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 556 002 – Course Syllabus (3)

Program: MLIS
Year: Winter Session 2019 WT2
Time: Wednesday: 2 – 4:50 pm
Location: Terrace Lab, Rm. 458
Instructor: Rick Kopak
Office location: Barber 495
Office phone: 604-822-2898
Office hours: Wednesday, Thursday: 1:00-1:45pm.
E-mail address: r.kopak@ubc.ca
Course Information: http://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.

Course Objectives:

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:

One three-hour class will be held each week, and may include lecture/discussion, lab demonstration and/or in-class exercises

Required and Recommended Reading:

Required Text:
There is no 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. This will be discussed on the first day of class. Other resources required will be discussed, as required, during the term.

Recommended Text:
Dillon, A. (2004). Designing Usable Electronic Text. Boca Raton, FL: CRC Press. A copy of this book is available for local use from the 'bookshelf' outside my office.

Course Assignments

Assignment Name	Due Date	Weight	Graduate Competencies
Presentation Design	January 22	20%	1.1, 1.3, 2.1, 4.1
HTML/CSS Project	February 26	30%	1.1, 1.3, 2.1, 4.1, 4.2
Final Design Project	April 8	40%	1.1, 1.3, 2.1, 3.1, 4.1, 4.2
Participation		10%	5.1

Course Schedule [week-by-week]:

Class	Date	Topic
1	January 8	• Introduction to course • Overview of syllabus
2	January 15	• Electronic documents as usable artifacts • Design Thinking and the Design Lifecycle
3	January 22	• A Framework for the design of usable electronic text • HTML5/CSS Intro
4	January 29	• Hypertext • CSS
5	February 5	• What does the empirical research literature tell us? • CSS
6	February 12	• Reading Digital • HTML, CSS, & Javascript
7	February 26	• Classifying Information into Types • Genre • Javascript
8	March 4	• Information as Structured Space • XHTML and XML • DTDs, Schemas, (TEI, EAD) • Javascript
9	March 11	• Assessing the framework • Usability and Usability Assessment
10	March 18	• Usability and Usability Assessment
11	March 25	• Assignment Workshop
12	April 1	• Assignment Workshop
13	April 8	• Course Wind-up

Attendance:

- Attendance at every class is expected. If you know you are going to be absent be sure to inform me beforehand.
- Chronic absence from class will require a note from a healthcare provider or an accommodation notice from Accessibility Services. Failure to provide this documentation could result in a lower course mark.
- Any penalties imposed for excessive absences are at the discretion of the instructor.

Evaluation: All assignments will be marked using the evaluative criteria given on the iSchool web site.

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.

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)

Centre for Accessibility: Centre for Accessibility works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Centre for Accessibility unit: [https://students.ubc.ca/about-student-services/centre-for-accessibility]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity
Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.