

**Dewar College of Education and Human Services
Valdosta State University
Department of Library and Information Studies**

**MLIS 7570
Information Architecture
Three Credit Hours**

Guiding Principles (DEPOSITS)¹

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

ALA's Core Competences of Librarianship²

1. **Foundations of the Profession:** The librarian understands the role of library and information professionals in the promotion of democratic principles and intellectual freedom (including freedom of expression, thought, and conscience), the legal framework within which libraries and information agencies operate; and the certification and/or licensure requirements of specialized areas of the profession.
2. **Information Resources:** The librarian understands the concepts and issues related to the lifecycle of recorded knowledge and information; the acquisition and disposition of resources; and the management and maintenance of various collections.
3. **Organization of Recorded Knowledge and Information:** The librarian understands and uses the principles involved in the organization, representation, and classification of recorded knowledge and information.
4. **Technological Knowledge and Skills:** The librarian understands and uses information, communication, assistive, and related technologies consistent with professional ethics and prevailing service norms and applications.

¹ Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework

² Extracted from ALA's Core Competences of Librarianship 2009, available from

<http://www.ala.org/educationcareers/sites/ala.org/educationcareers/files/content/careers/corecomp/corecompetences/finalcorecompstat09.pdf>

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5. Reference and User Services: The librarian understands and uses the concepts, principles, and techniques of reference and user services to provide access to relevant and accurate recorded knowledge and information to individuals of all ages and groups.
6. Research: The librarian understands and uses the fundamentals of quantitative and qualitative research methods to evaluate and assess the actual and potential value of new research.
7. Professionalism. The librarian understands the necessity of continuing professional development of practitioners in libraries and other information agencies; the role of the library in the lifelong learning of patrons; and the application of learning theories, instructional methods, and achievement measures in libraries and other information agencies.
8. Administration and Management: The librarian understands the principles of planning and budgeting in libraries and other information agencies; the principles of effective personnel practices and human resource development; the assessment and evaluation of library services and their outcomes; and the issues relating to, and methods for, principled, transformational leadership.

MLIS Program Objectives (PO)

Graduates of the MLIS Program will:

- PO 1. Perform administrative, service, and technical functions of professional practice in libraries and information centers by demonstrating skills in information resources, reference and user services, administration and management, and organization of recorded knowledge and information. [ALA Core Competences 1, 2, 3, 5, 8]
- PO 2. Use existing and emerging technologies to meet needs in libraries and information centers. [ALA Core Competences 4]
- PO 3. Integrate relevant research to enhance their work in libraries and information centers. [ALA Core Competences 6]
- PO 4. Demonstrate professionalism as librarians or information specialists. [ALA Core Competences 7]

Instructors

Name: Changwoo Yang, PhD

Office Number: Suite 4600, Odum Library

Telephone Numbers: 229-333-7185

Email Address: cyang@valdosta.edu

Office Hours: Tuesday: 10:00am-Noon, 1pm-3pm
Wednesday 1pm-3pm
Thursday: 10:00am-Noon, 1pm-3pm

Website: <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/faculty.php>

Course Description

Prerequisite or corequisite: MLIS 7000 or consent of the instructor.

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Theory and techniques of designing Web sites for effective information delivery. Study of organization, labeling, navigation, and indexing systems is included.

Required Textbooks / Resource Materials

There is no required text for the course.

This is not a course in HTML scripting per se, nor is it expected that the student will have any prior knowledge of web development activities but it is the responsibility of the student to have a basic understanding of the Internet and general computing literacy. This course will enable the student to obtain the web development skills from a user-centered view. There are also required, supplemental readings for each of the course's topical units. These readings are made available to students through the web, as citations, URLs, or PDF files. It is expected that each student will have the ability to download and open up both PDF files and MS Word files.

Course Objectives³

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

- SLOA 1. Articulate basic principles of information architecture
- SLOA 2. Assess the usability of an online information service
- SLOA 3. Identify appropriate changes to organization, labeling, navigation, and search systems in a website that enhance design and usability
- SLOA 4. Effectively manage website development process from a user-centered view
- SLOA 5. Analyze users' information needs and information seeking behaviors

Course Activities/Assignments/Requirements

Class activities include a set of readings, assignments, weekly exercises, online discussions, and a term project. Details for each week are posted in the appropriate folder on the course website. ***It is the student's responsibility to check the course calendar for DUE DATES for all class work and the weekly folders and assignment folders for all required and supplemental readings and other materials.*** Full descriptions of all required course work are provided in the assignments section of the course website.

Assignments in Brief

Discussion postings:

Post your reactions to questions related to topics.

HTML & CSS exercises:

³ With alignment to MLIS Program Objectives, found on page 2 of this syllabus

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You need to use a plain text editor such as notepad, notepad++, or tedxtedit to complete your weekly exercise. I do not allow the use of GUI interfaces because you don't learn the markup language and they insert proprietary code that can cause issues. You can use any book or websites for your reference.

Two tutorial quizzes:

You will be learning HTML and CSS by completing the W3Schools tutorials that are available online. These are excellent tutorials developed and maintained by the same organization that sets the standards for these markup languages. At the end of each tutorial, you will take a quiz.

Developing Websites:

You will be developing a Site Specification Proposal for this first assignment. A Site Specification Proposal serves as the initial documentation of the web development planning process. You will be creating a set of specifications for a web site. This semester we will be developing websites for you or your client. The minimum requirements for each site are 5 HTML pages (each including either internal or inline CSS) and one CSS external style sheet.

LibGuides customization:

You will customize the look and feel of your LibGuides system.

Web site evaluation:

You will conduct a heuristic evaluation of a library Website.

COURSE GRADES

A set of readings, assignments, online discussions, and a term project will be assigned.

Grades will be calculated as follows:

- Discussion postings (3 @ 3pts each) = 9pts
- HTML & CSS exercises (6 @ 5pts each) = 30pts
- Two tutorial quizzes (2 @ 3pts each) = 6pts
- Developing Websites = 24pts
 - Part1: Site Specifications Proposal (8pts)
 - Part2: First Website Upload (8pts)
 - Part 3: Second Website Upload (8pts)
- LibGuides customization=16pts
- Web site evaluation = 15pts

Students can earn a maximum of 100 points in this course. Course grades will be awarded as follows:

- A: 90 – 100 points
- B: 80 – 89 points
- C: 70 – 79 points
- D: 60 – 69 points
- F: fewer than 60 points.

To be eligible for an **A** in this course, a student must complete every assignment.

Course Evaluation

Students in this course are expected to: 1) Read or view all assigned materials; 2) Participate in class activities; 3) Submit all projects on time and according to the format designated by the instructor; 4) Conduct all research and composition according to the VSU Academic Honesty Policy (see page 5 of this document). See the COEHS *Policy on Plagiarism* on page 6 and the *MLIS Guide to Ethical Conduct* at <http://www.valdosta.edu/colleges/education/master-of-library-and-information-science/documents/GuidetoEthicalConductWebversion.pdf>).

Attendance Policy

All other course meetings and activities will be conducted through BlazeView, Valdosta State University's electronic course management system. Course content is delivered asynchronously according to the course calendar. It is the student's responsibility to follow the course calendar and participate via BlazeVIEW as indicated at the appropriate times. The instructor reserves the right to schedule real-time delivery of instruction using tools available inside BlazeVIEW. It is in the student's best interest to log into the BlazeVIEW course delivery system daily to check for announcements and e-mail messages related to the course.

Communication

A course Faculty Office discussion board will be available for the duration of the semester. Please post course-related questions that may be relevant to your classmates on the discussion board. You are expected to read the Faculty Office discussion board regularly. If you have a personal question please send it to the instructor via BlazeView course e-mail. If you would like to speak with the instructor in person or by telephone please contact us during office hours.

Submitting written assignments

All written work must be submitted as attachments to the assignment modules in the BlazeView course website using Word formats (.doc or .docx suffixes only). All written work file names should begin with your last name and first initial and include the assignment name as the file name, for example: DrouillardC_tour.docx The university's Information Technology department provides step-by-step guides on how to use VSU's e-mail system and other resources. The IT Help Desk is at <http://ww2.valdosta.edu/helpdesk/index.shtml> Their telephone hotline is 229-245-4357.

Late Policy

All course work is due inside BlazeView on the date and time indicated on the course calendar. Any exceptions without penalties must be negotiated in advance. Technological crises are not an acceptable excuse for submitting work late unless BlazeView is down at the time the work is due.

A grace period of 24 hours is offered without penalty on assignments (this does not include discussion boards – due to the interactive nature of these, each module's discussion posts must be completed according to the course schedule). After 24 hours 20% of the possible assignment grade will be deducted from the student's score for every additional 24 hours or increment thereof that the work is late up until the day the BlazeView assignment submission window closes (noon on Friday unless otherwise identified). If you need additional time to work on an assignment or if you have a scheduling conflict you must contact your instructor BEFORE the assignment is due to discuss your situation. The

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instructor WILL NOT accept work after the assignment submission window closes without prior consent.

Professionalism

The Department of Library and Information Studies expects that MLIS students will pursue their academic endeavors and conduct themselves in a professional and ethical manner. All work that a student presents to satisfy course requirements should represent his or her own efforts, including appropriate use and acknowledgement of external sources. The student will be timely and complete with assignments and other engagements. The student will communicate in a professional manner in both speech and writing. The student will maintain a professional attitude, being respectful to others and their viewpoints, and seek to maintain objectivity. The student will exercise an awareness of the pervasiveness of the online environment and strive to maintain a professional online presence.

Dewar College of Education & Human Services Policy on Plagiarism

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

Student Opinion of Instruction

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academics/academic-affairs/vp-office/sois/welcome.php>.