I. COURSE INFORMATION
INFO5000 Information and Knowledge Professions

INFO 5000 INSTRUCTORS & TEACHING TEAM

Info5000 Instruction Team

<table>
<thead>
<tr>
<th>Info5000 003, 005, 006</th>
<th>Info5000.004</th>
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<tbody>
<tr>
<td>Xin Wang, PhD</td>
<td>Lorraine Sheldon, MSIS, CHIS, Community Engagement Librarian</td>
<td>LeAnn Boyce, PhD</td>
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<tr>
<td>Senior Lecturer</td>
<td>Gibson D. Lewis Health Science Library Adjunct Professor</td>
<td>MA in Government, MS in Information Science Teaching Fellow</td>
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<tr>
<td>Department of Information Science</td>
<td>Department of Information Science College of Information University of North Texas</td>
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<tr>
<td>Email: <a href="mailto:xin.wang@unt.edu">xin.wang@unt.edu</a></td>
<td>Email: <a href="mailto:lorraine.sheldon@unthsc.edu">lorraine.sheldon@unthsc.edu</a></td>
<td>Email: <a href="mailto:leannboyce@my.unt.edu">leannboyce@my.unt.edu</a></td>
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<tr>
<td>Telephone: 940-369-5983</td>
<td>Telephone: 817.735.5125</td>
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<tr>
<td>Mail address: #296L Discovery Park 3940 North Elm, Suite C232 Denton, TX 76203-5017 USA</td>
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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) 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://www.library.unt.edu/).

**Recommended Readings**


**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 August 25th (Noon-2:30pm). 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 (45% 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 (25% 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 of TWO (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 Description 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 five (5) job advertisements gathered from websites such as indeed.com, LinkedIn, ALA.org, TLA.org, etc. Include at least one table and at least one diagram (generated using a text-analysis tool such as Voyant [https://voyant-tools.org/](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. 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 700-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 (40% 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: 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.

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 ten (10) 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.

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**) 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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Online Orientation</td>
<td>5%</td>
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<tr>
<td>Online Discussions</td>
<td>25%</td>
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<tr>
<td>Online Quizzes</td>
<td>20%</td>
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<tr>
<td>Job Description Analysis Project</td>
<td>10%</td>
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<tr>
<td>Career Development Project Proposal (non-graded); Summary (10%)</td>
<td>10%</td>
</tr>
<tr>
<td>Term Paper Stage I (10%)</td>
<td>10%</td>
</tr>
<tr>
<td>Term Paper Stage II (20%)</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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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/


   Commonly used 3rd 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

2. Additional help for using Canvas Learn:
  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://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.gael.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://citc.unt.edu/help-support/students

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 Fall, 2020. 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) 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)

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?TITLE=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) 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 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 fall 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) 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

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<tr>
<th>Week No.</th>
<th>Dates</th>
<th>Module</th>
<th>Online Zoom Meetings (Tuesdays; Noon-1pm)</th>
</tr>
</thead>
</table>
| 1        | August 24 –30 August 25th (Online Orientation; Noon-2:30pm) | **Readings:**  
- Course Introduction & Orientation  
- Lecture Notes on APA  
**Assignments:**  
- Online Orientation Confirmation Quiz  |  
- Faculty team introduction  
- Information Profession & Academic Degrees (Dr. Wang)  
- Course Introduction (Dr. Boyce)  
- APA (Ms. Sheldon) |
| 2        | August 31– September 6 (Module 1: LIS Field) | **Readings:**  
- Module 1 Reading List & Lecture Notes  
**Assignment(s):**  
- Module 1 Quiz (Due on September 6th by 11:59 p.m. CST) [Sunday]  |  
- Refworks (Dr. Boyce)  
- Module 1 Lecture (Dr. Wang) |
<table>
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<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Readings</th>
<th>Assignment(s)</th>
<th>Lecture(s)</th>
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</table>
| 3    | September 7 - September 13  
(Module 2: Information Institutions) | **Readings:**  
• Module 2 Reading list & Lecture Notes | **Assignment(s):**  
• Module 2 Posts (Due on September 13th by 11:59 p.m. CST) [Sunday] | **Module 2 Lecture (Mrs. Sheldon)** | |
| 4    | September 14 - September 20  
(Module 3: Evolving Professions) | **Readings:**  
• Module 3 Reading List & Lecture Notes | **Assignment(s):**  
• Job Description Analysis  
(Deliverable 1: Data collection & analysis. (Due on September 20th by 11:59 p.m. CST) [Sunday] | **Module 3: Job Ads Analysis Project (Dr. Boyce)** | |
| 5    | September 21 - September 27  
(Module 3: Evolving Professions) | **Assignment(s):**  
• Job Description Analysis  
(Cont’d) (Deliverable 2: Revise your own resume/CV and cover letter based on the research results. Due on September 27th by 11:59 p.m. CST) | | |
| 6    | September 28 – October 4  
(Module 4: Professional Organizations) | **Readings:**  
• Module 4 Reading list & Lecture Notes | **Module 4 Lecture (Ms. Sheldon)** | **Assignment(s):**  
• APA Exam is due by 11:59 p.m. CST October 4th [Sunday]  
• Career Development Proposal (non-graded) is due by 11:59 p.m. CST October 4th [Sunday] | |
| 7    | October 5 – October 11  
(Module 5: LIS Ethics) | **Readings:**  
• Module 5 Reading list | **Module 5 Lecture (Ms. Sheldon)** | **Assignment(s):**  
• Lecture on Literature Review (Dr. Wang) | |
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<thead>
<tr>
<th>Module 5 Posts</th>
<th>October 12-October 18 Mid-Term week</th>
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<td>Assignment(s):</td>
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<td>• Term Paper-Stage I (Annotated Bibliography) is due by 11:59 p.m. CST October 18th [Sunday]</td>
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<td>Readings:</td>
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<td>• Module 6 Reading list &amp; Lecture Notes</td>
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<td>• Module 6 Posts are due by 11:59 p.m. CST October 25th [Sunday]</td>
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<td>Readings:</td>
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<td>• Module 7 Reading list &amp; Lecture Notes</td>
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<td>Assignment(s):</td>
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<td>• Module 7 Quiz (Due on November 1st by 11:59 p.m. CST) [Sunday]</td>
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<td>11</td>
<td>Readings:</td>
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<td>• Module 8 Reading list &amp; Lecture Notes</td>
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<td>Assignments:</td>
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<td>• Module 8 Posts Due on November 8th by 11:59 p.m. CST) [Sunday]</td>
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<td>Week</td>
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<tr>
<td>12</td>
<td>November 9 - November 15 (Module 9 Emerging Trends)</td>
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<td>November 16 - November 22</td>
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<td>November 23 - 29</td>
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<td>15</td>
<td>November 30 - December 6</td>
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<td>16</td>
<td>December 7 - December 13</td>
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