

EXISTING COURSE ADOPTION PROCEDURE (ECAP):
INTERIM PROCEDURE FOR BRINGING COURSES OFF THE MASTER COURSE LIST
Drafted by Curriculum Committee & Approved by Faculty Senate
Indiana University East, Fall 2001

Please fill out the following form when sending courses to the Curriculum Committee for consideration:

PART 1:

Course number: **INFO I 101** Course Title **Introduction to Informatics**
Credit hours: **(3 cr.)** Division offering: **CSCI / BUSE**

Faculty member submitting this proposal: Suzi Shapiro, Sue McFadden

PART 2:

Have you contacted all campuses in the IU system who are currently teaching this course and examined their methods of teaching this course? (you should consult the office of the Vice Chancellor of Academic Affairs for help in contacting campuses and procuring sample syllabi)

YES, identified syllabi on other IU campuses through web search.

Below, please list all those campuses which teach the course in question:

IUB, IUPUI, IUSB

PART 3:

Please provide the following elements to the model framework as required by the University Faculty Council (you may attach additional pages):

1) Describe the course content and your rationale for bringing it forward:

"Informatics is concerned with the development, representation, interactions, and consequences of information. It starts with information theory, the background to all information, then follows information throughout society and technology. Information informs both our social structures (who has it? who doesn't? who can get it? who can hide it? who can exploit it?) and our technology (modern technology, unlike industrial-age technology, is quickly reducing to the task of design, not construction of the equipment: this holds true most strongly with computer technology, but it applies to everything from sewing machines to space shuttles). Information also has both a past and a future. Historically, information management has had major consequences on world history, particularly in cryptography and communications, and, looking ahead, information management is likely to have perhaps the single largest consequence on our near future--anything from advanced computer technology to economic development to bioengineering. Our world, at least in advanced societies, is rapidly reducing to information and its management. Hence, informatics and its importance." IUB, Professor Rawlins, School of Informatics.

I101 could be an alternative to CSCI A110 in the sense that it offers a different perspective on computer literacy. The course relies on students having basic computer literacy including word processing, internet and email skills. This course presents a broad overview of the key factors of informatics: information technology,

foundations, human-computer interaction, new media and social implications. The course offers a solid foundation for majors, minors and students who need a broad perspective of future technologies.

2) Describe the course's placement in the program, including its intended audience and any prerequisites.

The course is a required course in the informatics program on all campuses and is a prerequisite for many advanced courses in informatics. The course will be available as an elective for any major and could be considered to fulfill a computer literacy requirement for students entering with basic computer skills. Specifically, students may take this course to add to their understanding of current and future information technologies and problem solving opportunities. The prerequisite is computer literacy.

3) List the anticipated student learning objectives and outcomes.

- Students will gain an overview of the emerging field of Informatics
- Students will be introduced to information theory.
- Students will learn to apply problem solving and critical thinking within the context of information technologies and collaborative technologies.
- Students will learn ethics, privacy and copyright within the framework of information science and the corresponding information technologies.
- Students will understand the data to information cycle.
- Students will begin to understand the implications of the information life-cycle.
- Students will be introduced to the basic ideas of human-computer interactions and the social implications of information technology.

4) Discuss any special features of the course.

The course will be offered online.

I approve the above-mentioned course as following the model framework given by other campuses in the IU system.

Division Chair

Date

Sample Syllabus: INFO I 101 Introduction to Informatics

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Hayes 257 (in the Campus Library)

Course Description: P: (3 cr) Computer literacy. Emphasis on topics in human-computer interaction and human factors, collaborative technologies, group problem solving, ethics, privacy, and ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, and futuristic thinking.

Textbooks

Course will use online materials instead of a printed text	Websites, databases and online readings
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Course Objectives

- Students will gain an overview of the emerging field of Informatics
- Students will be introduced to information theory.
- Students will learn to apply problem solving and critical thinking within the context of information and collaborative technologies.
- Students will learn ethics, privacy and copyright within the framework of information science and the corresponding information technologies.
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- Students will be introduced to the basic ideas of human-computer interactions and the social implications of information technology.

Campus Learning Objectives

This course will help students develop in the following Campus Learning Objectives:

3. Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking, and technology.
5. Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity.
6. Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities, and value systems.

Course Procedures: The course is offered on-line and follows a regular schedule of assignments, discussions and assessments which require weekly interaction. Course attendance is reflected by your weekly participation. There are individual and group assignments which require the utilization of the technologies discussed in class.

Reading and Assignment Schedule:

Week	Topic	Assignment	Reading
1	Collaborative technologies: Email, Websites, Blogs, Cell phones, social web (Web 2.0, 3.0) discuss relationships of individuals and information representation:	Participate in class Blog: avatars, anonymous interactions.	
2	Problem Solving with Technology Solves the problem as intermediary, collaboration and technology	Create Web-page, mini-html/dhtml	
3	Privacy, Ethics & Copyright ID Tags, Digital Angel, Packaging of materials, inventories.	Use blog to solve a problem as a group. Blog the concepts	
4	Ownership of Information Google, Publishing, Print on Demand, i-pods and like	Share Resources, discuss violations in Blog	
5	Information Representation RSS, IM,, Image, Audio, pod-casting, vod-casting	Find an online music file and identify ownership	
6	Information Representation (continued) Graphs, symbols, data displays	Encode & decode a message	
7	Information Life Cycle Creation, Acquire, Organize & Identify	Blog discussion, nature of storage medias.	
8	Information Life Cycle (continued) Storage, Preservation, Access, re-access	Use a variety of file formats, re-access through different equipment	
9	Data to Information Statistics, draw conclusions, induction & deduction	Name Wizard, Excel	
10	Data to Information (continued) Induction & deduction, Logic, Data Mining	Analyze US Census Data to create new information	
11	Human Factors HCI Human & Computer, Interface, usability	Usability- identify a bad website/blog and its characteristics	Jacob Nielson & Donald Norton
12	Human Factors HCI (continued) Human & Information, Memory, Vision, Hearing	Identify human characteristics that support or interfere with the use of technology.	
13	Futuristic Thinking MIT Media Lab	Web site proposals	
14	Futuristic Thinking (continued) Implications of Emerging Technologies, Ubiquitous technological society	Final Paper on the student's view of the future of information technology	
15	FINAL		