and students are required to participate into the online discussions. The discussion posts must answer the discussion question with a thoughtful and reflective manner. In addition, it is important to demonstrate original thoughts that are supported by specific examples, relevant experiences, and assigned/self-selected readings. Initial post should cite minimum THREE (3) articles from the reading list of a module. Also, students are expected to reply to at least one response made by another student in class (100-150 words).

**Deadlines & Submissions:** [Each post must be completed before the specified deadline.](#)

- a. **Module Quizzes (20%):** Students are required to complete online quizzes to examine the understanding of the readings and the key concepts in a module. Students will need to take an APA quiz which counts toward 10% of the course grade.

### 3. Job Advertisement Analysis Project (10% of total grade)

**Purposes:** 1) To let students understand the process of research (data collection, analysis, interpretation, and visualization) and produce an enhanced resume/CV and cover letter for themselves. Here are the detailed instructions for this project:

**Deliverable 1:** Report in the form of a presentation contains at least twelve (12) slides (excluding References or Appendix) reporting the analyzed results of a type of position that the student would like to apply. The slides shall provide substantial contents related to the trends across the selected positions such as the required skills, expected education/training experience, working experiences, technical skills, soft skills, benefits and compensation, etc.

This job analysis assignment should be based on a minimum of ten (10) job advertisements gathered from websites such as indeed.com, LinkedIn, ALA.org, TLA.org, etc. Include at least one tables and at least one diagram (generated using a text-mining tool such as Voyant (<https://voyant-tools.org/>) or similar describing the trends across the selected job advertisements based on the job descriptions, titles, required skills/experiences and job functions.

**Deliverable 2:** Revise your own resume/CV and cover letter based on the research results (confidential information can be removed). The revised part should be highlighted in different color to demonstrate the changes after researching on this type of position. The presentation material and the revised CV/Resume and cover letter should be turned in under the corresponding link under **Assignments tab** in Canvas site.

### 4. Career Development Project (10% of the final grade)

**Purpose:** To enhance the understanding of real-world practice of information and knowledge professions, the project asks students to work/discuss with information professionals on various information projects/topics.

Each student will participate in **one** of the following leadership activities. **NOTE: The activity must be new for you and must be completed by the end of the semester.**

- Becoming a **volunteer** of an information organization and working on a project with a mentor/supervisor (e.g., designing a library newsletter, weeding old materials);
- Identify a challenging/widely-debated topic (e.g., copyright issues, technology-related issues, and ethical issues) and conduct an interview with at least one library/information professional on this topic. This interview should include carefully designed interview questions; 2) The interview process should be recorded (audio recording) with the interviewee's permission.
- Join at least one LIS professional associations/organizations and **attend the events or two live webinars** hosted by professional organizations (e.g., workshops, conferences).

- Design and give an information-related **presentation** to a group of **professional peers or other adult audience**. For example, reading a story to children will not work. Presenting a new story time technique to librarians will.
- **Join a LIS related committee** and take on a leadership role of a LIS professional organization. Example: take a leadership role in a student chapter of an information organization like UNT-LISSA.
- Propose another type of activity that demonstrates leadership growth or professional development. Students are encouraged to identify additional methods to enhance their leadership activities, but **every activity should have an “information professional” component**. That is, students have to interact with at least one information professional to gain more understandings about the professional world and perspectives.

Students will submit their project idea to via the discussion forum of Canvas. Please see Appendix A Course Calendar table for detailed deadline. Once the activity is approved, the student can proceed with the activity. Finally, before the end of the semester, each student will post a minimum of **800-word** summary of their project, including:

- 1) An overview statement of the project;
- 2) A statement as to what the student learned and/or gained from the leadership activity;
- 3) How could this project have been done better?
- 4) Create an action plan to implement in your future professional life for improving leadership or management potentials.

Note. Evidence of participation should be provided in the project summary as Appendix (e.g. PowerPoint slides for presentation, interview questions and audio snippets or full recordings, pictures of on-site activities, conference registration etc.) This is an excellent opportunity for you to learn more about your area of interest and to expand your professional network. The Career Development Project proposal and summary should be posted in a corresponding **discussion forum**.

### **5. Term Paper – Literature Review (30% of final grade)**

**Purpose:** 1) To gain an in-depth understanding of an area related to the information and knowledge professions. 2) To learn the process of conducting research through analyzing, reviewing, and synthesizing the literature. The final term paper is a literature review.

#### **Instructions:**

The Final Term Paper is a literature review and conceptual paper with a minimum of **2,000 words** (excluding references and the abstract). The paper will consist of 2 steps: 1) Stage I is an annotated bibliography: 2) Stage II is a literature review paper.

#### **Stage I: Annotated Bibliography**

Students must list annotations alphabetically by author’s last name, using APA style bibliographic format. The annotated bibliography should include at least eight (8) sources relevant to the topic you have chosen. A minimum of five (5) sources must be from peer-reviewed journals. Note: Be sure to select sources that present differing viewpoints relative to your topic. Search primarily for journal

articles. However, credible publications in any form or format (e.g., series of articles, theme issue of journal, book, book chapter, website) may be acceptable.

Your Annotated Bibliography must include:

- Paper Title (The same or similar topic as for your Short Paper and Term Paper)
- Introduction: a 200-250-word introduction explaining the choice of the resources and how they will contribute to the Term Paper
- Annotations: List your annotations alphabetically by author's last name. For each of the (eight) resources (including 5 peer-reviewed/scholarly resources) provide the headings below:
- Citation: Full citation in APA format.
- Resource type: Peer-reviewed OR Not peer-reviewed (i.e. professional or applied or practical or popular or trade).
- Summary: Write a paragraph summarizing the resource in your own words (do not copy the published abstract). Summaries should be explanatory and descriptive. If the resource is very large, like a book, describe the parts that most interest you.
- Evaluation: Write a paragraph stating the resource's major contribution to the literature. This may include an assessment of its relative importance, quality, and credibility compared to other sources.
- Justification: A description of the relevance of the resources to your topic. Explain how does it help you shape your argument and why do you think this source will be helpful for your research topic.
- Appendix A: A draft of literature map; Appendix B: Please provide screenshots from your RefWorks account to demonstrate the use of these functions of RefWorks: 1) Import articles from a database to RefWorks; 2) Create a folder for this research topic; 3) Set up "APA 7th" as the default format; 4) Edit the format of a bibliographic record; 5) Create a "reference list" automatically complying with APA 7th style.

Format:

- Word file named in this style: Lastname\_Bibl (e.g. Thompson\_Bibl)
- Margins 1 inch on each side.
- Standard body type (e.g., 11-point Calibri or 10-point Arial or 12-point Times New Roman)
- Double-space body text (indent paragraphs; no extra line spaces between paragraphs).  
(Note that in the Annotated Bibliography, citations are part of body text, so do NOT include a separate reference list in your Annotated Bibliographies)
- Proofread before submission for grammatical errors and for APA mistakes!
- Please check whether you have received the Turnitin digital receipt after submission.

Deadline & Submission: The midterm paper should be submitted to Assignments tab >> Term Paper Stage I Submission Link in Canvas. Please see Appendix A Course Calendar table for detailed deadline.

## Stage II: Literature review paper

- A cover page with Title (indication of the topic) and Your name
- Abstract: 150-200 words including a concise summary of the key points of your paper. The abstract should be on a single/one page.
- Introduction: Explain the scope of your topic to familiarize your audience with the focus of your paper and outline the research gap/problem(s). Clarify the objectives of the paper and expand on the importance of or need for this topic. If appropriate, provide major key terms and brief conceptual definitions.

- Literature Review: Review minimum twelve (12) sources (including 8 peer-reviewed/scholarly resources) to your topic. These sources should be selected through scholarly literature such as peer reviewed journals, books, conference proceedings, reports of professional associations etc. Note: Literature Review is an essay instead of a list of annotated bibliographies. Synthesize your ideas through extensive reading on a research topic, and then provide an overall perspective on this research topic. Please use sub-headings to organize the literature you've reviewed. (Note: you may choose the sources from your annotated bibliography, but you should add further sources to the final term paper.)
- Discussion: Provide a concise discussion of critical issues that reflect the current situation (state of the art) and future developments in this area including your personal assessment based on the literature review. Describe professional implications of the discussed issues and how they affect roles and responsibilities of information professionals. Include relevant information about professional competencies, professional education, career paths, the job market, etc.
- Conclusion: Provide a final perspective on your topic and identify possible research directions in future.
- References: Include a list of all sources referenced in the text. Check references for APA style with accuracy.
- Appendix A: Attach the Literature Map as an Appendix to demonstrate the organization process of the collected body of literature with the analysis results of a literature review and the research gap. 9) Appendix B: 1) A screenshot showing the “Write & Cite” function of RefWorks that was used during the writing process. 2) A screenshot presenting the “Create a Biography” function of RefWorks that was used to generate the reference list automatically.

Format:

- Word file named in this style: **Lastname\_TermPaper.**
- Margins 1 inch on each side.
- Standard body type (e.g., 11-point Calibri or 10-point Arial or 12-point Times New Roman).
- Double-space body text (indent paragraphs; no extra line spaces between paragraphs).
- Proofread before submission for grammatical errors and for APA mistakes!
- Please check whether you have received the Turnitin digital receipt after submission.

Deadline & Submission

The literature review final term paper should be submitted in Assignments >> Term Paper Stage II Submission Link in Canvas. Please see Appendix A Course Calendar table for detailed deadline.

### **6. Creating E-Portfolio “Welcome” Page (5%)**

At the end of this semester, please create an “E-portfolio” Welcome page and also write down a Reflection/Blog on what you have learned through this semester. Detailed instruction will be provided in Canvas website.

## **III. COMMUNICATIONS**

**Course announcements and information will be by email and posted under “Announcements” and students are expected to monitor this area; Students are also expected to check their Canvas Message box and UNT email address regularly, as this is the main avenue of communication the Teaching Team will use to contact you individually.**

If students have questions that might be of interest to other students, they are encouraged to should post them in the “Assignment Discussion” thread under the “Discussions” tab. It is likely that someone else has the same question. If a student needs instructor’s immediate attention to some questions, the questions can be sent via email to the instructor ([xin.wang@unt.edu](mailto:xin.wang@unt.edu)) and the TAs.

**ASSESSMENT & GRADING**

See Information under “Course Requirements” (above) for information about assignments and grading. Assignment grading is based on rubric attached to each assignment description on Canvas.

**Grading Percentages**

Online Orientation	5%
Online Discussions	20%
Online Quizzes	20%
Job Advertisement Analysis Project	10%
Career Development Project Proposal (non-graded); Summary (10%)	10%
Term Paper Stage I (10%) Term Paper Stage II (20%)	30%
Creating E-Portfolio Welcome Page	5%
Total	100%

**Grading Scale**

The UNT scale for **grading** is as follows:

- A = 90 - 100 points
- B = 80 - 89 points
- C = 70 - 79 points
- D = 60 - 69 points
- F = 59 points and below

## **V. TECHNICAL REQUIREMENTS / ASSISTANCE**

The following information has been provided to assist you in preparation for the technological aspects of the course. The University Information Technology (UIT) Helpdesk offers helpful resources and addresses any issues that might arise with Canvas Learn.

<http://www.unt.edu/helpdesk/>

1. Be sure you are using a supported web browser: [http://help-archives.Canvas.com/Canvas-Learn/9.1/SP09/EN-US/NAHE/student/Content/\\_about/about\\_browsers.htm?SearchType=Stem&Highlight=SP9](http://help-archives.Canvas.com/Canvas-Learn/9.1/SP09/EN-US/NAHE/student/Content/_about/about_browsers.htm?SearchType=Stem&Highlight=SP9)

Commonly used 3<sup>rd</sup> party plug-ins you may need to install for this course:

- Acrobat Reader

- Real Player

- Flash

- Shockwave

- Windows Media Player

- The above are accessible via

[http://remedy4.ars.unt.edu:8080/rkm/viewdoc.jsp?doc=372&sid=17234&type=Publish&terms=quick\\_searchTerms&user=Self%20Help](http://remedy4.ars.unt.edu:8080/rkm/viewdoc.jsp?doc=372&sid=17234&type=Publish&terms=quick_searchTerms&user=Self%20Help)

2. Additional help for using Canvas Learn:

<http://help-archives.Canvas.com/Canvas-Learn/9.1/SP09/EN-US/NAHE/student/index.htm>

The UNT Helpdesk recommends using Java version 7 update 10.

You will need word processing software such as Word 2010. Acceptable file formats include .txt, .rtf, .doc, and .docx.

3. Student Support

The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:

Website: <http://www.unt.edu/helpdesk/>

Phone: 940.565-2324

In Person: Sage Rm. 130

Regular hours are maintained to provide support to students. Please refer to the website for updated hours.

## **VI. ACCESS & NAVIGATION**

- **Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Canvas Learn. To get started with the course, please go to: <https://canvas.unt.edu/>.

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: <https://ams.unt.edu/>.

- **Canvas Learn Student Orientation**

As a student, you will have access to the “Canvas Learn Student Orientation” tutorial via Canvas Learn. You are strongly encouraged to become familiar with the tools and tutorials within the student orientation to better equip you to navigate the course.

- **Accessing Grades**

As assignments are graded, grades will be posted in the class grade book. Effort will be made to complete grading and post grades expeditiously, so please be patient. If a student has a question about a grade, please consult the rubric first before contacting the instructor.

- **Assignment Submission Instructions**

Please do not wait until the last minute to post assignments as technical problems may occur.

- **Participation / Discussion / Attendance**

Discussions and class participation are an important part of the class and there will be discussion questions for all modules except Module 3. Discussion posts should adhere to the principles in the “Guide to Success.” Please use proper web etiquette in discussions. These links may be useful:

- [http://www.ic.sunysb.edu/Class/che326ff/discussion\\_board/etiquette.pdf](http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf)
- <http://online.uwc.edu/technology/onlEtiquette.asp>

## **VII. COURSE EVALUATION**

All courses at UNT provide the student with an opportunity to evaluate the teaching effectiveness. Typically, the SPOT course evaluation will be available 7 days before the end of class. It can be accessed from a student’s my.unt.edu page. NOTE: The survey closes at the end of the term!

## **VIII. SCHOLARLY EXPECTATIONS**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

## **IX. RESOURCES**

- UNT Portal: <http://my.unt.edu>
- UNT Canvas Student Resources: Technical Support: <http://www.unt.edu/helpdesk/bblearn/>
- General access computer lab information (including locations and hours of operation) can be located at: <http://www.gacl.unt.edu/>
- UNT Library Information for Off-Campus Users: <http://www.library.unt.edu/services/facilities-and-systems/campus-access>
- UNT Computing and Information Technology Center: <https://citic.unt.edu/help-support/students>
- Computer Lab at Discovery Park: <http://www.ci.unt.edu/main/ViewPage.php?cid=235>

## **X. COURSE POLICIES**

- **Assignment Policy**

Please use the academic calendar included here as the official due date repository.

Additional information on assignments can be found in the modules.

- **Late Work**

All students are expected to submit their module activities and other assignments by the due date. This prevents students from getting too far behind in the course and allows the instructor to assign grades in a consistent manner. Assignments are due by 11:59 PM (midnight) on the date due. If an extenuating circumstance such as a medically diagnosed illness or family emergency arises, request an extension **prior to the due date** in a professional and effective manner. Contact the instructor *and* TA via Canvas e-mail.

- **Incompletes**

An Incomplete Grade ("I") is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule. The student must arrange with the instructor to finish the course at a later date by completing specific requirements. Please refer to <http://essc.unt.edu/registrar/academic-record-incomplete.html> for more information. It is your responsibility to contact the instructor to request an incomplete and discuss requirements for completing the course. If you do not remove the incomplete within one calendar year, you will receive a grade of F.

- **Withdrawal:** See *UNT Graduate Catalog* for policies and UNT semester schedule for deadlines. A grade of withdraw (W) or withdraw-failing (WF) will be given depending on your participation and grades to date. If you simply disappear and do not file a formal UNT withdrawal form, you may receive a grade of F.

- **Copyright Notice**

Some or all of the materials on this course website may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. Additional copyright information may be located at: <http://copyright.unt.edu/content/unt-copyright-policies>.

- **Syllabus Change Policy**

The information in this document is intended for students taking INFO 5000.001 and INFO 5000.005 Summer, 2018. The instructor will use this syllabus as a guide in offering the course and will notify the class if changes occur.

- **Policy on Server Unavailability or Other Technical Difficulties**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk at 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**XI. UNT POLICIES**

- **ADA Policy**

If you have a disability and require accommodation under the terms of the federal Americans with Disabilities Act (ADA), you must present a written accommodation request to the instructor by the end of the **third week of the semester**. You should submit a request even if it is possible that accommodation may not be necessary later in the semester. You should register with the UNT Office of Disability Accommodation (ODA; <http://www.unt.edu/oda/> or 940565-4323), which provides many kinds of support services. Procedures are explained in the UNT Disability Accommodation Policy for Students and Academic Units (<http://policy.unt.edu/policy/18-1-14>).

- **Academic Integrity**

The UNT Students Standards of Academic Integrity (2009) are available at the Provost office website: <http://vpaa.unt.edu/academic-integrity.htm>. The Student Standards of Academic Integrity *UNT Policy Manual* ([http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)) defines six categories of academic dishonesty: cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. The category **plagiarism** defined as follows: “Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

- 1) the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
- 2) the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.”  
([http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_AffairsAcademic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_AffairsAcademic_Integrity.pdf))

Enrollment in any INFO course is considered implicit acceptance of all DIS and UNT student policies. It is the responsibility of the student to understand and adhere to these policies. DIS has zero tolerance for academic dishonesty. DIS instructors may choose to submit any student work to Turnitin for verification of originality. Penalties for plagiarism in INFO 5000 are as follows:

- First offense: Students caught cheating or plagiarizing will be given a warning for this incident. Penalty on grades will be applied to this assignment.
- Second offense: There is No credits will be given for that assignment on which the student engaged in academic dishonesty, to be calculated into the final course grade.  
Also, the incident will be reported to the Dean of Students, who may impose further penalty.
  - Third offense: Final course grade reduced to F (Fail). Also, the incident will be reported to the Dean of Students, who may impose further penalty.

- **Add/Drop Policy**

Please refer to the [UNT Registrar’s Office website](#) regarding the Add/Drop Policy.

- **Code of Conduct**

Please refer to the [UNT Dean of Students Office website](#) regarding the Student Code of Conduct Policy.

Important Notice for F-1 Students taking Distance Education Courses:

**Federal Regulation**

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website at <http://ecfr.gpoaccess.gov>.

The specific portion concerning distance education courses is located at "Title 8 CFR 214.2 Paragraph (f)(6)(i)(G)" and can be found buried within this document:

<http://frwebgate.access.gpo.gov/cgi-bin/get-cfr.cgi?TITTLE=8&PART=214&SECTION=2&TYPE=TEXT>

The paragraph reads:

(G) For F–1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F–1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**COVID-19 Impact on Attendance**

Due to the COVID-19 impact, please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class. If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Class Materials for Remote Instruction**

The UNT spring schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

### University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

**XII. ACKNOWLEDGEMENT:** Special thanks go to Dr. Suliman Hawamdeh, Dr. Phil Turner, Dr. Guillermo Oyarce, Dr. Shawne Miksa, Dr. Barbara Schultz-Jones, and Dr. Jeonghyun (Annie) Kim who contributed to the development of INFO 5000. In addition, a major redesign of this course is implemented and supported by the UNT-CLEAR Office's NextGen Grant received by Dr. Xin Wang from 2015-2017.

Appendix A Course Schedule

Week No.	Dates	Module	Online Zoom Meetings (Tuesdays; 7pm-8pm)
1	January 11 –17 (Online Orientation)	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Course Introduction &amp; Orientation</li> <li>• Lecture Notes on APA and RefWorks</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Online Orientation Confirmation Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty team introduction</li> <li>• Information Profession &amp; Academic Degrees (Dr. Wang)</li> <li>• Course Introduction (Dr. Percy)</li> <li>• APA (Ms. Sheldon)</li> </ul> <p><b>Online Orientation Jan 12<sup>th</sup> 7pm-9:00pm [Tuesday]</b></p>
2	January 18 – 24 (Module 1: LIS Field)	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Module 1 Reading List &amp; Lecture Notes</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Module 1 Quiz</li> <li>• Module 1 Posts <b>due by 11:59 p.m. CST January 24 [Sunday]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Refworks (Dr. Percy)</li> <li>• Module 1 Lecture (Dr. Wang)</li> </ul>
3	January 25 – 31 (Module 2: Information Institutions)	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Module 2 Reading list &amp; Lecture Notes</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Module 2 Posts <b>due by 11:59 p.m. CST January 31 [Sunday]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Module 2 Lecture (Mrs. Sheldon)</li> </ul>
4	February 1 - 7 (Module 3: Evolving Professions)	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Module 3 Reading List &amp; Lecture Note</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>• Job Description Analysis (<b>Task 1: Data collection &amp; analysis. (nothing due this week)</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Module 3: Job Ads Analysis Project (Dr. Percy)</li> </ul>

5	February 8 - 14 <b>(Module 3: Evolving Professions)</b>	<b>Assignment(s):</b> <ul style="list-style-type: none"> <li>• Job Description Analysis (Cont'd) (<b>Task 2:</b> Revise your own resume/CV and cover letter based on the research results.) <b>Both Task 1 &amp; 2 due by 11:59 p.m. CST February 14<sup>th</sup> [Sunday]</b></li> </ul>	
6	February 15 - 21 <b>(Module 4: Professional Organizations)</b>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Module 4 Reading list &amp; Lecture Notes</li> </ul> <b>Assignment(s):</b> <ul style="list-style-type: none"> <li>• APA Exam <b>due by 11:59 p.m. CST February 21<sup>st</sup> [Sunday]</b></li> <li>• Career Development Proposal (non-graded) <b>due by 11:59 p.m. CST February 21<sup>st</sup> [Sunday]</b></li> </ul>	Module 4 Lecture (Mrs. Sheldon)
7	February 22 - 28 <b>(Module 5: LIS Ethics)</b>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Module 5 Reading list</li> </ul> <b>Assignment(s):</b> <ul style="list-style-type: none"> <li>• Module 5 Posts <b>due by 11:59 p.m. CST February 28<sup>th</sup> [Sunday]</b></li> </ul>	<ul style="list-style-type: none"> <li>• Module 5 Lecture (Mrs. Sheldon)</li> <li>• Lecture on Literature Review (Dr. Wang)</li> </ul>
8	March 1 - 7 <b>Mid -Term week</b>	<b>Assignment(s):</b> <ul style="list-style-type: none"> <li>• Term Paper-Stage I (Annotated Bibliography) <b>due by 11:59 p.m. CST March 7<sup>th</sup> [Sunday]</b></li> </ul>	
9	March 8 - 14 <b>Module 6: Diversity, Globalization, &amp; Leadership)</b>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Module 6 Reading list &amp; Lecture Notes</li> </ul> <b>Assignments(s):</b> <ul style="list-style-type: none"> <li>• Module 6 Posts <b>due by 11:59 p.m. CST March 14<sup>th</sup> [Sunday]</b></li> </ul>	Module 6 Lecture (Ms. Percy)

10	March 15 - 21 (Module 7: Technological Impact on Individuals & Society)	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Module 7 Reading list &amp; Lecture Notes</li> </ul> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>Module 7 Quiz <b>due by 11:59 p.m. CST March 21<sup>st</sup> [Sunday]</b></li> </ul>	Module 7 Lecture (Dr. Wang)
11	March 22 - 28 (Module 8 Technology Innovation)	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Module 8 Reading list &amp; Lecture Notes</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Module 8 Posts <b>due by 11:59 p.m. CST March 28<sup>th</sup> [Sunday]</b></li> </ul>	Module 8 Lecture (Dr. Pearcy)
12	March 29 – April 4 (Module 9 Emerging Trends)	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>Module 9 Reading list &amp; Lecture Notes</li> </ul> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Module 9 Quiz <b>due by 11:59 p.m. CST April 4<sup>th</sup> [Sunday]</b></li> </ul>	Module 9 Lecture (Dr. Wang)
13	April 5 - 11	<p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li>Career Development Summary <b>due by 11:59 p.m. CST April 11<sup>th</sup> [Sunday]</b></li> </ul>	<p><b>Questions &amp; Answers</b> <b>April 6<sup>th</sup></b> <b>7pm-8pm CST [Tuesday]</b></p>
14	April 12 – 18	<p><b>Final Week</b></p> <p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>Term Paper Stage II <b>due by 11:59 p.m. CST April 18<sup>th</sup></b></li> <li></li> </ul>	
15	April 19 - 25	<p><b>Assignment(s):</b></p> <ul style="list-style-type: none"> <li>E-Portfolio Webpages <b>due by 11:59 p.m. CST April 23<sup>rd</sup> [Friday]</b></li> </ul>	

		<ul style="list-style-type: none"><li>• SPOT Course Evaluation</li></ul>	
16	April 26 – May 2	<b>Grades Released</b>	