S532: Information Architecture for the Web

Indiana University-Indianapolis (IUPUI)
School of Informatics and Computing
Department of Library and Information Science

Fall Semester, 2021

**Active Time Zone**  ET/EST

**Meeting Time**  Asynchronous

**Meeting Location**  Online via Canvas

**Instructor**  Kyle M. L. Jones (MLIS, PhD)

**Office Hours**  By appointment

**E-Mail**  kmlj@iupui.edu

**Zoom Web Conferencing Room**  https://iu.zoom.us/j/667743128

**Office Phone**  (317) 278-0046

**Cell Phone (for emergencies)**  (317) 762-6201
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<td>27</td>
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</table>
About Your Instructor

I—Dr. Kyle M. L. Jones—am an assistant professor in the Department of Library and Information Science within the School of Informatics and Computing at Indiana University-Indianapolis (IUPUI). I earned my Ph.D. from the University of Wisconsin-Madison iSchool, an M.L.I.S. from Dominican University’s School of Information Studies, and a B.A. from Elmhurst College. My research focuses on information ethics and policy issues associated with educational data mining and analytic practices, such as learning analytics, within American higher education institutions. My published research is accessible in top journals, like the Journal of the Association for Information Science and Technology; Learning, Media and Technology; Communications of the ACM; Journal of Documentation; College & Research Libraries; and other journals. I have received $1.1 million in funding for projects on student privacy. My research has been featured in national and international news outlets, such as The Washington Post and National Public Radio (NPR). I earned my Quality Matters online instruction certification in 2019. In the same year I was awarded the School of Informatics and Computing’s teaching award. In 2021 I was awarded Indiana University-Indianapolis’s Trustees Teaching Award. Find out more about me at my website and connect with me on Twitter.

Instructional Style and Philosophy

I strive to create inclusive learning communities whereby we can work together—students with instructor, students with students—to achieve our educational objectives and co-construct knowledge. To achieve these ends, I work to develop social learning experiences and environments that engage my students at personal, professional, and intellectual levels to share their past experiences and knowledge, as well as their future ambitions. This requires each student to respect him or herself, his or her peers, and his or her instructor in order to maximize the plurality of ideas that may arise when we interact as a community and optimize the goods that come from intellectual inquiry.

How does this philosophy play out in the classroom? I often employ collaborative projects, and I purposefully use discussion forums to engage all learners. I create opportunities for students to explore their personal interests, but I make sure personalized learning is
aligned to course learning objectives. I scaffold student learning by encouraging—and sometimes requiring—students to explore minority-held positions, contrarian viewpoints, and alternative values and value sets. Note that some course material is better fit to these types of aims than others, but the overarching goals remain.

**Course Evaluations**

You are welcome and encouraged to read my course evaluations for this and other courses I've taught, comments from past students, and statistical analysis of all my course evaluations in comparison with my department and the School of Informatics in my teaching repository. Review the “files” component to gain access to relevant documents.

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**Course Information**

**Catalog Description**

Focuses on web site development. Students study information architecture as an approach for site organization and design, and learn about project management for complex web development tasks. In lab sessions, students work with advanced markup languages and scripting and develop sites, typically for real clients.

**Instructor’s Description**

Information architecture is a three-credit course focused on the practice of maximizing “findability,” or the ease with which users can find information on websites and in other digital interfaces (e.g., apps) according to their needs and expectations. While related to user experience and interface design, information architecture is distinct in that it focuses on the curation, organization, and placement of information; it also concerns the strategic deployment of waypoints, maps, and other tools to aid information seeking. Successful information architecture is supported by using quantitative and qualitative user research methods to better understand user-information interactions and expectations.

**Prerequisites**

Information Architecture requires successful completion of the following courses for LIS students:

S532: Information Architecture
For non-LIS SoIC students, the following courses should be completed:
  - INFO I50

**Other Prerequisites**
Additionally, I expect you to have the ability to manage your own computer with respect to installing new applications. While not required, a curiosity about and interest in learning new technologies will serve you well in this course.

**Student Learning Outcomes**

*Departmental Master of Library and Information Science Program Goals (PGs)*
The Master of Library and Information Science (MLIS) program prepares students to become reflective practitioners who connect people and communities with information. The program goals (PGs) were adjusted to the following effective fall 2020:

1. Connect Core Values and Professional Ethics to Practice
2. Facilitate Engagement in the Information Ecosystem
3. Curate Collections for Designated Communities
4. Lead and Manage Libraries, Archives and Other Information Organizations
5. Organize and Represent Information
6. Conduct Systematic Research to Inform Decisions
7. Innovate Professional Practice with Information Services and Technology

*The Association for College and Research Libraries Framework for Information Literacy*
In addition to the PGs, the Association for College and Research Libraries Framework for Information Literacy for Higher Education is woven throughout the MLIS curriculum. The framework consists of six frames, which I refer to as FILs:

1. Authority is Constructed and Contextual
2. Information Creation as a Process
3. Information Has Value
4. Research as Inquiry
5. Scholarship as a Conversation
6. Searching as Strategic Exploration

**Principles of Graduate and Professional Learning (PGPL)**

The principles below form a conceptual framework that describes expectations of all graduate/professional students at IUPUI. More specific expectations are determined by the faculty in a student's field of study. Together, these expectations identify knowledge, skills, and abilities graduates will have demonstrated upon completing their specific degrees. There are four PGPLs:

1. Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field
2. Thinking critically, applying good judgment in professional and personal situations
3. Communicating effectively to others in the field and to the general public
4. Behaving in an ethical way both professionally and personally

**Revised Bloom’s Taxonomy (RBT) Levels**

The revised Bloom's taxonomy (RBT) presents a way to classify different types of learning experiences across two levels: 1) The revised Bloom's taxonomy cognitive process (RBTCP) dimension and 2) the revised Bloom's taxonomy knowledge (RBTK) dimension. The RBTCP dimension represents a continuum of increasing cognitive complexity—from remember to create—across six levels:

1. Remember
2. Understand
3. Apply
4. Analyze
5. Evaluate
6. Create

The RBTK dimension represents a range from concrete (factual) to abstract (metacognitive) across four levels:

1. Factual
2. Conceptual
3. Procedural
4. Metacognitive
Course Learning Outcomes

The following course learning outcomes describe what students can expect to learn and do at the completion of the course. These outcomes are informed by the RBT and are aligned with PGs and PGPLs. Each outcome is mapped to assessments described below.

<table>
<thead>
<tr>
<th>ID</th>
<th>Course Learning Outcome Description</th>
<th>Outcome Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the difference between information architecture and other information and interaction-based professions (e.g., user experience design, web design).</td>
<td>1  N/A 1 2 2</td>
</tr>
<tr>
<td>2</td>
<td>Characterize information seeking needs in order to plan for information architectures.</td>
<td>2 2, 6 1 4, 6 2, 3</td>
</tr>
<tr>
<td>3</td>
<td>Evaluate information systems and organizational structures in information architecture interfaces.</td>
<td>2, 5 4 1 5 1, 2</td>
</tr>
<tr>
<td>4</td>
<td>Design taxonomies according to user needs and to maximize findability of content.</td>
<td>2, 5 1, 2 1 6 2, 3</td>
</tr>
<tr>
<td>5</td>
<td>Use quantitative and qualitative research methods to test and iteratively develop information architecture products.</td>
<td>2, 6 1, 2, 4 2 3, 5, 6 3</td>
</tr>
<tr>
<td>6</td>
<td>Install, manage, and optimize an open-source content management system to maximize information organization and findability using information architecture concepts.</td>
<td>3, 5, 7 N/A 1 3, 5 3</td>
</tr>
</tbody>
</table>

Units and Modules

This course covers 17 weeks. 13 of those weeks include substantive content; three weeks account for the intro to the course, a week of one-on-one meetings with me, and finals week. The semester has been broken down into three thematic units with their own interconnected modules.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Module</th>
<th>Module Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unit 1 - Foundations of Information Architecture</td>
</tr>
<tr>
<td>Unit</td>
<td>Module</td>
<td>Module Name</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Understanding the Work Information Architecture Does</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Designing for Information Seeking and Use</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>Foundational Concepts</td>
</tr>
</tbody>
</table>

**Unit 2 - Information Systems and Organizational Structures**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Module</th>
<th>Module Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>4</td>
<td>Organization Systems</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>Labeling Systems</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>Navigation Systems</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>Search Systems</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Establishing Structure with Controlled Content</td>
</tr>
</tbody>
</table>

**Unit 3 - Prototyping**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Module</th>
<th>Module Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>9</td>
<td>Researching and Strategizing</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>Sitemapping</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>Wireframing</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>Card Sorting</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>Conducting Remote Research</td>
</tr>
</tbody>
</table>

**Schedule**

There is a new module each week. Each module’s content will reveal when a new week begins. Make special note that each week begins on Saturday at 12:00 AM and ends on the following Friday at 11:59 PM. I break it up this way so that the weekend can be used to help you handle the heavy reading load and so most of the week can focus on discussion and other activities.
<table>
<thead>
<tr>
<th>Week</th>
<th>Unit</th>
<th>Module</th>
<th>Start</th>
<th>End</th>
<th>Schedule Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>N/A</td>
<td>Intro</td>
<td>Mon, Aug 23, 2021</td>
<td>Fri, Aug 27, 2021</td>
<td>First day of the semester is Monday.</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>Sat, Aug 28, 2021</td>
<td>Fri, Sep 3, 2021</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
<td>Sat, Sep 4, 2021</td>
<td>Fri, Sep 10, 2021</td>
<td>No class activities on Monday due to Labor Day.</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>3</td>
<td>Sat, Sep 11, 2021</td>
<td>Fri, Sep 17, 2021</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>4</td>
<td>Sat, Sep 18, 2021</td>
<td>Fri, Sep 24, 2021</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>5</td>
<td>Sat, Sep 25, 2021</td>
<td>Fri, Oct 1, 2021</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>6</td>
<td>Sat, Oct 2, 2021</td>
<td>Fri, Oct 8, 2021</td>
<td>No class activities on Friday due to Fall Break.</td>
</tr>
<tr>
<td>8</td>
<td>2</td>
<td>7</td>
<td>Sat, Oct 9, 2021</td>
<td>Fri, Oct 15, 2021</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>8</td>
<td>Sat, Oct 16, 2021</td>
<td>Fri, Oct 22, 2021</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>9</td>
<td>Sat, Oct 23, 2021</td>
<td>Fri, Oct 29, 2021</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>10</td>
<td>Sat, Oct 30, 2021</td>
<td>Fri, Nov 5, 2021</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>11</td>
<td>Sat, Nov 6, 2021</td>
<td>Fri, Nov 12, 2021</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>12</td>
<td>Sat, Nov 13, 2021</td>
<td>Fri, Nov 19, 2021</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>N/A</td>
<td>N/A</td>
<td>Sat, Nov 20, 2021</td>
<td>Fri, Nov 26, 2021</td>
<td>No class activities due to Thanksgiving Break.</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>13</td>
<td>Sat, Nov 27, 2021</td>
<td>Fri, Dec 3, 2021</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>N/A</td>
<td>One-on-One</td>
<td>Sat, Dec 4, 2021</td>
<td>Fri, Dec 10, 2021</td>
<td>No class activities except for one-on-one meetings.</td>
</tr>
<tr>
<td>17</td>
<td>N/A</td>
<td>N/A</td>
<td>Sat, Dec 11, 2021</td>
<td>Fri, Dec 17, 2021</td>
<td>Final Exam week.</td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations.</td>
<td>96-100</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.</td>
<td>90-96</td>
</tr>
<tr>
<td>B+</td>
<td>Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.</td>
<td>87-90</td>
</tr>
<tr>
<td>B</td>
<td>Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level.</td>
<td>84-87</td>
</tr>
<tr>
<td>B-</td>
<td>Marginal work. Student performance demonstrates incomplete understanding of course materials.</td>
<td>80-84</td>
</tr>
<tr>
<td>C</td>
<td>Unsatisfactory work. Student performance demonstrates incomplete and inadequate understanding of course materials. An incomplete may be granted under special circumstances.</td>
<td>70-80</td>
</tr>
<tr>
<td>D</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
<td>60-70</td>
</tr>
<tr>
<td>F</td>
<td>Student has failed the course. An incomplete is not an available option.</td>
<td>60 and below</td>
</tr>
</tbody>
</table>

Grading Notes

1) I will calculate final grades to the first decimal point. If your final grade is at .5 or above, I will round up. For instance, if you receive a 93.5 on your final grade, I will round this up to a 94.

2) Students must receive a B- or above for a course to satisfy core requirements (e.g., S500, S501, S502). Students must receive a C or above for an elective course applied to the MLIS. Students must maintain a 3.0 GPA overall and must finish coursework with a 3.0 GPA. If in any semester a student receives less than a 3.0 for that semester, he or she will be placed on probation and will need to achieve a 3.0 overall GPA during the next semester.

3) A “B” grade is the norm for graduate students. A+ grades are not given in the department.
4) As of spring semester of 2019, all DLIS instructors should be using this grading scale.

5) Late assessments may be penalized one point per day late.

6) I reserve the right to require you to revise and resubmit assessments in order to maximize your learning and the opportunity to earn substantial points towards your final grade.

**Assessment Descriptions**

Complete details about each assessment will be available to you in the course site, including a rubric that will outline exactly how you will be graded and specific due dates.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Module</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course and Community</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 2% of overall grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Relevant course learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcomes: None</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce Yourself</td>
<td>Students will participate in a structured discussion that requires them</td>
<td>Intro</td>
<td>Fri, Aug 27, 2021 11:59 PM</td>
<td>1</td>
</tr>
<tr>
<td>and Meet Your Peers</td>
<td>to introduce themselves using Kaltura, a multimedia capture system.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Site and Syllabus</td>
<td>Students will complete a quiz that asks them questions related to the</td>
<td>Intro</td>
<td>Fri, Aug 27, 2021 11:59 PM</td>
<td>1</td>
</tr>
<tr>
<td>Quiz</td>
<td>construction of the course site and related information the course site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>presents, as well as information on the syllabus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WordPress for Libraries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Activity Updates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 10% of overall grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Relevant course learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>outcomes: 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Update #1</td>
<td>Students will install S/FTP software and successfully execute a self-</td>
<td>1</td>
<td>Fri, Sep 3, 2021 11:59 PM</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>hosted WordPress installation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity Update #2</td>
<td>Students will adjust default settings and complete basic administrative</td>
<td>2</td>
<td>Fri, Sep 10, 2021 11:59 PM</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>functions within WordPress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Description</td>
<td>Module</td>
<td>Due Date</td>
<td>Points</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Students will create content and</td>
<td>use taxonomy features within WordPress to optimize findability of that content.</td>
<td>3</td>
<td>Fri, Sep 17, 2021 11:59 PM</td>
<td>2</td>
</tr>
<tr>
<td>Students will extend their basic</td>
<td>WordPress installation by searching, finding, and installing plugins and</td>
<td>4</td>
<td>Fri, Sep 24, 2021 11:59 PM</td>
<td>2</td>
</tr>
<tr>
<td>Students will advance the</td>
<td>functionality of their WordPress site by enabling the MultiSite feature.</td>
<td>5</td>
<td>Fri, Oct 1, 2021 11:59 PM</td>
<td>2</td>
</tr>
<tr>
<td>Reflecting on Information</td>
<td>Unit One Reflection: Students will write a guided reflection addressing</td>
<td>4</td>
<td>Fri, Sep 24, 2021 11:59 PM</td>
<td>5</td>
</tr>
<tr>
<td>Architecture</td>
<td>concepts, techniques, and strategies addressed in Unit One and applied on</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 15% of overall grade</td>
<td>accessible websites.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relevant course learning outcomes:</td>
<td>Unit Two Reflection: Students will write a guided reflection addressing</td>
<td>9</td>
<td>Fri, Oct 29, 2021 11:59 PM</td>
<td>5</td>
</tr>
<tr>
<td>1, 2, 3</td>
<td>concepts, techniques, and strategies addressed in Unit Two and applied on</td>
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<td>Unit Three Reflection: Students will write a guided reflection addressing</td>
<td>One-on-One</td>
<td>Fri, Dec 10, 2021 11:59 PM</td>
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<td>concepts, techniques, and strategies addressed in Unit Three and applied on</td>
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| **Information Architecture Activities** | • 30% of overall grade  
• Relevant course learning outcomes: 3, 4 | Multi-tiered Navigation with Labels  
Students will develop multi-tiered navigations with appropriate labels for multiple types and purposes of websites. | 6      | Fri, Oct 8, 2021 11:59 PM    | 5      |
|                                | Search Tools  
Students will evaluate a range of existing search tools within information architectures. | 7      | Fri, Oct 15, 2021 11:59 PM   | 5      |
|                                | Controlled Vocabularies  
Students will create a controlled vocabulary for a specific content type. | 8      | Fri, Oct 22, 2021 11:59 PM   | 5      |
|                                | Sitemaps  
Students will develop sitemaps for different purposes. | 10     | Fri, Nov 5, 2021 11:59 PM    | 5      |
|                                | Wireframes  
Students will create wireframes for a homepage, content type, and another type of page. | 11     | Fri, Nov 12, 2021 11:59 PM   | 5      |
|                                | Card Sorts  
Students will run card sort activities with another individual. | 12     | Fri, Nov 19, 2021 11:59 PM   | 5      |
| **Case Study**                 | • 16% of overall grade  
• Relevant course learning outcomes: 3 | Students will conduct an analysis of three different information systems (e.g., websites, mobile apps, desktop applications) within the same category (e.g., online shopping, library online public access catalogs (OPACs)). | 13     | Fri, Dec 6, 2019 11:59 PM    | 16     |
| **Website**                    | • 27% of overall grade  
• Relevant course learning outcomes: 2, 3, 4, 5, 6 | Proposal  
Students will develop a proposal describing in brief what type of website they intend to build and how they will plan for successfully completing the website. | 5      | Fri, Oct 1, 2021 11:59 PM    | 1      |
Materials and Resources

Required Textbooks

Below are the assigned texts for this course. Unless otherwise noted, purchase the edition of the text when I note it in the citation. Per 20 U.S. Code § 1015b subsection D, I will submit these texts to the IUPUI bookstore to fulfill my federal requirement, but I neither endorse nor recommend purchasing the texts from the university bookstore. You may choose to purchase and/or access the texts in ways that serve your interests, for instance: borrow the texts from your local library or the university library, buy a used copy, or share a copy with a friend. I do recommend buying from your local bookstore.


As of fall semester of 2020, all MLIS students must obtain a copy of the 7th edition of the *Publication Manual of the American Psychological Association*. This publication will help you structure your writing artifacts (e.g., research papers), write clearly and concisely, follow grammatical rules, and appropriately attribute source material. The Department of Library and Information Science values and expects quality, graduate-level writing.

**Other Required and Supplementary Materials**

Other book chapters, journal articles, miscellaneous readings, and media listed in the weekly modules are either accessible on the open web or accessible using your IU credentials.

**Suggested Texts and Resources**

I am a stickler for APA. Familiarize yourself with the APA style guide required for this course. Additionally, use the Purdue University Online Writing Lab’s (OWL) APA formatting and style guide as another writing resource.

**Technology**

*Basics*

Internet and computer access is required. Your Internet speed should sufficiently support uploading and downloading of large file sizes. Your computer should be up-to-date with the latest operating system in order to support the required applications listed below; it should also have anti-virus software. The latter is especially important given the fact that we will be sharing files between ourselves. You also need a microphone; a webcam may be useful but it is not necessary.

*Course Site*

We have access to a Canvas course site. I will use this site as a way to post updates, store documents, receive assignments, and to accommodate online learning activities, among other things. It is your responsibility to review the course site multiple times a week. Should you have technical, non-course related issues with Canvas, please look through the knowledge base or contact the UITS Support Center.
**Required Applications**

The following applications are required for you to participate successfully in this course. I will not make accommodations for alternative applications, because these tools are directly related to exercises, assignments, and learning objectives.

1) **Kaltura**

   We will use Kaltura to create and share screencasts, as well as your final Virtual Symposium presentation. Screencasts can capture our desktop and applications as we interact with them, which allows us to demonstrate our processes and technical questions in an easy way. Kaltura is available for free using your IU account.

   To capture your desktop, you will need to install the Kaltura Capture Desktop Recorder, which is free and available for PC and Mac users. You can manage all of your recordings by logging in and going to your my media page. Once you've created some media, you can share it. Watch this instructional screencast to find out how.

2) **Zoom**

   We will use Zoom for meetings. This is a web-conferencing application that allows us to share our desktops, applications, microphones, and webcams. The URL to our Zoom room is available on the first page of this document.

   To learn how to join a Zoom room and download the necessary (but free) software for PC and Mac users, see this instructional video.

3) **WordPress**

   We will install and use the self-hosted version of WordPress to practice some of the information architecture concepts we learn throughout the course. While WordPress is primarily known as a blogging tool, it is a highly capable and extensible content management system as well.

   Please note that I cannot allow you to use previously installed self-hosted WordPress sites or WordPress.com accounts for this course. Should you wish to export your WordPress work after the course is complete, I can help with this request.

4) **Cyberduck**

   We will use Cyberduck, an S/FTP application for moving and modifying server files related to your WordPress installation. S/FTP applications work a lot like how you work with your own files on your personal computer. Should this be the first time you've used
an S/FTP application, I think you'll find Cyberduck straightforward with good help documentation if you get stuck.

5) Pulse Secure Virtual Private Network (VPN)

We need to use Pulse VPN in order to access SoIC server resources. The VPN creates an encrypted network connection, which protects the data your computer transmits and receives over the internet, enabling secure remote access to restricted online resources. VPNs are good tools to use at all times when feasible, and you can find out more about VPNs at this informative page.

6) A Text Editor

Text editors are types of applications focused on helping you write clear markup and programming code. There are a variety of free text editors available for both Mac and Windows computers, and I suggest the following:

- Brackets (Mac/Windows)
- Atom (Mac/Windows)
- Notepad++ (Windows)

It matters not to me which one from or not from this list you choose. But you must have at least one text editor installed. My screencasts will often show TextWrangler (no longer updated) or Coda (paid application).

7) draw.io

draw.io is a freely accessible, web-based diagramming (ERD) tool. We will use it to create diagrams for sitemaps (among other things) and wireframes.

**Suggested Applications**

There are no suggested applications for this course.

**Privacy Policies**

The technologies we use in this course have different privacy policies. I believe that the technologies we will use respect your privacy in that they do not negatively impact your ability to develop ideas and beliefs by interfering in the educational process. Regardless, you should review their policies to see if they respect your privacy preferences. The links below are to each technology provider’s respective site. Do note that IU or IUPUI may have made changes (e.g., addendums) to these policies when the organizations were contracted as a service provider. These changes will not be reflected in the general policies below.
The privacy policies:
- Canvas
- Kaltura
- Zoom
- WordPress
- Cyberduck
- Pulse Secure
- Brackets —UNKNOWN, use with caution
- Atom
- Notepad++ —UNKNOWN, use with caution
- draw.io

Other Resources

Adaptive Educational Services (AES)
Access the AES website
(317) 274-3241

What AES does for students and on your behalf:
- AES receives students' documentation of disabilities, evaluates it in order to determine the correct accommodations and services students are entitled to receive.
- AES provides some accommodations for students and directs them to other campus or off-campus groups that can provide other assistance.
- AES works to educate the IUPUI staff and faculty both in Indianapolis and at Columbus regarding the university's and its employees' legal responsibilities regarding students with disabilities.
- AES works with academic units to provide academic substitutions and waivers for students with disabilities which do not fundamentally alter those programs' standards.
- AES serves as an advocate for students with disabilities, working as a mediator with faculty over classroom issues, with administrators regarding campus policies, and encouraging the university to expand its vision and policies regarding persons with disabilities.

Counseling and Psychological Services
Access the Counseling and Psychological Services website
Counseling and Psychological Services provides the following services to students:
  • group counseling
  • individual counseling
  • medication management
  • testing

Libraries
Access the library website
(317) 274-8278

Library staff take an active interest in serving the teaching, research and scholarly activities of IUPUI students, faculty, staff, and the citizens of Indiana as well as visiting scholars. Beyond its immense physical collection, the libraries offer a breadth and depth of online resources. Additionally, and most importantly for your needs, the librarians can provide custom research support for whatever project you have. Our liaison, Willie Miller (wmmiller@iupui.edu), should be your first point of contact for this service.

University Information Technology Services (UITS)
Access the UITS website
Access the knowledge base
Get help using live chat
ithelp@iu.edu
(317) 274-4357

If you have any questions about or issues with any of the technology used in this course please contact the University Information Technology Services (UITS) support team. For Canvas questions please search for “Canvas” in the knowledge base.

The Writing Center
Access The Writing Center website
(317) 274-2049

The Writing Center offers individual writing instruction, online assistance and classes to students. Students can work one-on-one with experienced readers and writers to improve their writing process and receive constructive feedback on their assignments. It is an excellent resource for any type of writing assignment. All consultations are available online using Zoom web conferencing software.
Course Policies

Absences and Participation

Given that this is an online course, there is no such thing as an absence, traditionally defined. However, online students often fall into a trap, as they tend not to schedule when they will "attend" the course, which I translate as participation. What happens is that students try to cram their participation into the final day of the week for a module. This will not work in my class.

I expect active, substantive, thoughtful participation in my online classes. This requires you to carve out time in your weekly schedule in order to give yourself the best chance at success. With that in mind, I suggest that you treat this course as one that meets multiple times a week. For instance, you might want to schedule your “attendance” in class on particular days for an hour or so each day. Separating the time you spend in class will allow you to stay caught up on emerging conversations in the class and decrease the chances that you will procrastinate (I do it, you do it; it’s a human thing). But research has shown that breaking tasks and projects into smaller chunks (like your time “in the course” per week) will help you to not procrastinate. Should your participation be substandard, I will contact you. I also reserve the right to deduct points from your grade.

Academic Integrity and Misconduct

Please review the academic misconduct policy in the IUPUI Policies section below. I expect my students to strictly adhere to that policy. Academic dishonesty in any form will result, in a minimum, of a grade of 0 for the assessment in which it was demonstrated; further, I reserve the right to pursue the university level academic misconduct processes. Should you be at all concerned about plagiarizing the work of others, always cite and reference your sources appropriately using APA style, and contact me with any questions.

Communicating with Your Instructor

Should you have any questions regarding the course, please feel encouraged to contact me. Please note that I respond to virtual communications primarily during “business hours” (9 AM - 5 PM, Monday through Friday), but I respond quickly. When sending me e-mail, please put “541” in the subject line. Should you have an emergency, contact the emergency phone number listed on the first page.
For questions about the syllabus, assignments, and readings that are not private in nature, I encourage you to use the appropriate forums in our course site. Open questions may be answerable by your peers, and open answers may be appreciated by your peers!

**Completing Assessments**

Assessments of all types must be completed by their due date and time. Pay careful attention to due dates and times, as well as the method by which you should “turn in” the assessment. Late assessments may be penalized one point per day. When assessments require feedback or I feel you could use feedback, I will provide it using mechanisms built into our course site or by writing on your completed work and returning it to you via digital means. You can expect feedback on all assessments within one week after submission.

I understand that life gets in the way, and I recognize that graduate school should not always be your first priority. In cases where you experience an unexpected emergency or life crisis, I will negotiate extended deadlines. For religious observances, I expect that you will contact me about these, and like I formerly stated, we can negotiate an extended deadline. For work and family obligations where events are scheduled ahead of time, I expect you to finish your work on time.

**Course Evaluations**

I take your evaluation of this course and my teaching seriously, and so does the department. Both parties seek to make your learning experiences challenging and fruitful, personally and professionally. Thoughtfully written evaluations on your part help us to accomplish these goals. Please complete the anonymous online course evaluation at the end of the semester when you receive an email invitation from the university assessment office. Thanks for your participation in this important process.

**Diversity, Equity, and Inclusion**

At any point during the semester, in my class, in others, or during extracurricular experiences, you feel that you’ve been affected positively or negatively in our approach to diversity, equity or inclusion (DEI), please share your experiences. An anonymous submission form has been created for you by the SoIC DEI Working Group to express your positive experiences and concerns. Your input will help create a more inclusive environment in this course, my department, and our school.
Extra Credit

There are no opportunities to earn extra credit in this course. The points available to you as described in the “Assessment Descriptions” section explain all points available to earn your grade. Providing extra credit to some by not all students creates an unfair advantage that I find unjustifiable and unfair to those without the opportunity to earn extra credit.

Learning Analytics and Student Privacy

Modern learning management systems and other educational technologies increasingly include learning analytics technology, which tracks and analyzes student behaviors in online information systems. These systems, like Canvas, can detail how long you spend doing certain activities, when you sign in and out, and compare your activity to that of your peers, among other things.

As a scholar, I research issues of student privacy related to learning analytics technologies. I value your privacy, and I know it is instrumental to your success as a student and development as a person. Unfortunately, vendors design these systems in such a way that neither you nor I can turn off the tracking mechanisms.

I will use the analytic features in our course site to:

• investigate technical issues;
• use as evidence in academic misconduct cases;
• and to look into a lack of student participation.

Office Hours

Since we are all distributed throughout the country (if not the world!), office hours in the traditional sense do not apply to this course. Instead, I encourage you to make an appointment with me. We can speak with each other via phone or in our Zoom room.

Reading

You need to be aware of the fact that the material in this course often consists of historical, theoretical, and legal readings. You need to take the time to read carefully. Failure to do so will negatively impact your performance in class assessments. But let’s be honest with each other: you are balancing this coursework with that of, possibly, two other classes, your professional responsibilities, and a personal life. You will have a difficult time trying to read every single word I assign for this course due to time restrictions. Reading
smartly means reading strategically and efficiently. Please review these two wonderful resources on strategies you can employ to get the most out of your reading:

1) Shia Lurie’s “How to read a book in two hours or less”

2) Daniel Bilar’s handout on “Efficient reading”

Statement of Instructor Availability

Please note that I make my students and my courses a priority in my professional life, but circumstances sometimes complicate my availability. Often there are times throughout the year where I need to fly to other states or other countries to conduct and present research. With that in mind, please be flexible with me if I need to make adjustments to the course’s schedule. In cases where I will be less accessible to you and less engaged with the course, I will be transparent about what those limitations may be.

Submission of Final Grades

Final grades are due to the registrar 48 hours after final exams. However, as an online course, we do not have a set date for a final exam. I am setting the final Friday of the final exam week as our time slot. I will submit grades within two days of this date. Your grades should show up in the student information system within 24 hours of submission.

IUPUI Policies

All IUPUI Policies

Please review IUPUI-specific policies each semester to be aware of your rights and responsibilities. I have pulled out policies that I absolutely want you to be aware of below.
Disability Accommodations

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place, and are not retroactive. Captions and alternate media for print materials may take three or more weeks to get produced. Please contact your campus office as soon as possible if accommodations are needed.

Students needing accommodations because of disability will need to register with Adaptive Educational Services and complete the appropriate forms issued by AES before accommodations will be given. The AES office is located in Taylor Hall, UC 100. You can also reach the office by using a telephone and calling (317) 274-3241, using a video phone and calling (317) 278-2052, or e-mailing aes@iupui.edu.

For accessibility information for persons using adaptive technology with Canvas, please visit Canvas Product Accessibility.

Religious Holidays

IUPUI respects the right of all students to observe their religious holidays and will make reasonable accommodation, upon request, for such observances. Students seeking accommodation for religious observances must submit a request in writing to the course instructor by the end of the second week of the semester and should use the Request for Course Accommodation Due to Religious Observance Form. More information on the IUPUI Policy on Religious Holidays is available at the registrar's website.

Academic Integrity

The IU Code of Student Rights, Responsibilities, and Conduct states that students must uphold and maintain academic and professional honesty and integrity; the code defines academic misconduct as any activity that tends to undermine the academic integrity of the institution. Students engaging in academic misconduct may therefore receive penalties from their course instructor and disciplinary action from the university. Policies against academic misconduct apply to all course-, department-, school-, and university-related activities. Academic misconduct may involve human, hard-copy, or electronic resources and includes but is not limited to the following: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. For definitions of these activities, visit the student code website. For information on how faculty and students are expected to handle cases involving academic misconduct, visit the registrar's website. Additional information about the rights and responsibilities of IU students is available at the student code website.
Sexual Misconduct

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to speak to someone confidentially, please visit the Stop Sexual Violence website for contact information.

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed.

Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

I encourage you to visit the Stop Sexual Violence website to learn more about available resources on campus and in the community.

Education and Title VI

Title VI of the Civil Rights Act of 1964 protects people from discrimination based on race, color or national origin in programs or activities that receive Federal financial assistance.

Programs and activities that receive ED funds must operate in a non-discriminatory manner. These may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing and employment, if it affects those who are intended to benefit from the Federal funds.
Coda

The coda lists revisions made to the syllabus after it was presented to students during the semester. It also acknowledges those who helped shaped it.

Revisions

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<td>1</td>
<td>5/18/2021</td>
<td>• Created accessible version</td>
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<td>• Posted to Canvas</td>
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<td>• Submitted edited public version to DLIS syllabi archive</td>
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Acknowledgements

I thank my students from fall 2018 and Bill Helling who all provided constructive criticism on the first iteration of this course. I have made numerous changes to improve the quality of the course while not increasing the workload.