

DRAFT Syllabus
ILS 656 Information Architecture
Spring 2012

1. Course number, section, academic session, and complete course title

ILS 656 S70, Spring 2012, Information Architecture

2. Instructor

Mary E. Brown
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Buley 408T
online and by appointment

3. Location and class dates and meeting times

Online via <http://vista.southernct.edu>, January 18, 2012-April 21, 2012

4. Pre-requisite/Co-requisite requirements

ILS 501 or good working knowledge of html with permission from the instructor.

5. Course description

An in depth study of the concepts and practices of information architecture (IA). Students will read the existing literature related to IA and build complex web sites to address issues specific to information and library science based on current best practices

[Web-based services are becoming more common among libraries, whether public, academic, school, or special. These websites are also getting larger and more complex. Users often cannot find the information they need on the website and webmasters are more challenged to effectively develop and maintain their growing and evolving sites. Information Architecture is a theory-based course that will provide an overview of the concepts and practices of information architecture (IA) and also provide students the opportunity to develop practical skills related to information architecture through application of the theories studied to human-centered design of Websites.]

6. Required texts

Dade-Robertson, M. (2011). The architecture of information: Architecture, interaction design and the patterning of digital information. New York: Routledge. ISBN 978-0-415-56184-6

7. Online resources

Information architecture: Five things managers need to know
http://findarticles.com/p/articles/mi_qa3937/is_200209/ai_n9143028/
Information Architecture Institute <http://iainstitute.org/en/>
Journal of Information Architecture <http://journalofia.org/>

Search Engine Journal / Information Architecture – Rocket Science Simplified (Alan Bleiweiss, July 6, 2010) <http://www.searchenginejournal.com/information-architecture-rocket-science-simplified/22503/>

Strategic Communication Management: a new information architecture
<http://www.melcrum.com/store/products/product.shtml?id=39>

8. Tk20 requirement: none.

9. Course objectives/learner outcomes

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

- [1] Author web pages, and design web sites
- [2] Verbalize the mission of a web site within the context of the organization it serves
- [3] Use research methods to better understand the environment within which a website will be created or revised
- [4] Develop navigation systems, labeling systems, and taxonomies for web sites
- [5] Articulate and apply the principles of information architecture
- [6] Coherently discuss the meaning of the term, "information architecture"
- [7] Apply the principles of information architecture to a real situation
- [8] Create a report describing and making recommendations for web site design.

10. ALA competencies

This course addresses the following student competencies from the ALA's Core Competencies of Librarianship. Final version Approved by the ALA Executive Board, October 25th 2008. Approved and adopted as policy by the ALA Council, January 27th 2009: 1A (as it relates to research), 1I, 1J, 3A, 4A, 4B, 4C, 6A.

11. Modes of instruction

Seminar (based on assigned reading list and text) with lecture. Students will form IA teams, identify a client, and design and build a web presence for the client, utilizing the principles and tools of information architecture.

12. Evaluation and methods of assessment

Seminar participation. The organization of the course is seminar style. Each student will prepare a summary of a reading unit (reading pack and text chapters) and lead a review discussion of the material. Each student will also prepare a summary of a related topic of their choice and lead a discussion of the topic. [Seminar participation is 1/3 of the final course grade.]

[documents objectives 5, 6]

Mid-term project report (Concept Paper). In the project report/concept paper students will: 1) Identify mission and goals, 2) Identify the client's vision, 3) Define the audience, 4) Create a content inventory, 5) Identify the server environment, 6) Create site maps, 7) Create content maps, 8) Design page schematics, and 9) Define constructive processes.

[The mid-term team project report is 1/3 of the final course grade.]
[documents objectives 2, 3, 4, 5, 7 8]

Final project and report. [The final project report is 1/3 of the final course grade.]
[documents objectives 1, 2, 3, 5, 7 8]

Each team of students will have a client for which a website will be designed or re-designed. Initial tasks include: 1) Identify mission and goals, 2) Identify the client's vision, 3) Define the audience, 4) Create a content inventory, 5) Identify the server environment, 6) Create site maps, 7) Create content maps, 8) Design page schematics, and 9) Define constructive processes. A working mock-up of the designed site will be created and tested for usability.

13. Course outline

Week 1 (1-18-2012 to 1-20-2012): Introduction to IA
Read: Introduction (pp 1-34) in Dade-Robertson
Read: Additional readings to be assigned

Week 2 (1-23-2012 to 1-27-2012): Architectural space of information
Read: Chpt 1 (pp 35-65) in Dade-Robertson
Read: Additional readings to be assigned

Week 3 (1-30-2012 to 2-3-2012): Representation of information
Read: Chpt 2 (pp 67-91) in Dade-Robertson
Read: Additional readings to be assigned

Week 4 (2-6-2012 to 2-10-2012): Emergent spaces of information
Read: Chpt 3 (pp 93-121) in Dade-Robertson
Read: Additional readings to be assigned

Week 5 (2-13-2012 to 2-17-2012): Architecture of information in the age of computing
Read: Chpt 4 (pp 123-145) in Dade-Robertson
Read: Additional readings to be assigned

Week 6 (2-20-2012 to 2-24-2012): User studies, tasks, tools
Read: Garrett, J. J. The elements of user experience
Read: Bates, M. Design of browsing & berrypicking techniques
Read: Fast, K., Leise, F., & Steckel, M. Facets & controlled vocabularies

Week 7 (2-27-2012 to 3-2-2012 [Leap Year]): Organizing, navigation, and labeling
Read: Garrett, J. J. Meet the elements
Read: Shedroff, N. Unified field theory of design

Week 8 (3-5-2012 to 3-9-2012): Blueprints and wireframes
Read: Nielsen, J. Don't listen to users

Week 9 (3-12-2012 to 3-16-2012): Teams, documentation
Read: Fraser, J. C. Taking a content inventory

Spring Break (3-19-2012 to 3-23-2012)

Week 10 (3-26-2012 to 3-30-2012): Usability testing
Read: to be assigned

Week 11 (4-2-2012 to 4-5-2012) [April 6-7 Day of Reflection]: Testing content
Read: to be assigned

Week 12 (4-9-2012 to 4-13-2012): Branding
Read: to be assigned

Week 13 (4-16-2012 to 4-20-2012): Project presentations

14. Current bibliography

Fleming, Jennifer (2007). Web navigation: Optimizing the user experience. O'Reilly Media.

Garret, J. J. (2002). The Elements of Users Experience. New Riders Publishing; AIGA (American Institute of Graphic Arts)

Krug, S. (2005). Don't Make Me Think. A common approach to web usability (2nd ed.). New Riders Publishing.

Morrogh, E. (2002). Information Architecture. An emerging 21st century profession. Prentice Hall.

Nielsen, J. (2000). Designing Web Usability: The practice of simplicity. Indianapolis: New Riders Publishing.

Reiss, E. L. (2000). Practical Information Architecture: A Hands-On Approach to Structuring Successful Websites. Addison-Wesley.

Rosenfeld, L. & Morville, P. (2006). Information Architecture for the World Wide Web: Designing Large-Scale Web Sites (3rd ed.). O'Reilly & Associates.

Sharp, H., Rogers, Y., & Preece, J. (2007). Interaction Design. Beyond human-computer interaction (2nd ed.). Wiley.

Stewart, Bruce (05/13/2003) Information Architecture Meets Usability - Interview with Lou Rosenfeld and Steve Krug.

<http://www.oreillynet.com/pub/a/javascript/2003/05/13/iausability.html>

Wodtke, Christina, & Govella, Austin (2009). Information Architecture. Blueprints for the Web (2nd ed.). New Riders Publishing.

Van Dijck, Peter (2003). Information Architecture For Designers. Rotovision.
<http://petervandijck.com/iabook/>

15. Library resources

Journal of the American Society for Information Science and Technology Volume 53,
Issue 10, Pages 823-876

16. Accommodation for disabilities

"Southern Connecticut State University seeks to provide appropriate academic adjustments for all individuals with disabilities. Southern is committed to fully supporting all applicable federal, state, and local laws, regulations, and guidelines with respect to providing appropriate academic adjustments to afford equal educational opportunity. There are a variety of resources available to you through the University's Disability Resources Center located in Engleman Hall, ENC 105A: (203) 392-6828; (203) 392-6131 TDD."

If you are a student with a disability, before you may receive accommodations in this class, you will need to contact Southern's Disability Resource Center (DRC). For Further Information please refer to the DRC website: www.southernct.edu/drc

17. Academic honesty statement

Plagiarism involves taking and using as one's own the writing and/or ideas of another and ranges from outright stealing to inadequate attribution. The department does not tolerate plagiarism in print or online. Violations of plagiarism or the use of commercial organizations or paid individuals to write all or part of work submitted for a class may result in a failing grade for the course or dismissal from the program.

"Academic Standards and Program Regulations" (from Graduate Studies Catalog): "The integrity of scholarship is the cornerstone of the academic and social structure of the University. It is the expressed policy of the University that every aspect of graduate academic life, related in whatever fashion to the University, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the School of Graduate Studies."

Proscribed Conduct (from Student Handbook) "Academic misconduct including all forms of cheating and plagiarism. Academic misconduct includes but is not limited to providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation including papers, projects and examinations; and presenting, as one's own, the ideas or words of another person or persons for academic evaluation without proper acknowledgment. Disciplinary sanctions which may be imposed by the University include expulsion from all universities within

the CSU System. In cases of academic misconduct, faculty member may fail the student on the work or the course. Ability to take action extends beyond the semester in which the course was taken."

18. Submission of course work

Work is to be submitted through the Vista course shell. When attachments are used, please paste a copy of the contents in the Message input box.

19. Late submissions policy

Life happens but the semester has a definitive end. Please inform the instructor as soon as possible whenever life intervenes between you and a due date. Any work not submitted by the end of the course will be averaged as zeros in calculating the course grade.

20. Class cancellations

n/a

Diversity Statement

Culturally diverse samples and examples on various topics and concepts are researched, retrieved from print and non-print and included in the course where appropriate. The use of technology, as a means to teach learners who are visual, aural, or kinesthetic, in order to account for a variety of cultural learning styles, is demonstrated where applicable.