



**Sai Shruthi Chivukula, Ph.D.**  
Assistant Professor,  
Pratt Institute School of Information  
Email: [schivuku@pratt.edu](mailto:schivuku@pratt.edu)  
[General Office Hours](#) | [Personal Website](#)

---

## INFO 601-06: FOUNDATIONS OF INFORMATION

Fall 2023

**CLASS:** Thursday 3:00-5:50 pm | PMC 214 (in-person)

**OFFICE HOURS:** Friday 3-4pm, [Zoom](#) (by appointment)

Credits: 3 | Prerequisites: none

---

### BULLETIN DESCRIPTION

This foundational course focuses on the intersection of people, information, and technology and the theoretical and conceptual foundations of the information field. Students will be introduced to ideas and concepts that will inform future specializations in their course of study and provide them with concrete strategies for ongoing professional growth and development in their area of interest.

### COURSE GOALS & OBJECTIVES

The course is designed to achieve the following goals:

- introduce students to the major frameworks of the information field
- help students to develop critical thinking, communication, research, management, presentation and other skills required for successful completion of their programs and professional growth.
- broaden students' understanding of information professions and careers in the information field.

### STUDENT LEARNING OUTCOMES

By the end of this course, students will be able to:

- Describe and critique historical, political, economic, social, and ethical aspects of information environments, including:
  - various manifestations of information and internal and external factors affecting its production, distribution, and consumption;
  - diversity of needs and characteristics of people, both individuals and communities, involved in information creation, management, and use;
  - foundational methods for assessing information environments and actors' needs;
  - basic elements of project and institutional management.
- Express professional voice for analyzing and evaluating information, contextualizing their views, and communicating them effectively
- Identify and value opportunities for continuing professional development.

## PROJECTS AND ASSIGNMENTS

\*\*Specific Assignment Descriptions and Rubrics are accessible on Canvas

### **Project (600 points)**

**25%**

*Project* is a group assignment where a team of 2 or 3 students work on a given design brief. The design brief will have all the details and specifications of the requirements of submission. This will be a semester long project that is completely the team's effort in collecting required references and producing the required deliverables. This project contributes towards 25% of your overall grade. The requirements of submissions as detailed in the project brief.

\*\*Students in a group will be graded the same, unless received information that might affect individual grades

### **Readings (R: 100 points)**

**20%**

*Readings* include Perusall reading and annotations on the assigned reading for the week. To access your reading assignments, SignUp/ LogIn to Course Canvas and find "Perusall" in the Course Navigation column on the left. You can learn more about this tool at <https://www.perusall.com/>. There is a minimum of 4 quality annotations per reading which can include reflection, extension, agreement, or disagreement to the claims presented in the reading. Readings constitute 20% of your overall grade.

### **Discussion Post (DP: 4x100 points)**

**25%**

Discussion Posts are a form of reflection to present your thoughts on readings, learnings from class/ experience, and experiential and contextual knowledge; in order to further the topic with your questions and ideas for or till the weeks of the required post (min 500-600 words).

For these discussion posts, the student is expected to: 1) Quote(s) from the reading(s); 2) Discuss/ Contest that quote in relation to their topics discussed in class or readings prior to that class; 3) Extend the conversation with a case study/ example/ news article, etc., (similar, in addition to, contradictory, etc); and 4) Reflect how the learning from the week's reading, trajectory till that point, and/or the case study (anything from Point 3) helped you as a practitioner or professional in the field of Information. Students are expected to do their post and also post a reply to their peers" post as a part of engaging with their reflection for full credit (failed to do so, the student gains only 50% of the credit they obtain for their post). All discussion posts are due Wednesday, EoD (End of Day) before the class.

### **Presentation + Facilitation (P+F: 200 points)**

**20%**

Presentation and Facilitation is a space where the students prepare for a presentation based on at least two articles or case studies related to that week's topic. The team of students prepare a 50-60 mins class session where they share theories, case studies, approaches, and/or critiques with their class members based on new material NOT prescribed as a part of the class material. The team will be responsible for facilitating a class activity, discussion, game, debate, and/or panel that would help students express their professional voice in Information. The submission (on Canvas) will include a plan (100 points), presentation or references (50 points), and related material that will be used and collected (50 points) from the session. All submitted as one PDF after the session allowing the team to update based on replies collected from the session.

### **Class Participation and Attendance**

**10%**

Class Participation includes engaging in class discussions and arranged class activities. During project presentations, this might also include presentation engagement and critique from the students. Attendance includes being present in person in the class. Refer to [Attendance Policy](#) for more details.

**COURSE SCHEDULE AND READINGS***\*\*Single page of Schedule for students to print*

WEEK/ WEEK OF	TOPIC	WORK DUE (follow on Canvas and Perusall for exact Deadlines)
1 Aug 28	Introduction Information + Disciplines	<b>R:</b> (Huvila et al., 2016; Ko, 2023, pp. 403–434)
2 Sept 4	Information- Definitions	<b>R:</b> (D'Ignazio & Klein, 2020, Chapter 6; Ko, 2023, Chapter 3; Meadow & Yuan, 1997); Additional: (Marchionini, 2008)
3 Sept 11	Information Theories (and HCI)	<b>R:</b> (Harrison et al., 2007; Rogers, 2012, Chapter 4); <b>#P+F1, #Project-Topic</b>
4 Sept 18	Information Ecologies, Information Crowdsourcing	<b>R:</b> (Basak et al., 2020; Lyle et al., 2020; Sachdeva & Seema, 2019); <b>#DP1</b>
5 Sept 25	Information Access/+ Manipulation (Design, Visualization, AI Generation)	<b>R:</b> (Chen, 2017; Júnior et al., 2015; Resmini & Rosati, 2011, Chapter 2; Susarla et al., 2023)
6 Oct 2	Information + Health	<b>R:</b> (Asif & Vaidya, 2022; Monteiro & Lopes, 2018; Panch et al., 2019); <b>#P+F2</b>
7 Oct 9	Information + Social Media	<b>R:</b> (Ariel & Avidar, 2015; Haq et al., 2022; Milton et al., 2023); <b>#DP2</b>
8 Oct 16	Information + Surveillance	<b>R:</b> (Chiou et al., 2022; Zuboff, 2022); <b>#GALLERY-WALK</b>
9 Oct 23	Information on the go/ Context/ Situation	<b>R:</b> (Büschel et al., 2018; Paasovaara et al., 2017; Sardianos et al., 2020); <b>#P+F3</b>
10 Oct 30	Information Sensibility Misinformation	<b>R:</b> (Hassoun et al., 2023; Karusala & Anderson, 2022); <b>#DP3</b>
11 Nov 6	Information and AI, Heteromation	<b>R:</b> (Ashok et al., 2022; Ekbia & Nardi, 2019; Zhou et al., 2023); <b>#P+F4</b>
12 Nov 13	Information Ethics	<b>R:</b> (Floridi, 2005; Ko, 2023, Chapter 10; Li et al., 2019; Smith, 2002); <b>#DP4</b>
13 Nov 20	Information Regulation + Policies	<b>R:</b> (Al-Hamdani & Dixie, 2009; Fernandez & Alani, 2018; Kirkpatrick, 2019; Vogl & Barrett, 2010); <b>#Draft-Poster</b>
14 Nov 27	THANKSGIVING BREAK	
15 Dec 4	TBD	TBD
16 Dec 11	<b>Poster Show, REFLECTION ON CLASS</b>	<b>#Project-Report; #FinalPoster</b>

## TEXTBOOKS, READINGS AND MATERIALS

### Books/ Further References

There are no required textbooks for this course. Suggested book references (you should find the files on Perusall/Canvas/ Pratt Libraries):

Ko, A. J. (2023). Foundations of Information.

<https://faculty.washington.edu/ajko/books/foundations-of-information>

### Readings

In addition to a couple of chapters from the books above, here are some assigned readings for the course. Refer to [COURSE SCHEDULE AND READINGS](#) for more details on the timeline:

Al-Hamdani, W. A., & Dixie, W. D. (2009). Information security policy in small education organization. *2009 Information Security Curriculum Development Conference*, 72–78.  
<https://doi.org/10.1145/1940976.1940991>

Ariel, Y., & Avidar, R. (2015). Information, Interactivity, and Social Media. *Atlantic Journal of Communication*, 23(1), 19–30. <https://doi.org/10.1080/15456870.2015.972404>

Ashok, M., Madan, R., Joha, A., & Sivarajah, U. (2022). Ethical framework for Artificial Intelligence and Digital technologies. *International Journal of Information Management*, 62, 102433.  
<https://doi.org/10.1016/j.ijinfomgt.2021.102433>

Asif, H., & Vaidya, J. (2022). A Study of Users' Privacy Preferences for Data Sharing on Symptoms-Tracking/Health App. *Proceedings of the ACM Workshop on Privacy in the Electronic Society. ACM Workshop on Privacy in the Electronic Society, 2022*, 109–113.  
<https://doi.org/10.1145/3559613.3563202>

Basak, J., Bhaumik, P., Roy, S., & Bandyopadhyay, S. (2020). A Crowdsourcing based Information System Framework for Coordinated Disaster Management and Building Community Resilience. *Proceedings of the 21st International Conference on Distributed Computing and Networking*, Article Article 33. <https://doi.org/10.1145/3369740.3372730>

Büschel, W., Mitschick, A., & Dachsel, R. (2018). Here and Now: Reality-Based Information Retrieval: Perspective Paper. *Proceedings of the 2018 Conference on Human Information Interaction & Retrieval*, 171–180. <https://doi.org/10.1145/3176349.3176384>

Chen, H. M. (2017). Chapter 1. An overview of Information Visualization. *Library Technology Reports*, 53(3), 5–7. <https://www.journals.ala.org/index.php/ltr/article/view/6288>

Chiou, H., Voegeli, C., Wilhelm, E., Kolis, J., Brookmeyer, K., & Prybylski, D. (2022). The Future of Infodemic Surveillance as Public Health Surveillance. *Emerging Infectious Diseases*, 28(13), S121–S128. <https://doi.org/10.3201/eid2813.220696>

D'Ignazio, C., & Klein, L. F. (2020). *Data Feminism*. MIT Press.  
<https://play.google.com/store/books/details?id=x5nSDwAAQBAJ>

Ekbia, H. R., & Nardi, B. A. (2019). Keynes's grandchildren and Marx's gig workers: Why human labour still matters. *International Labour Review / International Labour Office*, 158(4), 653–676.  
<https://doi.org/10.1111/ilr.12146>

Fernandez, M., & Alani, H. (2018). Online Misinformation: Challenges and Future Directions. *Companion Proceedings of the The Web Conference 2018*, 595–602. <https://doi.org/10.1145/3184558.3188730>

Floridi, L. (2005). Information ethics, its nature and scope. *SIGCAS Comput. Soc.*, 35(2), 3.  
<https://doi.org/10.1145/1111646.1111649>

Haq, E.-U., Tyson, G., Braud, T., & Hui, P. (2022). Weaponising Social Media for Information Divide and Warfare. *Proceedings of the 33rd ACM Conference on Hypertext and Social Media*, 259–262.  
<https://doi.org/10.1145/3511095.3536372>

Harrison, S., Tatar, D., & Sengers, P. (2007). The three paradigms of HCI. *Alt. Chi. Session at the SIGCHI*

- Conference on Human Factors in Computing Systems San Jose, California, USA*, 1–18.  
<https://www.academia.edu/download/71956254/HCIJournalTheThreeParadigmsofHCI.pdf>
- Hassoun, A., Beacock, I., Consolvo, S., Goldberg, B., Kelley, P. G., & Russell, D. M. (2023). Practicing Information Sensibility: How Gen Z Engages with Online Information. *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems*, Article Article 662.  
<https://doi.org/10.1145/3544548.3581328>
- Huvila, I., Budd, J. M., Lloyd, A., Palmer, C., & Toms, E. (2016). Information work in information science research and practice. *Proceedings of the 79th ASIS&T Annual Meeting: Creating Knowledge, Enhancing Lives through Information & Technology*, Article Article 4.  
<https://dl.acm.org/doi/10.5555/3017447.3017451>
- Júnior, P. S., Novais, R., Vieira, V., Pedraza, L. G., Mendonça, M., & Villela, K. (2015). Visualization mechanisms for crowdsourcing information in emergency coordination. *Proceedings of the 14th Brazilian Symposium on Human Factors in Computing Systems*, Article Article 35.  
<https://doi.org/10.1145/3148456.3148491>
- Karusala, N., & Anderson, R. (2022). Towards Conviviality in Navigating Health Information on Social Media. *Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems*, Article Article 43. <https://doi.org/10.1145/3491102.3517622>
- Kirkpatrick, K. (2019). Regulating information technology. *Communications of the ACM*, 62(12), 19–21.  
<https://doi.org/10.1145/3365583>
- Ko, A. J. (2023). *Foundations of Information*.  
<https://faculty.washington.edu/ajko/books/foundations-of-information>
- Li, G., Du, Z., Gao, Z., & Chen, F. (2019). Ethics Education of Information and Big Data. *Proceedings of the 2019 International Conference on Modern Educational Technology*, 96–100.  
<https://doi.org/10.1145/3341042.3341056>
- Lyle, P., Korsgaard, H., & Bødker, S. (2020). What's in an Ecology? A Review of Artifact, Communicative, Device and Information Ecologies. *Proceedings of the 11th Nordic Conference on Human-Computer Interaction: Shaping Experiences, Shaping Society*, Article Article 88.  
<https://doi.org/10.1145/3419249.3420185>
- Marchionini, G. (2008). Human-information interaction research and development. *Library & Information Science Research*, 30(3), 165–174. <https://doi.org/10.1016/j.lisr.2008.07.001>
- Meadow, C. T., & Yuan, W. (1997). Measuring the impact of information: Defining the concepts. *Information Processing & Management*, 33(6), 697–714.  
[https://doi.org/10.1016/S0306-4573\(97\)00042-3](https://doi.org/10.1016/S0306-4573(97)00042-3)
- Milton, A., Ajmani, L., DeVito, M. A., & Chancellor, S. (2023). “I See Me Here”: Mental Health Content, Community, and Algorithmic Curation on TikTok. *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems*, Article Article 480.  
<https://doi.org/10.1145/3544548.3581489>
- Monteiro, J. M., & Lopes, C. T. (2018). HealthTalks - A Mobile App to Improve Health Communication and Personal Information Management. *Proceedings of the 2018 Conference on Human Information Interaction & Retrieval*, 329–332. <https://doi.org/10.1145/3176349.3176894>
- Paasovaara, S., Jarusriboonchai, P., & Olsson, T. (2017). Understanding collocated social interaction between Pokémon GO players. *Proceedings of the 16th International Conference on Mobile and Ubiquitous Multimedia*, 151–163. <https://doi.org/10.1145/3152832.3152854>
- Panch, T., Mattie, H., & Atun, R. (2019). Artificial intelligence and algorithmic bias: implications for health systems. *Journal of Global Health*, 9(2), 010318. <https://doi.org/10.7189/jogh.09.020318>
- Resmini, A., & Rosati, L. (2011). *Pervasive Information Architecture: Designing Cross-Channel User Experiences*. Elsevier. <https://play.google.com/store/books/details?id=ntWc13nSiNkC>
- Rogers, Y. (2012). The Role and Contribution of Theory in HCI. In Y. Rogers (Ed.), *HCI Theory: Classical, Modern, and Contemporary* (pp. 15–19). Springer International Publishing.  
[https://doi.org/10.1007/978-3-031-02197-8\\_3](https://doi.org/10.1007/978-3-031-02197-8_3)
- Sachdeva, G., & Seema. (2019). Crowdsourcing: evolution of information ecology in the digital

- workplaces. *Proceedings of the Third International Conference on Advanced Informatics for Computing Research*, Article Article 48. <https://doi.org/10.1145/3339311.3339359>
- Sardianos, C., Varlamis, I., & Bouras, G. (2020). Extracting user habits from Google maps history logs. *Proceedings of the 2018 IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining*, 690–697. <https://dl.acm.org/doi/10.5555/3382225.3382376>
- Smith, H. J. (2002). Ethics and information systems: Resolving the quandaries. *SIGMIS Database*, 33(3), 8–22. <https://doi.org/10.1145/569905.569908>
- Susarla, A., Gopal, R., Thatcher, J. B., & Sarker, S. (2023). The Janus Effect of Generative AI: Charting the Path for Responsible Conduct of Scholarly Activities in Information Systems. *Information Systems Research*, 34(2), 399–408. <https://doi.org/10.1287/isre.2023.ed.v34.n2>
- Vogl, P., & Barrett, M. (2010). Regulating the information gatekeepers. *Communications of the ACM*, 53(11), 67–72. <https://doi.org/10.1145/1839676.1839695>
- Zhou, J., Zhang, Y., Luo, Q., Parker, A. G., & De Choudhury, M. (2023). Synthetic Lies: Understanding AI-Generated Misinformation and Evaluating Algorithmic and Human Solutions. *Proceedings of the 2023 CHI Conference on Human Factors in Computing Systems*, Article Article 436. <https://doi.org/10.1145/3544548.3581318>
- Zuboff, S. (2022). Surveillance Capitalism or Democracy? The Death Match of Institutional Orders and the Politics of Knowledge in Our Information Civilization. *Organization Theory*, 3(3), 26317877221129290. <https://doi.org/10.1177/26317877221129290>

### PRATT'S GRADING SCALE

Superior work:	<b>A</b> 4.0 (96-100)	<b>A-</b> 3.7 (90-95)
Very good work:	<b>B+</b> 3.3 (87-89)	<b>B</b> 3.0 (83-86) <b>B-</b> 2.7 (80-82)
Marginally satisfactory:	<b>C+</b> 2.3 (77-79)	<b>C</b> 2.0 (73-76)
Failed:	<b>F</b> 0.0 (0-72)	

### PORTFOLIO

Work completed for this course may be included in your portfolio. For more information on each program's portfolio requirements, please visit the program's respective webpage:

MS Library & Information Science: Portfolio - <http://bit.ly/prattmslisportfolio>

MS Information Experience Design: Portfolio - <http://bit.ly/prattmsixdportfolio2>

MS Data Analytics and Visualization: Portfolio - <http://bit.ly/prattmsdavportfolio2>

MS Museums and Digital Culture: Portfolio - <http://bit.ly/prattmsmdcportfolio2>

Also, you are encouraged to meet with your advisor about including projects in your portfolio.

### COURSE POLICIES

#### **In Class Participation and Writing**

This class is designed as a seminar class, which has its own expectations due to the nature of the class structure. These expectations include class discussions on the topics for the weeks, discussion on a range of topics (without necessarily having connections between weeks), and engagement in avenues that need critical thinking based on your readings and experiences with information. All perspectives are welcome This is a graduate level course, which expects formal levels of participation, discussions, and

writing. Kindly reach out to me or any other writing groups if you have any questions towards academic or formal level of writing.

### **Attendance Policy**

Attendance and active participation are essential to successful learning in this course. Typical class sessions will include lectures, discussions, activities, and studio time to work in your project teams that directly inform course assignments. Students are allowed 2 absences for any reason. Documentation is not required, but kindly inform the professor if you know you will be absent prior to class time; which might prepare the instructor to record the class session for your reference at a later time. Kindly coordinate with the professor if you are going to miss a submission of class assignment and can discuss alternatives. Students with long-term health issues, hardships, or emergency situations should discuss their options with the professor. There will be no zoom option for attending class.

### **Late Assignments and Incompletes**

All assignments must be uploaded to Canvas (unless otherwise noted) by the due date. If you are unable to meet a deadline, please discuss your options with the professor prior to the assignment deadline. Any late submissions without discussion with the professor will automatically have late policy as applied on Canvas which is deduction of 3%/day. Incomplete grades can be awarded in cases of medical issues or no-fault hardships. Students requesting an incomplete must notify me to discuss options for completing the work.

### **Revisions to the Syllabus**

While this syllabus provides a reliable framework for the course, it is possible that assigned readings will be added or deleted or that events (guest lectures, etc.) may require changes to the schedule. Any changes will be informed to the students via Canvas Announcements (make sure your notifications are Switched On for email) and/or announced in class.

### **Miro**

We will be using Miro in this class, and it may be helpful to bring a laptop/tablet to class to access the lecture slides, as well as participate in real-time activities that we will do on Miro. Please note that you will lose access to the Miro boards at the end of the class. Make sure to download/backup your work if you want to save anything from the class.

## **PRATT INSTITUTE-WIDE POLICIES**

### **Academic Integrity Code**

Academic integrity at Pratt means using your own and original ideas in creating academic work. It also means that if you use the ideas or influence of others in your work, you must acknowledge them. For more information on Pratt's Academic Integrity Standards, please visit

<http://bit.ly/prattacademicintegrity>.

### **Students with Disabilities and Accessibility**

Pratt Institute is committed to the full inclusion of all students. If you are a student with a disability and require accommodations, please contact the Learning/Access Center (L/AC) at LAC@pratt.edu to schedule an appointment to discuss these accommodations. Students with disabilities who have already

registered with the L/AC are encouraged to speak to the professor about accommodations they may need to produce an accessible learning environment.

Requests for accommodation should be made as far in advance as reasonably possible to allow sufficient time to make any necessary modifications to ensure the relevant classes, programs, or activities are readily accessible. The Learning/Access Center is available to Pratt students, confidentially, with additional resources and information to facilitate full access to all campus programs and activities and provide support related to any other disability-related matters.

For more information, please visit <http://www.pratt.edu/accessibility/>.

### **Bias, Discrimination and Sexual Misconduct**

Pratt Institute seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of harassment, discrimination, bias, or sexual misconduct, we encourage you to report this.

To report an incident regarding a student, faculty, or staff member, please fill out the Bias, Discrimination & Sexual Misconduct Incident Form ([http://bit.ly/pratt\\_biasform](http://bit.ly/pratt_biasform)). Submitting an incident report allows the Institute to investigate and take appropriate actions to address your concerns.

If you inform me (your professor) of an issue of harassment, discrimination or bias, or sexual misconduct I will keep the information as private as I can, however, I am required to bring it to the attention of the institution's Title IX Coordinator. You can access Title IX services by emailing [titleix@pratt.edu](mailto:titleix@pratt.edu). You can also speak to someone confidentially by contacting our non-mandatory reporters: Health Services at 718-399-4542, Counseling Services 718-687-5356 or Campus Ministries 718-596-4840.

In incidents where you may prefer to place an anonymous report in confidence, you are encouraged to submit reports through EthicsPoint ([http://bit.ly/pratt\\_ethicspoint](http://bit.ly/pratt_ethicspoint)).

If you have any questions about filing or completing an incident report, please contact the Director of Diversity, Equity, and Inclusion or the Title IX Coordinator, by emailing [bias@pratt.edu](mailto:bias@pratt.edu).

For more information, please refer to the Community Standards webpage:

<http://bit.ly/prattcommunitystandards>.