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.

<table>
<thead>
<tr>
<th>INFO 200 Foundations of Informatics: How information shapes our lives (3)</th>
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<tbody>
<tr>
<td><strong>Program:</strong> BA Minor in Informatics</td>
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<tr>
<td><strong>Year:</strong></td>
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<tr>
<td><strong>Course Schedule:</strong> Tuesday and Thursdays, 2:30-3:30 PM</td>
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<tr>
<td><strong>Location:</strong> HEBB B-112</td>
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<tr>
<td><strong>Instructor:</strong> Dr. Hannah Turner (she/her)</td>
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<tr>
<td><strong>Office location:</strong> IKBLC 483</td>
</tr>
<tr>
<td><strong>Office phone:</strong> 604 355 6692</td>
</tr>
<tr>
<td><strong>Virtual Office hours:</strong> Wednesdays, 10 AM – 12 PM, Zoom link Posted on Canvas.</td>
</tr>
<tr>
<td><strong>E-mail address:</strong> <a href="mailto:Hannah.turner@ubc.ca">Hannah.turner@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Teaching Assistant</strong> Jenna Lawrence</td>
</tr>
<tr>
<td><strong>TA Email:</strong> <a href="mailto:jenna.lawrence@ubc.ca">jenna.lawrence@ubc.ca</a></td>
</tr>
<tr>
<td><strong>Learning Management Site:</strong> <a href="http://lthub.ubc.ca/guides/canvas/">http://lthub.ubc.ca/guides/canvas/</a></td>
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</table>

**Calendar Description:** This course familiarizes students with informatics by exploring how processes and technologies to store and retrieve information have transformed human societies. Topics include the interplay between sociotechnical structures and information processes and techniques in different domains of human life.

**Course Overview:** Informatics is the study and design of information technologies that impact society. The goal of this course is to familiarize students with the area of informatics by exploring how processes and technologies to store and retrieve information have transformed human societies. This foundational course will introduce students to histories, theories, and concepts used to analyze, design and evaluate information objects, activities, systems, and infrastructures in contemporary societies. Emphasis will be placed on the interplay between sociotechnical structures and information processes and techniques (e.g. creation, organization, processing, storing, and retrieval of information) in different domains of human life. Students will apply this knowledge to critically analyze the design of an organizing system and build up proficiency to design automated information processes/technologies in their own disciplines.

**Learning Outcomes:**

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

- LO1: Analyze the effectiveness of information organization technologies by using key concepts and theories in informatics and information studies
- LO2: Explain the role of scientific, social, historical, and technological factors in the development and current state of informatics in different disciplines
LO3: Compare key aspects of the interactions of humans with digital information that are critical to inform the design of supporting technologies

LO4: Analyze real-world examples of application of informatics to address major societal issues such as pandemics, climate change, poverty, misinformation, information privacy and security, etc. by integrating multiple perspectives

LO5: Outline the inner-workings, conceptual logic, design rationale and biases of information organization systems

Course Topics:
- Informatization of life
- Information as infrastructure
- Information organization systems and infrastructure
- Human-information behaviour (HIB)
- The digital self
- Information overload
- Reverse engineering of the design of information organization systems
- Real-world examples of informatics that have transformed human societies

Prerequisites: None

Format of the course:
The course will be a combination of lectures, in-class activities, group discussions and online (Zoom) seminars. Participation in class discussions, activities, and engagement with assigned readings is required.

Course Assignments and Assessment:
More detailed assignment descriptions will be available on Canvas.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Weight</th>
<th>Learning Outcomes</th>
<th>Program Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inventory exercise (Individual).</td>
<td>Inventory: Tuesday, September 21st</td>
<td>10%</td>
<td>LO1 &amp; LO3</td>
<td>1, 4, 5 &amp; 6</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>Thursday, October 21st</td>
<td>20%</td>
<td>LO1 &amp; LO2</td>
<td>1, 3 &amp; 4</td>
</tr>
<tr>
<td>Course Project - Reverse Engineering (group assignment)</td>
<td>I. Project Plan: Tuesday, October 5th</td>
<td>10%</td>
<td>LO3 &amp; LO4</td>
<td>1, 3, 5, 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td>II. Preliminary report: Tuesday, November 9th</td>
<td>5%</td>
<td>LO3, LO4 &amp; LO5</td>
<td>2, 3, 4, 5, 6 &amp; 7</td>
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<td></td>
<td>III. Final Report: Tuesday, November 23rd</td>
<td>15%</td>
<td>LO3, LO4 &amp; LO5</td>
<td>2, 3, 4, 5, 6 &amp; 7</td>
</tr>
</tbody>
</table>
IV. Project Presentation
Thursday November 25th, Tuesday November 30th, Thursday December 2nd
5% LO5 6 & 7

V. Presentation Peer Review
During Presentations
5% LO5, LO3 5&6

Final Exam
Exam Period
30% LO1, LO2, LO3 & LO4 2, 3 & 4

Course Assignment Descriptions:

Inventory Exercise (10%):

From a list of categories provided in class, you will select one type of information system that you interact with in your daily life. This could be: a public/academic library, a video-streaming service, an online shopping store, a search engine, or a social media site. You will then describe one of these systems by answering the following questions:
1. What is being organized in this system?
2. Why is this information being organized?
3. How much is it being organized?
4. When is it being organized?
5. How or by whom, or by what computational processes, is it being organized?
6. Where is it being organized?
7. Who was behind the construction of this system? How did you figure this out?
8. Document how you answered the above questions. Where did you find this evidence? Cite specific web pages and articles.
9. Describe your own actions when interacting with this system and reflect on the positives and negatives of this experience.

Pro Tips:
- Submit as a PDF to Canvas, 12pt font, Times new Roman.
- Margins no more than 2.54 cm. 2 Pages in length.
- Cite relevant academic literature using the Chicago Manual of Style.

Assessment Criteria
You will be assessed on: 1) Descriptive Quality of Responses to Questions (60%); 2) Formatting and following directions (30%); 3) Creativity and Originality (10%).

Course Project – Project Plan (10%)

In teams of 3-4 you will choose an information organization system to reverse engineer. By reverse engineering, we mean to dissect analytically (and physically if possible) to understand and be able to explain how the system and its different components work to produce its intended informational outputs. The selected information system can be one that is used in their discipline or one of the systems that team members reviewed in their inventory assignment. In a minimum of 2 and a maximum of 4 pages, your project plan a brief description of their term project and create a timeline with details of
the anticipated stages and benchmarks marking progress toward the completion of it. The Project Plan should include the following sections:

- **Project Overview**
- **Description** of the target system to be deconstructed
- **Goals and Objectives** of the Reverse Engineering Project
- **Activities and Resources**
- **Timeline and Outcomes** (“Deliverables”)

**Assessment Criteria**
You will be assessed on the how feasible the project is (50%); How closely you have worked as a group and followed directions (30%); The level of originality and creativity demonstrated in the plan (20%).

**Course Project – Preliminary Report (5%)**

**In no more than one page,** write a narrative of what your team has accomplished so far in your term project, progression on achieving objectives and milestones, the challenges you have encountered and how you have addressed them. It is expected that your team will review this progress report with your TA in a meeting between the TA and the group.

**Assessment Criteria**
You will be awarded the 5% if you have completed the report and have followed correct submission directions.

**Course Project – Final Report (15%)**

For the final report of the Course Project, you will write a short article (2,000 words max) of the process, main products, and outcomes of their project on Canvas.

It must include:
- Title of the project
- Names of students
- Introduction
- **Description of the reverse engineering process**
- **Description of findings**
- **Critical review** of this information organization system
- **Self-reflection of learning**
- **Images or Graphics**

**Assessment Criteria**
You will be assessed based on 1) The overall ability to follow directions and the inclusion of all relevant aspects of the report, delegation of group work (30%); 2) the accuracy of the description of the system (20%); 3) the creativity employed in use of images, text, and visualization (10%) 4) The quality of the writing (20%) 5) Use of academic literature to critically assess the system (20%).

**Course Project – Project Presentation (5%)**
Your team will have no more than 10 minutes to visually (i.e. images, videos, oral presentation, etc.) present your term project to the class. Highlight in your presentation: your targeted system, its importance, your reverse engineering process, and interesting things that you learned when conceptually (and maybe physically) breaking it apart.

Assessment Criteria
You will be assessed on 1) your ability to convey complex information in a short amount of time (50%) and 2) the use of visual aids (50%).

Course Project – Peer Reviews of Presentations (5%)
You will be individually randomly assigned three presentations to peer review. At the beginning of the presentation classes, you will be given a sheet with space to write questions (or electronically fill out) for each presenter. These are due the next day on Canvas through the Peer Review system.

Assessment Criteria
You will be assessed on the professionalism and level of quality of your constructive feedback.

Midterm Exam (20%)
This is a short answer exam to assess your knowledge of concepts concerning the informatization of life and the understanding of how information is organized, accessed and consumed and key facts from the historical development of informatics in society.

This is a question and answer and multiple choice exam that will be held at the beginning of class on Thursday October 21st. Questions in the exam will evaluate basic understanding and application of knowledge of material presented in previous lectures and readings, including readings assigned for the test date.

Final Exam (30%)
This is a summative exam that will demonstrate your knowledge of course concepts through short and long essay questions. Responses will be between 300 and 1000 words in length, with a strong focus on content over the entire course. You may be asked to answer definitions, problem solve using case study examples, or respond to questions using readings from class.

BONUS:
Every Thursday Seminar class, there will be an in-class activity you will submit by the end of class, either through canvas. The activities will vary, but you must remember to list your name with each assignment. Complete all 11 of these and you will receive a 1% bonus on your final course grade.

Course Schedule [week-by-week]:
The approximate number of pages of reading that students are required to do in this class every week is 30-40 pages. Some weeks will include audiovisual material that replaces one or both of the textual readings. The expected number of hours for students to prepare the assigned material for each week is no more than 2.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</table>


<table>
<thead>
<tr>
<th>Week 1</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tuesday, September 7th</td>
<td>NO CLASS</td>
<td>UBC Orientation Day.</td>
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<tr>
<td></td>
<td>Thursday, September 16</td>
<td>Seminar</td>
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<tr>
<td></td>
<td>Thursday, September 23</td>
<td>Seminar</td>
<td></td>
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<td></td>
<td>Thursday, September 30th</td>
<td>NO CLASS</td>
<td>National Day for Truth and Reconciliation</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
<td>References</td>
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<tr>
<td>Thursday, October 7th</td>
<td>Seminar</td>
<td>Information Systems</td>
<td>Glushko, Part XI.</td>
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<td></td>
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<td>Glusko Part X.</td>
</tr>
<tr>
<td>Thursday, October 14th</td>
<td>Seminar</td>
<td>Information Systems</td>
<td>Glushko, Part XI.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Event/Note</td>
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<tr>
<td>Thursday, October 21st</td>
<td>Midterm Exam</td>
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<td></td>
<td>Thursday October 28th</td>
<td>Seminar</td>
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<td></td>
<td>Thursday November 4th</td>
<td>Seminar</td>
<td></td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Thursday November 11th</td>
<td>NO CLASS</td>
<td>Mid-Term Break.</td>
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<tr>
<td>11</td>
<td>Tuesday November 16th</td>
<td>Keep Calm and Database I Guest Lecture</td>
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<td></td>
<td>Thursday November 18th</td>
<td>Seminar</td>
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<td>12</td>
<td>Tuesday November 23rd</td>
<td>Keep Calm and Database II</td>
<td></td>
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<td>Thursday November 25th</td>
<td>Presentations</td>
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<tr>
<td>13</td>
<td>Tuesday November 30th</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thursday December 2nd</td>
<td>Presentations</td>
<td></td>
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</table>

**COVID-19 Changes:** We are all aware that the impact of COVID-19 has been devastating on all of our lives and communities. I will do my best to plan for contingencies, should circumstances change and I am unable to hold live meetings and or activities as outlined below. Rest assured, details on changes will be posted on Canvas if this happens and I will be as transparent and clear as possible in my expectations if these changes are required to occur.
COVID-19 Safety: You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. UBC Respectful Environment Statement.

If you are sick, stay home. Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed.

If you are concerned that you will miss a key activity due to illness, contact me to discuss.

If I am unwell, I will follow the BC Health Guidelines and not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible (by email, on Canvas, etc.). If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an announcement in Canvas informing you how to join the class.

Attendance: Attendance is required in all class meetings, in person. If you know you are going to be absent you must inform me beforehand if at all possible.

Evaluation: all assignments will be marked according to UBC grading policy.

Required Textbook:

Estimated cost of this textbook: The class textbook and all readings are open content or freely available to students through UBC library.

List of Readings:


Tetlow, Phil. 2018. 8 Steps to Understanding Information (and Maybe the Universe). https://www.ted.com/talks/phil_tetlow_8_steps_to_understanding_information_and_maybe_the_universe.


Classroom Policies:

**Academic Concession:** If you miss marked coursework (assignment, exam, presentation, participation in class) and are an Arts student, review the Faculty of Arts’ academic concession page and then complete Arts Academic Advising’s online academic concession form, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty’s 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

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.

Other Course Policies and Information:

What you can expect from your Instructor and TAs: As your instructor I will do my best to provide a classroom environment that fosters stimulating discussion and where all students feel comfortable participating to the best of their ability. Outside the classroom I will be available to meet during office hours and I will attempt to accommodate students who cannot make it during that time. With respect to feedback, I will work with the TAs to return your work to you within one week of the date you submit your assignment / complete your quiz or exam. If you have questions about a grade, I encourage you to come speak with me during office hours.

Email Communication:

- Assignments must be submitted via Canvas, not via email.
- All course communication should be conducted through Canvas or your email account.
- All emails must include the course code (INFO 200) in the subject line.
- All emails should be signed with the student’s full name and student number.
- Emails from students will generally be answered within 2 working days of receipt. (Please don’t count on receiving last minute email answers to questions about an assignment. Plan ahead.)