



THE UNIVERSITY OF BRITISH COLUMBIA

iSchool (Library, Archival & Information Studies)

Faculty of Arts

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓q̓əmin̓əm̓ speaking Musqueam people.

**iSchool Mission: Through innovative research, education and design, our mission is to enhance humanity's capacity to engage information in effective, creative and diverse ways.**

### **LIBR 556: Information Design (Documents) - Course Syllabus (3)**

\*This .pdf version of the syllabus is preliminary. The Canvas course pages will be the 'document of record' starting first day of class.

**Program:** MLIS

**Year:** 2020-21 Winter Term 2

**Course Schedule:** Class materials released weekly on Wednesday at 2:00pm

**Location:** Online through Canvas

**Instructor:** R. Kopak

**Office location:** Barber 495

**Office phone:** (604) 822-2898

**Office hours:** Wednesday 1-2 pm, or by appointment (via Zoom)

**E-mail address:** [r.kopak@ubc.ca](mailto:r.kopak@ubc.ca)

**Learning Management Site:** [canvas.ubc.ca](https://canvas.ubc.ca)

#### **Course Goal:**

The goal of this course is to provide students with the theoretical and technical knowledge required to understand and participate in the processes and techniques involved in creating, representing, and interacting with information in electronic form.

#### **FNCC specialization:**

The assignments in this course can serve the requirements of the First Nations Curriculum Concentration (FNCC). If students would like to take this course for FNCC credit, they are invited to contact me to discuss this option.

#### **Learning Outcomes:**

##### **Upon completion of this course students will be able to:**

- Identify, analyze, and assess the information needs of diverse individuals, communities and organizations, and consider how to respond to those needs through the design, provision and assessment of information resources, services and systems; [1.1]\*
- Critically assess, and employ important concepts and literature related to the creation and use of usable electronic documents [4.1]
- Employ relevant tools and technologies for use in designing and creating electronic documents [1.3]
- Assess usability of design artefacts [4.2]
- Design a Website, or similar system, at the macro (prototype) level [1.3]
- Effectively report the outcomes of their design practice and artefacts [2.1]
- Effectively work in both individual and team settings [3.1]



- Employ "design thinking" and the methods associated with it to a variety of other design problems and environments [1.1]

\*Numbers in brackets [e.g. 1.1] indicate relationship of objectives to the iSchool's list of core competencies.

### **Course Topics:**

The course will cover the following topics:

- The opportunities and challenges of electronic document use
- Affordance of electronic vs. paper documents
- Tasks, and levels of information-seeking as they relate to document use
- Electronic text and the reading process
- Cognitive issues surrounding document use
- Contexts of electronic documents use
- Structure and genre of information spaces in electronic environments
- Frameworks for design
- User-centred design
- Usability evaluation
- Use of mark-up languages and interaction technologies in structuring and using electronic information objects

### **Prerequisites:**

- MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of iSchool Graduate Advisor
- MAS: completion of MAS core and permission of the iSchool Graduate Advisor

### **Format of the course:**

Screencast lectures, demos, practice exercises. Note that this course is presented asynchronously.

### **Required and Recommended Reading:**

#### **Required Text:**

- There is no, specific, required text for the course, but students are advised to obtain an application manual or book or other resource on HTML/CSS that resonates with them. With that said the following book will be used for readings in the 'Weekly Schedule' as it will appear on the course Canvas page on the first day of classes.
  - Robbins, J. (2018). Learning Web Design: A Beginner's Guide to HTML, CSS, Javascript, and Web Graphics. Sebastopol, CA: O'Reilly Media.
- The above text may also be available through UBC Library's subscription to O'Reilly for Higher Education. The selection varies, so best to check by accessing O'Reilly collection through 'Indexes & Databases' on the UBC Library site.
- Other resources required may be added to the 'Weekly Schedule', as required, during the term.



**Recommended Text:**

- Dillon, A. (2004). Designing Usable Electronic Text. Boca Raton, FL: CRC Press.
- This is the main substantive reference to non-coding related materials. I have not made it 'Required' as it is rather pricey, and a copy of this book is available through UBC Library reserve materials.

**Course Assignments**

Assignment Name	Due Date	Weight	Graduate Competencies
Presentation Design	February 3	20%	1.1, 1.3, 2.1, 4.1
HTML/CSS Project	March 3	35%	1.1, 1.3, 2.1, 4.1, 4.2
Final Design Project	April 14	40%	1.1, 1.3, 2.1, 3.1, 4.1, 4.2
Participation		5%	5.1

**Course Schedule [week-by-week]:**

Class	Date	Topic
1	January 13	<ul style="list-style-type: none"> <li>• Introduction to course</li> <li>• Overview of syllabus</li> </ul>
2	January 20	<ul style="list-style-type: none"> <li>• Electronic documents as usable artifacts</li> <li>• Design Thinking and the Design Lifecycle</li> </ul>
3	January 27	<ul style="list-style-type: none"> <li>• A Framework for the design of usable electronic text</li> <li>• HTML5/CSS Intro</li> </ul>
4	February 3	<ul style="list-style-type: none"> <li>• Hypertext</li> <li>• CSS</li> </ul>
5	February 10	<ul style="list-style-type: none"> <li>• What does the empirical research literature tell us?</li> <li>• CSS</li> </ul>
		<b>Reading Week</b>
6	February 24	<ul style="list-style-type: none"> <li>• Reading Digital</li> <li>• HTML, CSS, &amp; Javascript</li> </ul>
7	March 3	<ul style="list-style-type: none"> <li>• Classifying Information into Types</li> <li>• Genre</li> <li>• Javascript</li> </ul>



8	March 10	<ul style="list-style-type: none"><li>• Information as Structured Space</li><li>• XHTML and XML</li><li>• DTDs, Schemas, (TEI, EAD)</li><li>• Javascript</li></ul>
9	March 17	<ul style="list-style-type: none"><li>• Assessing the framework</li><li>• Usability and Usability Assessment</li></ul>
10	March 24	<ul style="list-style-type: none"><li>• Usability and Usability Assessment</li></ul>
11	March 31	<ul style="list-style-type: none"><li>• Assignment Workshop</li></ul>
12	April 7	<ul style="list-style-type: none"><li>• Assignment Workshop</li></ul>
13	April 14	<ul style="list-style-type: none"><li>• Course Wind-up</li></ul>

**Attendance:** [Please Note: During COVID 19 attendance is considered to be viewing of weekly screencasts, and

Regular viewing of weekly screencasts is expected.

**Evaluation:** All assignments will be marked using the evaluative criteria given on the [iSchool web site](#).

Unless otherwise stated, for late assignments a deduction of ½ letter grade will be made for each 3 day period in which an assignment is handed in past the due date. For example, if an assignment is handed in (posted to Canvas) on the Friday, Saturday, or Sunday after a Thursday due date, the mark given to the assignment will be reduced a half letter grade, e.g., A- to B+. If handed in on the following Monday, Tuesday, or Wednesday, a further ½ mark deduction will be made, e.g., B+ to B.

Please see sections below on Accessibility Services and religious accommodations for exceptions to the late deduction rule. Be sure to inform the instructor beforehand if either of these apply to you.

### Required Materials

See 'Required Texts' section above for citation to texts used in the class. There are no additional required or recommended course materials that are not available freely from either the UBC Library, or designated other websites.

If you wish to purchase, you may find prices vary for the text depending on where you source it. If we use Amazon.ca, and Indigo as examples, you can expect the following associated costs:

- Robbins, J. (2018). Learning Web Design: A Beginner's Guide to HTML, CSS, Javascript, and Web Graphics. Sebastopol, CA: O'Reilly Media.
  - Paper, approx. \$75
  - Kindle, or E-Pub, approx. \$55



**Academic Concession:** If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, speak with me immediately to find a solution for your missed coursework. Any concessions that will result in a change to the student record (such as late withdrawal from the course) will be referred to the Faculty of Graduate and Postdoctoral Studies for evaluation. If this is not the first time you have requested concession or classes are over, please consult the [Faculty of Graduate and Postdoctoral Studies' webpage on academic concession](#), and then contact me where appropriate.

**Policies and Resources to Support Student Success:** UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here (<https://senate.ubc.ca/policies-resources-support-student-success>)

**Academic Integrity:** The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply when the matter is referred to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#). Academic misconduct includes cheating, plagiarism, and self-plagiarism <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,959> (§7)

**Academic Accommodation for Students with Disabilities:** Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy LR7: Accommodation for Students with Disabilities \(Joint Senate and Board Policy\)](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.