



COURSE SURVIVAL GUIDE AND MAP

Basic Course Info

- Term: Spring 2006
- Course Section: 05
- Course Credit: 3 credit hours
- Course Schedule: 12:30-1:45 Mondays & Wednesdays
- Location: LSB 006A
- Course Website: <http://campus.fsu.edu>

Introducing Your Learning Facilitators

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Why This Course Should Interest You

These are exciting times for information professionals. Careers in information technology are burgeoning especially considering that 5 out of the 20 fastest growing professions are information-intensive and depend heavily on information technologies. Individuals seeking a competitive edge in the IT field are not only expected to have the technical know-how but are also expected to have strong organizational, analytical and communication skills. Moreover, IT professionals must also demonstrate a good understanding of the theoretical and conceptual foundations of information systems design and management as well as the issues and social implications of information and information technologies.

What This Course is All About

LIS 3267 Information Science for Information Professionals is the first in a series of four foundation courses designed to introduce you, the budding IT professional, to the social and behavioral dimensions of information science and technology. We will start by defining the problem of information and the challenges facing the Information Society. We will then explore basic principles and concepts in information science, information representation, organization and architecture, cognitive psychology, human computer interaction, and strategic information management and their application in the design of IT systems. In this course, we emphasize a user-based perspective to IT and the concurrent skills and values you will need to develop to become a successful IT professional. We will conclude the course by discussing the role of ethics in computing.

Course Goals

At the end of this course, successful students can be expected to...

1. Gain a greater understanding of the field of information science and technology and its applications in today's information-intensive society;
2. Be familiar with the range of careers that are open to individuals with a degree in information technology as well as with the competencies and skills expected of information professionals;
3. Be familiar with a broad range of information representation and design concepts drawn from different fields of information science, information architecture, cognitive psychology, and human computer interaction.
4. Apply concepts learned in class to critically evaluate existing IT systems designed to serve different information needs (e.g., a commercial website, an educational site, a health information site, an online auction site, an online banking system);
5. Plan, design, develop and evaluate a prototype website (educational, informational, or commercial) demonstrating the principles of good information representation, organization, and architecture.

Specific Learning Objectives

At the end of this course (if you ensure your full and thoughtful engagement in all class activities), you should be able to...

1. Describe the different aspects of the Information Age and its impact on society.
2. Discuss the impact of the Internet and the World Wide Web on individuals and organizations.
3. Explain the role information technology plays in solving the information problem for individuals as well as organizations.
4. Explain the inter-disciplinarity of information science and its common information-related concerns with other sciences and disciplines.
5. Identify the psychological and physical sensory and perceptual processes individuals employ to access information.
6. Discuss the importance of human factors in designing effective and usable information systems.
7. Critically evaluate the information architecture and design of an existing website using a user-centered approach.
8. Plan, design, develop, and evaluate a prototype website (i.e., educational, informational, or commercial) demonstrating the principles of good information representation, organization, and architecture.
9. Describe the many opportunities available for individuals interested in an IT career.
10. Identify the skills and competencies required of information professionals in today's highly competitive IT job market.
11. Discuss the importance of information ethics in shaping the career of the information professional.

Note on Course Co-Requisites

This course is meant to work synergistically with the other three foundation courses of this program. As such, the instructors of each course have coordinated the learning activities to enable you to gain a holistic introduction to the basic concepts of the field as well as the skills and competencies you will need to become a successful information professional. What this means is that you are expected to be able to apply whatever knowledge and skills you learn and develop in specific classes throughout all the foundation courses and beyond.

For example, while the final project of this course requires you to conceptualize and design a prototype website, we will not delve too deeply into the mechanics of web design in this course. The course material has been integrated closely with that of LIS 3353 (Technologies for Information Professionals), where you are expected to learn some of the technical skills needed to put together a web site. The course material has also been integrated with the

course content of LIS 3021 (Communication for Information Professionals), where you are expected to learn technical communication skills such as writing for the web.

If by chance you have not yet taken these courses or are not enrolled in these courses this semester, you will be grouped together with people who are in order to complete the collaborative assignments and group projects. However, we also expect you contribute equally to group efforts, even if this means having to go beyond the course material (e.g., participate in online tutorials, etc.) to fill whatever gaps might prevent you from fully contributing to the accomplishment of any class activity.

Service Learning Component

LIS 3267 is a Service Learning Course. This means that the course curriculum, in addition to providing basic training on Information Science principles and concepts, provides you with an opportunity to apply these lessons to real-world situations through a community-based project.

For your final project, you and your teammates will be assigned to work with a non-profit organization to design a prototype website specific to their intended users' needs. You will be expected to work closely with this organization from the conceptualization to evaluation stages of the Final Project. This is both a wonderful opportunity to apply lessons learned in class to actual situations as well as an opportunity to provide valuable service to the community.

As an added incentive, your service (minimum of 20 hours for this semester) can be documented and officially recorded on your transcripts using the ServScript form. This is a great opportunity to start building your resume for future job seeking opportunities.

Team-Based Learning

This course primarily uses a team-based approach to learning. Team-based learning is an instructional strategy that emphasizes the development of cohesive teams that promote peer learning. More importantly, working in teams will provide you with an opportunity to develop communication and organizational skills crucial to your development as an IT professional. Most of the activities and requirements in this course will be completed as part of a team effort and your ability to contribute to that team effort will be evaluated at the end of the semester through peer evaluation.

Textbooks and Other Course Materials

Two textbooks are required for this class:

- Coe, M. (1996). *Human factors for technical communicators*. New York: Wiley.
- Wodtke, C. (2003). *Information architecture: Blueprints for the Web*. Indianapolis, Ind.; London: New Riders; Pearson Education.

Additional readings will also be provided on the course website and on reserve at the Goldstein Library. You will have 1-3 readings per topic. You are expected to study these materials prior to coming to class in preparation for individual and team-based quizzes.

For the Final Group Project, you may use ANY html editor or web publishing software to create your websites. If you are seriously considering pursuing the Information Architecture track or are interested in Web Design, I would suggest that you become familiar with the Macromedia Dreamweaver application. This application is available at the CI Computer lab and 30-day trial version of this software is also available on the Macromedia site (<http://www.macromedia.com/>). Useful tutorials are available on this site as well.

NOTE: This is not a web design class per se. Thus the final project will be done in teams, with each team having at least one person with html experience. Through peer learning and self-study, I expect you to learn basic technical skills that will enable you to complete the final project. The emphasis of the final project though is not technical skills per se, but your ability to apply the principles of good information representation, organization & design.

This class is for you if you

1. **Class participation is essential.** By thoughtfully engaging yourself in class activities, by keeping up with the readings, sharing your ideas and experiences with others in the class, you are ensuring a fruitful semester ahead of you.

- agree that ...*
2. You will get the most out this course only if you come to class prepared and on time and if you work consistently during the week to complete all learning activities. There are no shortcuts to learning and you will only be short-changing yourself if you think that the bare minimum effort will be sufficient for this course.
 3. Learning happens just as much outside of the classroom as it does inside the classroom. Most of your learning will occur when you start applying the knowledge you've gleaned within the four walls of this institution to real-world problems.
 4. Collaborative work encourages peer learning and support and has been shown to directly enhance learning. However, it is every team members' responsibility to make sure that the team is productive. To make group work meaningful, each member should be held accountable for: accomplishing the tasks assigned to them, learning all the material, contributing to in-class or online discussions, and helping ensure that overall group tasks are accomplished.
 5. Group work enhances the development of skills that would be of value in the actual workplace. This includes: teamwork skills, collaborative skills, analytical and cognitive skills, and organizational and time management skills.
 6. Open, tolerant, and respectful communication is the key to maintaining a positive learning environment. Individuals in this class need not always agree with one another, but there is always a respectful way to address issues.
 7. You are a student who takes responsibility for your own learning. You will talk to me if you think something is not working and we will work to try to make it better.

How You Will Be Graded

Your course grade will be based on the following criteria on a 800-point scale:

Criteria

INDIVIDUAL REQUIREMENTS	Points	%
Readiness Assessment Quizzes (10; 6 pts. @)	60	7.5
Reflective Questions	20	2.5
Midterm Exam	100	12.5
Prototype Webpage	50	6.3
Web Critique 2	40	5.0
Peer Evaluation 1	20	2.5
Peer Evaluation 2	60	7.5
SUBTOTAL	350	43.8
TEAM REQUIREMENTS	Points	%
Team Quizzes (5; 10pts. @)	50	6.3
Web Critique 1	50	6.3
Meeting Minutes	40	5.0
Task Analysis	10	1.3
Signed Service Learning Agreement	20	2.5
Client & Audience Analysis	50	6.3
Site Map	40	5.0
Usability Test & Analysis	50	6.3
Final Prototype Website	100	12.5
Presentation	40	5.0
SUBTOTAL	450	56.3
TOTAL	800	100.0

Grading Attendance

While attendance is not accounted for in the grading criteria, attendance is required and will be checked regularly. Perfect attendance will be rewarded (see above extra credit opportunity), while unexcused absences will be penalized in the following manner: 3-

percentage points (or 24 points) for every unexcused absence over 3 will be deducted from the final grade. Here's an idea of how this policy could affect your final grade:

No. of Unexcused Absences	Points Off	% Classes Missed	If you had a perfect score, the highest letter grade you can get would be:
4	24	15%	A
5	48	19%	A-
6	72	22%	A-
7	96	26%	B+
8	120	30%	B
9	144	33%	B-
10	168	37%	C+
11	192	41%	C
12	216	44%	C
13	240	48%	C-
14	264	52%	D+

Letter Grade Your final letter grade will be based on the standard grading scales for CI courses:

FINAL GRADING SCALE		
%	Grade	Score
93-100	A	740-800
90-92	A-	716-739
87-89	B+	692-715
83-86	B	660-691
80-82	B-	636-659
77-79	C+	612-635
73-76	C	580-611
70-72	C-	556-579
67-69	D+	532-555
63-66	D	500-531
60-62	D-	476-499
0-59	F	0-475

Important Note: Since I will not be grading on the curve, you can assume that everyone has an equal opportunity to earn an A for this course. However, this will depend on how much you have participated in the class activities and the quality/accuracy of your work. However, you must complete all major requirements to get a passing grade in this course. No Incomplete grades will be assigned, except under documented extenuating circumstances.

Extra Credit Opportunities You will have some opportunities to earn extra credit for the following:

- If you get >95% on the Final Peer Evaluation, you will get an extra 24 points on your final grade
- If you get 90-94% on the Final Peer Evaluation, you will get an extra 8 points on your final grade
- If you have perfect attendance (including 1 "gimme" - late or excused absence), you will get an extra 24 points on your final grade

NOTE: These extra credit opportunities imply something very important about this course: we value your participation and wholehearted effort to contribute to your own learning and this will be rewarded accordingly.

EVALUATION & ASSESSMENT

The following section briefly outlines the activities and requirements that will be used to assess your mastery of the concepts covered in this course. More detailed instructions will be posted online.

Quizzes **Readiness Assessment Quizzes** are online quizzes which will be made available on the Blackboard site prior to each major topic discussion. These are timed quizzes that can only be taken once and are designed to test whether you have done the reading assignments for a particular class. Ten 6-point RAQs will be given throughout the semester. You are responsible for making sure you take these scheduled quizzes during the times allotted - no make-up RAQs will be given.

Team Quizzes are five 5-item quizzes that will be done by groups in class prior to each lecture. These quizzes are designed to do three things: encourage group discussion of the assigned reading; help me identify gaps in your knowledge; and help build team cohesiveness in preparation for the final project and other major assignments.

Reflective Questions Throughout the semester, you will be assigned reflective question assignments. These are reflective in a sense that you are challenged to think about how you can connect the dots between theory and practice and particularly how these concepts are personally relevant.

Midterm Exam The first half of the semester will be devoted to learning basic concepts in information science and related disciplines. The second half is more practical in nature, covering topics that will help you complete the final project requirements. Because of this, only one major exam will be given in this course during the midterm. The midterm exam be 100 points and will include multiple choice, true or false, or matching items, and short-answer essay questions.

Web Critique #1 Your team will choose a website (may be informational, educational, commercial, entertainment, etc. but subject to my approval) to critique using a specific set of rubrics that emphasizes a user-based perspective in information system design.

Web Critique #2 At the end of the semester, once teams have posted the final prototype sites, you will have the individual opportunity to assess and score another team's website using specific rubrics, and also make suggestions on how this can be improved. This exercise will not only demonstrate your analytical and critical skills, but will also be used to calculate each team's final project grade.

Final Project Your team will plan, design, and develop a prototype website demonstrating the principles of good information representation, organization, and design. Your teams will be assigned to work with actual community organizations as part of the Service Learning component of this course. As such, you will have the opportunity to learn important skills needed to carry out an actual IT project. The Final Project will be broken up into several deliverables:

Meeting Minutes - you will be required meet regularly with your team and clients (at least three of these meetings should be with your client). During these meetings, you are required to record the minutes and submit these at regular intervals (see class schedule). I expect each member to contribute at least one meeting minutes each to the group collection in order to get credit for this portion of the final project.

Task Analysis - this is a breakdown of the tasks your team will need to accomplish the final project and the individuals responsible for each task.

Signed Service Learning Agreement - during your initial meeting with your client, you will be required to go over the student deliverables for the project. The Signed Service Learning Agreement is a contract between you and your client that specifies that you both agree to the terms of the final project and your responsibilities.

Client & Audience Analysis - you will be required to conduct a thorough analysis of your

client organization and their intended audience.

Site Map - you will produce a prototype site map for a proposed complete site. This site map should show how you intend to categorize and organize the information for your intended audience.

Individual Prototype Webpage -Team members are required to design at least one webpage of the prototype website which will be graded as a separate individual requirement.

Usability Test & Analysis - once your team has a draft site, you will be required to conduct a basic usability test using an appropriate usability protocol. You will then be required to write up a report of the results of the usability test.

Final Prototype Website - The final prototype site design should consider the intended client's needs, the main purpose of the site, and the needs of the intended users/audience. Moreover, the site will be judged on the following criteria: information organization, information representation, navigation, interface design, and usability. The grade for this final project will be based not only on my evaluation of the quality of the group output, but also on the evaluation of your website by two other teams.

Presentations - At the end of the semester, teams will present the results of their final project to the class and potentially to the agencies we will be working with. You will be required to do an 8-10 minute PowerPoint presentation that discusses the process your team went through to complete the final project; results of the client and audience analysis; results of the usability testing; your final prototype; and other lessons learned.

Peer Evaluation

You will submit a peer evaluation for each member of your team: once before the midterm and finally at the end of the semester. This will help us determine the amount of work each member has contributed toward team efforts. You will also be required to give narrative comments regarding the extent to which each member contributes to the team effort, takes responsibility for team success, and contributes towards building a productive and positive atmosphere within the team.

COURSE POLICIES

Attendance and Tardiness

Research and practical experience demonstrate that class attendance is a major factor in how well students perform in a course. Therefore, you should take your responsibility to attend class seriously. On a practical note, if you miss class, you are also likely to miss quizzes and in-class activities.

As mentioned earlier, perfect attendance (including one gimme for a late or one excused absence) will be rewarded with an extra 24 points for the final score. Excessive unexcused absences, however will be penalized. For every unexcused absence over 3; 3-percentage points (or 24 points) will be deducted from the final grade (see section on grading to determine how this can affect calculation of your final grade).

Excused absences are those absences occasioned by illness, by trips for the University, or by authorized field trips. If you miss class due to a university-sanctioned excuse, you are responsible for providing authentic documentation to prove the legitimacy of the excuse. Please provide the necessary documentation at least 1 week prior to your scheduled activity/excused absence or not more than 3 days after the excusable absence.

You should assume full responsibility for missing any material in class. Keep in contact with fellow classmates or teammates and regularly monitor the course website on Blackboard.

Please try to be in class on time as once roll is taken, students who are more than 20 minutes late to class will be counted as absent for that day. Student tardiness is not only disruptive to the rest of the class but is also counter-productive as you may miss the chance to participate in learning activities given at the beginning of class. You are also expected to remain in the classroom for the entire duration of the class. If you will need to leave prior

to the end of the class period, please have the courtesy to inform me prior to the beginning of the class.

Make-up Quizzes/Exam

Make-up quizzes or make-up for other in-class activities will not be routinely administered, unless there are extenuating circumstances. Decisions will be made on a case-to-case basis and will be brought to the attention of the Academic Dean for further evaluation. Make-up exams may be permitted when justified by illness, conflicting exams, more than three exams in a 24-hour period (in the case of the Final Exam) or for certain emergencies. In such cases, **you should contact me immediately, preferably at least one week prior to the scheduled exam.**

Late Assignments or Group Work

It is your responsibility to turn in all requirements on time (due dates and times are clearly specified on the attached class schedule). Five percentage-points will be deducted for every day you are late with an assignment or project. At the most, assignments and projects should be submitted two-days before the next assignment is due or they will not be graded.

Class Decorum

Kindly be on time and orderly in entering the classroom. Late arrivals and early departures do not only disrupt the concentration of your classmates, but can also be detrimental to your learning. If for some reason you must be late, try to enter the room quietly.

During class I request that all students, as a matter of courtesy, **turn off their cellphones, refrain from disruptive behavior, refrain from eating, and refrain from using your laptops for other uses other than class work (e.g., playing games; listening to/downloading music; chatting; e-mailing).** You may bring a soft drink or coffee to class. Disagreements on the subjects under discussion will not be allowed to evolve into arguments or personal criticisms. **Common courtesy, tolerance, and respect** are strongly encouraged to promote a positive learning environment for everyone.

Class Communication

I will be using e-mail and the course website on Blackboard extensively to communicate with the class. You are responsible for checking the course site (by viewing Discussion Boards and Announcements under the Communications menu) and your e-mail on a daily basis.

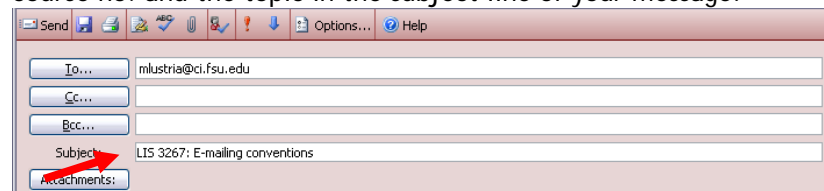
I strongly encourage you to use the communication tools on the course site to communicate with me by using the Send E-mail function or by posting a question on the Online Office Discussion Board (both are available under Communication). Group pages have also been set up to facilitate communication among groups. This is a terrific way to facilitate group work, especially if you cannot meet face-to-face outside of class often. Through the group pages, you can send e-mail to teammates, post messages on the discussion board, chat, and share files.

All e-mails will be sent to official FSU accounts, so it will be your responsibility to secure one as soon as possible. You may do this by securing an FSU card, then applying for a new account at: <https://cars.acns.fsu.edu/> . You are automatically enrolled in the course website if you are an official student of this course. The course website is available at: <http://campus.fsu.edu> .

If you have not already done so or if you have never used the FSU Blackboard system, you must first activate your FSU account. The link is available on the Blackboard site.

E-mail and File Sharing Conventions

This is a large class, so please identify yourself in all your e-mails and always preface the course no. and the topic in the subject line of your message:



General question that would benefit the rest of the class may be posted on the Online Office Discussion Board. I may also take the liberty of posting your question on the

Discussion Board if I deem it important for the whole class to know the answer to the inquiry. This is so I won't need to address common questions repetitively.

All files submitted should either be in Word (*.doc) or rich text (*.rtf) formats. Name all your files using the following convention: 3267-F05-lastname/team no.-assignment or project name and number. Moreover, make sure you also have identifying information within the document itself: Your name, teammates, date submitted, and assignment/project name and number.

FSU Academic Honor Code & Plagiarism

The Academic Honor System of The Florida State University is based on the premise that each student has the responsibility to:

1. Uphold the highest standards of academic integrity in the student's own work,
2. Refuse to tolerate violations of academic integrity in the academic community, and
3. Foster a high sense of integrity and social responsibility on the part of the University community."

Please note that violations of this Academic Honor System will **NOT** be tolerated in this class. Cases of academic dishonesty such as cheating will be investigated & pursued vigorously according to departmental and (if needed) university procedures.

Plagiarism of any type, including material from Internet sources, can be grounds for suspension from the university, as well as for failure in this course. **It will not be tolerated.**

Before submitting any work for this class, please read the "Academic Honor System" in its entirety (found in the *FSU General Bulletin* at http://registrar.fsu.edu/bulletin/undergrad/info/acad_regs.htm#AcademicHonor) and ask me to clarify any of its expectations that you do not understand.

For this course, we may submit required assignments to Turnitin.com for review and to generate an "Originality Report." All written materials will become source documents in the Turnitin.com database and used solely for the purpose of detecting plagiarism in assignments submitted in the future. Written assignments with low originality scores (<40%) indicating potential plagiarism will be rigorously investigated according to departmental procedures.

Students with Disabilities

I am more than willing to work with you should you need special academic accommodations. To facilitate this, please register with and provide documentation to the Student Disability Resource Center (SDRC). Then, bring a letter to me from the SDRC indicating that you need academic accommodations. This should be done within the first week of class so that we can determine what specific modifications need to be made to help facilitate your learning.

This syllabus and other class materials are also available in alternative format upon request.

Copyright Notice

This course website may contain copyrighted materials that are used in compliance with U.S. Copyright Law. Under that law, materials may not be saved to your computer, revised, copied, or distributed without permission. They are to be used in support of instructional activity as part of this course only and shall be limited to the duration of the course, unless otherwise specified by the instructor or owner of the material. You may only download or print materials at the direction of your instructor, who knows which materials are copyrighted and which are not.

For more information, see the [FSU Copyright Guidelines](#).

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice.

LIS 3267 SPRING 2006 COURSE CALENDAR

Week	Topic	Readings	Date	Day	Assignments/Activities	Due No Later Than
1	Introduction Information Society The Problem of Information	Syllabus; Porat (Video); Wurman Ch 1 (see Blackboard site)	Jan. 9	M	Orientation	
			Jan. 11	W	* RAQ 1	12:30 p.m.
2	IT Solutions to the Information Problem: A Historical Perspective	V. Bush ; Caronia (see Blackboard)	Jan. 16	M	NO CLASS: Martin Luther King Day	
			Jan. 18	W	* RAQ 2	12:30 p.m.
3	Service Learning Orientation/ Special Guest Speaker What is Information Science? Information-Data-Knowledge-Wisdom	Norton Ch. 1; Kalbach (see Blackboard)	Jan. 23	M	Service Learning Pre-Survey	5:00 p.m.
			Jan. 25	W	* RAQ 3	12:30 p.m.
4	Understanding the User: How People Seek Information Understanding the User: Sensation & Perception	Coe Ch 1-2	Jan. 30	M		
			Feb. 1	W	* RAQ 4	12:30 p.m.
5	Conducting the Client & Audience Analysis Guest Speaker: Melissa Raulston	Coe Ch 8; Wodtke Ch 3-4	Feb. 6	M		
			Feb. 8	W	* RAQ 5 Web Critique #1	12:30 p.m. 12 midnight
6	Understanding the User: How People Learn and Access Information Planning Your Project	Coe Ch 6; Gosse et al. (see Blackboard)	Feb. 13	M	* RAQ 6 Signed Service Learning Agreement Meeting Minutes	12:30 p.m. 1:45 p.m.
			Feb. 15	W	Task Analysis; Peer Evaluation (trial)	1:45 p.m.
7	MIDTERMS		Feb. 20	M	MIDTERM EXAM	1:45 p.m.
			Feb. 22	W		
8	Collecting & Organizing Information Creating A Site Map	Wodtke Ch 5-7 Wodtke Ch 9	Feb. 27	M	* RAQ 7 Meeting Minutes	12:30 p.m. 1:45 p.m.
			Mar. 1	W	Client & Audience Analysis	1:45 p.m.
9	SPRING BREAK		Mar. 6	M	NO CLASS: Spring Break	
			Mar. 8	W		
10	Building the Navigational Structure Usability	Wodtke 8 (pp. 203-232) & Fleming (See Blackboard) Krug ; Neilsen (See Blackboard)	Mar. 13	M	* RAQ 8	12:30 p.m.
			Mar. 15	W	Proposed Site Map Peer Evaluation #1	midnight midnight

Week	Topic	Readings	Date	Day	Assignments/Activities	Due No Later Than
11	Designing the Interface	Wodtke Ch 1 & 2	Mar. 20	M		12:30 p.m.
			Mar. 22	W	Meeting Minutes Individual Prototype Pages Usability Protocol	1:45 p.m. Midnight midnight
12	Usability Testing Guest Speaker: Melissa Raulston	Melissa's Critique of Prototypes	Mar. 27	M	DRAFT PROTOTYPE WEBSITE	12 midnight
			Mar. 29	W		
13	Ethics & the Information Professional	See Blackboard	Apr. 3	M	*RAQ 9 Meeting Minutes Service Learning Post Survey	12:30 p.m. 1:45 p.m.
			Apr. 5	W	Usability Analysis	midnight
14	Final Project Presentations		Apr. 10	M	FINAL PROTOTYPE WEBSITE	12 midnight
			Apr. 12	W	Group Presentations (Powerpoint slides of presentors due)	12:30 noon
15	Final Project Presentations		Apr. 17	M	Group Presentations (Powerpoint slides of presentors due)	12:30 noon
			Apr. 19	W	Meeting Minutes; Web Critique 2; Peer Evaluation 2 (will be credited as the last RAQ); Last day to turn in Servscript forms.	1:45 p.m.

* All Readiness Assessment Questions (RAQs) should be taken prior to coming to class

Ink Legend: ■ - Individual Requirements | ■ - Team Requirement