

Course Syllabus for LIS4511 Information Architecture

Site: [Welcome to LSU Online!](#)
Course: 2021 First Summer LIS 4511 for Boryung Ju
Book: Course Syllabus for LIS4511 Information Architecture

Printed by: Boryung Ju
Date: Monday, June 28, 2021, 3:25 PM

Description



This is the official syllabus for this course. Read it carefully! Click on any of the chapters to jump to the section you want to read.

You can print this book by clicking on the link under the Table of Contents.

Table of contents

Instructor & Course Information

Course Outcomes and Module Learning Objectives

Course Materials and Resources

Technical Information and Assistance

Grading and Course Work

Grade Breakdown and Grading Scale

Discussion Forums

Assignments

Final Project

Course Policies

Engagement and Participation

Academic Integrity

Accessibility

Netiquette

Diversity Statement

Instructor & Course Information

LIS4511 Information Architecture (3 credit hours)

Instructor: Dr. Boryung Ju

Phone: 1-225-578-1460 (Office)

[emailto:bjju1@lsu.edu](mailto:bjju1@lsu.edu)

Please email your instructor or post in the Q&A forum with questions about course content. Every effort will be made to respond within 24 hours during weekdays. Expect more time for weekends.

Catalog description:

Introduction to basic concepts, principles, and practice of information architecture; tools and techniques such as labeling, navigating, searching and knowledge organization for information representation on the World Wide Web.

Pre/co-requisites: None

Course Outcomes and Module Learning Objectives

This course covers the following specific measurable outcomes and learning objectives. All assessments are aligned to these outcomes and objectives.

Course Outcomes

When you complete this course, you will be able to:

1. Identify major issues and trends in IA and Web design.
2. Systematically analyze information organization and labelling.
3. Systematically analyze searching systems and navigation systems.
4. Apply IA strategies to design

Module Topics and Learning Objectives

The following is a breakdown of module topics and their associated learning objectives.

Module 1: *Principles of Information Architecture (IA)*

1. Describe what is information architecture in the Web environment.
2. Identify why IA is important.
3. Describe what the boundary of IA is.

Module 2: *Information Architecture (IA) Awareness*

1. Discuss how people make sense of the information environments as places.
2. Compare visible systems and invisible systems of IA.
3. Identify the components of IA.

Module 3: *Organizing Information*

1. Discuss challenges of organizing information.
2. Describe organization schemes & structures
3. Describe labelling systems.

Module 4: *Navigation and Searching Systems*

1. Describe navigation systems.
2. Identify supplemental navigation systems.
3. Describe search systems and presentations of retrieval results.

Module 5: *IA Strategies, Design & Documentation*

1. Describe the elements of an information architecture strategy.
2. Produce wireframes.
3. Produce conceptual blueprints.

Module 6: *Understanding Users*

1. Discuss how to study people, context, and content of information systems.
2. Describe the definition of metadata and controlled vocabularies.

Module 7: *IA in Organizations & Ethics in IA*

1. Discuss information architecture value in the organization.
2. Discuss business strategy in the context of IA.
3. Discuss protentional ethical issues in practicing IA.

Course Materials and Resources

Required Materials

The following materials are required for this course:

- 1) Textbook: *Information Architecture for the Web and Beyond*, 4th Edition, by Louis Rosenfeld, Peter Morville, & Jorge Arango, 2015, O'Reilly Media. (ISBN: 978-1-491-91168-6)
- 2) IA tools (one of these: Microsoft Visio, Smartdraw (smartdraw.com), Gliffy (gliffy.com), Lucidchart (lucidchart.com)) or any similar tools. These softwares are download free at the each site.

Technical Information and Assistance

Technical Help

If you have questions about the functionality of your course, review the GROK article [LSU Online Technical Requirements](#) to make sure you have the right equipment and software.

If you have any technical problems or questions, email Answers@outreach.lsu.edu. Be sure to mention your name, course number, and section and indicate that you are taking a microcred course.

Information About Tools in This Course

The following tools are used in your course and provide additional information regarding privacy and accessibility. Read this information carefully to find contact information and troubleshooting guides.

Grading and Course Work

Your grade in this course will be determined by the specific activities and assessments described in this syllabus. In the following subchapters, you will find details about each type of activity and assessment, as well as the grade breakdown and grading scale. Specific expectations for each graded item are included within these subchapters. Make sure you read all of the instructions! Please note that all due dates and times are in Central Standard Time (CST).

Each module requires a minimum of approximately twelve to thirteen hours of in-class work (viewing and completing activities in Moodle) and approximately six to seven hours of out-of-class work (readings, research, study time). This means you will complete approximately nineteen hours of total work per week.

Special note:

Federal Financial Aid regulations require the confirmation of course participation in order for students to receive financial aid. In this course, this is achieved by documenting student completion of an academic activity by the last day to add courses for credit or change sections, which is usually the fifth day of class. This activity is designated "AEA" in Module 1. Failure to complete this activity within this time period may result in a delay in the disbursement of financial aid funds.

There is also a required academic activity due on the last day of class to ensure student engagement throughout the full term.

Grade Breakdown and Grading Scale

There are three components to your course grade. The grade breaks down as follows:

Total Points

- Forums: 40 points for each forum (10 forums; 10x40 =400 points)
- Homework Assignments (HAs): 100 points for each HA (3 HAs; 3x100 = 300 points)
- Final Project: 300 points (3 phases x 100 = 300 points)
- Total = sum of points earned

Components	Points
3 Homework Assignments (10 x3)	300
10 Forums (10x 4)	400
Final Project	300
Total = total points earned	1000

Grade Breakdown

Discussion Forums/Journals (10)	40%
Assignments (3)	30%
Final Project	30%

LSU GRADING SCALE

The following grading scale applies:

97%–100%	= A+
93%–96%	= A
90%–92%	= A-
87%–89%	= B+
83%–86%	= B
80%–82%	= B-
77%–79%	= C+
73%–76%	= C
70%–72%	= C-
67%–69%	= D+
63%–66%	= D
60%–62%	= D-
0%–59%	= F

Discussion Forums

Description

In each module, you will participate in a discussion forum where you will be required to start a discussion and then respond to at least one of your classmates. Click on the forum title in each module, where you will find a prompt asking you to demonstrate critical thinking about the concepts presented in the module. Each discussion forum activity (original post plus responses) is worth 40 points. (your original post 28 points; your response to the classmate 12 points). See the rubric for the forum discussion for more details (see below).

Your original posts need to be submitted to the designated forum by the 4th day of each module and your response to your chosen classmate post need to be posted by the 5th day of the module. Your response post must include substantial contents relevant to the given topics for the forums. Just rephrasing or repeating others' posts or simply agreeing/disagreeing without presenting your own ideas do not considered a credit-worthy posting.

Submission Guidelines

Your contributions should be thoughtful, concise, and address the prompt fully.

You will not be able to see your classmates' posts until you respond to your instructor's original question prompt. Once you have posted, you will see others' posts and will be able to respond.

Deadlines

Your posts are due each week on the 4th day (your original post) and the 5th day (your response post) of each module , by 11:59 p.m. CST.

Grading Rubric

The following rubric is a sample of what is expected in both original and response posts.

Objectives	Unacceptable (0)	Unsatisfactory (1)	Emerging (2)	Proficient (3)	Exemplary (4)	Score
Quality of initial posting, including fulfillment of assignment instructions	0 Points No initial posting.	1 Point Response is not on topic, the message is unrelated to assignment, and post demonstrates poor preparation and lacks substance.	2 Points The initial posting does not adequately address the question(s) posed in the forum; Lacks synthesis of principles and/or concepts.	3 Points Initial posting demonstrates insightful reflection and answers all given questions; An adequate understanding of principles and/or concepts is evident in the logical, factual, and relevant information.	4 Points Initial posting reveals a solid understanding of all given questions. A clear synthesis of principles and/or concepts is evident in the logical, factual, and relevant information.	__ x 4 = __ /16

<p>Quality of responses to classmates</p>	<p>0 Points Does not post any responses to other classmates in this forum.</p>	<p>1 Point Responses do not promote further discussion nor provide new information. Response merely acknowledges the other classmates' initial posting.</p>	<p>2 Points Provides comments and new information but does not extend meaningful discussion by building on previous posts.</p>	<p>3 Points Provides comments and new information to other posts; extends meaningful discussions by building on previous posts.</p>	<p>4 Points Demonstrates comprehensive analysis of others' posts; extends meaningful discussions by building on previous posts and offers points of view, supported by research or relevant personal experience.</p>	<p>__ x 3 = __ /12</p>
<p>Reference to supporting readings and other materials</p>	<p>0 Points No reference to any course reading.</p>	<p>1 Point Makes reference to assigned readings but makes no attempt to cite the source.</p>	<p>2 Points Applies single resource to initial response but citations do not conform to an acceptable citation format.</p>	<p>3 Points Applies single resource to initial response. Properly cites (i.e., APA) course materials and/or outside scholarly materials in initial posting only; citations present as needed in responses to classmates.</p>	<p>4 Points Applies more than one resource to initial response. Properly cites (i.e., APA) course materials and outside scholarly readings in initial posting; citations as needed in responses to classmates.</p>	<p>__ x 2 = __ /8</p>
<p>Language and grammar</p>	<p>0 Points No postings for which to evaluate language and grammar.</p>	<p>1 Point Poorly written initial posting and responses including frequent spelling, structure, and/or grammatical errors and/or the use of slang.</p>	<p>2 Points Communicates in friendly, courteous, and helpful manner with some spelling, grammatical, and/or structural errors.</p>	<p>3 Points Contributes structured information with minor spelling, grammatical, or structural errors.</p>	<p>4 Points No spelling, structure, or grammatical errors in any posting. Contributes to discussion with clear, concise comments in an organized manner.</p>	<p>__ x 1 = __ /4</p>
<p>Total Score __ of 40</p>			<p>Comments:</p>			

Quality of initial posting

16

Quality of responses to classmates

12

Reference to supporting readings/resources/examples	8
Language and grammar	4
Total:	40

Assignments

Purpose of the Assignment

There are three homework assignments (HAs) in this course. The homework assignments aim to help you apply and practice the knowledge and skills acquired from the modules. Complete HA1 in the Module 2 (IA Awareness), HA2 in the Module 4 (Design and IA Critique), and in the Module 5 (Blueprints & Wireframes).

Directions

Click on the assignment title in the module, where you will find instructions for completing and submitting your assignment.

Submission Guidelines

- It is submitted online via the Moodle assignment link are due at the midnight of the due date.
- No late assignments will be accepted.
- Students will not be allowed to re-post assignments that are incomplete or missing files.
- The finalized work must include the following information:
 - Your name
 - Course number
 - Date
 - References
 - Acceptable file type: .pdf

Grading Table

	Assignment Criteria	Maximum Points
1	Completeness (20%)	20
2	Quality of Writing (20%)	20
3	Quality of Analysis (50%)	50
4	Quality of Presentation (10%)	10
		Total: 100

Grading Rubric

Expectations	Not Meeting Expectations (1)	Approaching Expectations (2)	Meeting Expectations (3)	Exceeding Expectations (4)	Score
Completeness (20%)	1 point None of the required prompts are addressed.	2 points Not all of the required prompts are addressed.	3 points All of the required prompts are addressed.	4 points All of the required prompts are fully and accurately addressed in a balanced manner.	__ x 5 = __ /20

<p>Quality of Writing (20%)</p>	<p>Sentence structure makes no sense. No citations and references are used when necessary.</p>	<p>Sentence structure is awkward and wordy; vocabulary is poorly chosen; the thesis is hard to find; the train of thought is difficult to follow; numerous errors in grammar, spelling, and punctuation. Citations and references are often missing and inaccurate when necessary.</p>	<p>Sentence structure is clear; vocabulary is appropriately chosen; the thesis is clear; the train of thought is easy to follow; few errors in grammar, spelling, and punctuation. Citations and references are almost complete and mostly accurate when necessary.</p>	<p>Sentence structure is concise and succinct; vocabulary is precise; the thesis is clear and strong; the train of thought is intriguing; grammar and conventions are appropriately used for interesting effects; punctuation is clear and effective; no spelling and typographical errors throughout the text. All citations and references are complete and accurate when necessary.</p>	<p>__ x 5 = __ /20</p>
<p>Quality of Analysis (50%)</p>	<p>Issues/problems to be considered critically are not identified. The important information that can be used as evidence to build a compelling point of view is not identified and synthesized.</p>	<p>Issues/problems to be considered critically are partially identified, analyzed, and stated with minimal explanation. The important information that can be used as evidence to build a compelling point of view is partially identified and synthesized.</p>	<p>Issues/problems to be considered critically are identified completely, analyzed, and stated with moderate explanation. Most important information that can be used as evidence to build a compelling point of view is identified and synthesized in a logical manner.</p>	<p>Issues/problems to be considered critically are identified completely, analyzed, and stated with substantial and adequate explanation. All important information that can be used as evidence to build a compelling point of view is identified and synthesized in a comprehensive, coherent, and cohesive manner.</p>	<p>__ x 12.5 = __ /50</p>
<p>Quality of Presentation (10%)</p>	<p>None of the required examples, figures, diagrams are presented.</p>	<p>Not all of the required examples, figures, diagrams are presented.</p>	<p>All of the required examples, figures, diagrams are presented.</p>	<p>All of the required examples, figures, diagrams are presented in a clear and logical manner.</p>	<p>__ x 2.5 = __ /10</p>
<p>Total Score __ of 100</p>					

Final Project

Purpose of the Assignment

The final project consists of three phases. This is a summative project activity that you will receive in Module 3 (Phase I), Module 5 (Phase II) and Module 6 (Phase III). In order to make this project succeed, each student will need to work into three phases: (1) Project Selection and Analysis, (2) Design & Site Structure, and (3) Use Case, Final Prototype, and IA Strategies.

Directions

You will find detailed instructions for completing and submitting each phase of the project in Modules 3, 5, and 6 respectively.

Submission Guidelines

You will be given the detailed instructions for each phase of the project, which include the required length and number of files for submission.

File-naming convention: lastname_projectphase (example: Ju_phase2.pdf)

Submission file type: pdf file

Grading Table

Assignment Criteria	Maximum Points
Completeness (20%)	20
Quality of Writing (20%)	20
Quality of Analysis (50%)	50
Quality of Presentation (10%)	10
Total:	100

Rubric for Final Project

Expectations	Not Meeting Expectations (1)	Approaching Expectations (2)	Meeting Expectations (3)	Exceeding Expectations (4)	Score
Completeness (20%)	1 point None of the required prompts are addressed.	2 points Not all of the required prompts are addressed.	3 points All of the required prompts are addressed.	4 points All of the required prompts are fully and accurately addressed in a balanced manner.	__ x 5 = __ /20

<p>Quality of Writing (20%)</p>	<p>Sentence structure makes no sense. No citations and references are used when necessary.</p>	<p>Sentence structure is awkward and wordy; vocabulary is poorly chosen; the thesis is hard to find; the train of thought is difficult to follow; numerous errors in grammar, spelling, and punctuation. Citations and references are often missing and inaccurate when necessary.</p>	<p>Sentence structure is clear; vocabulary is appropriately chosen; the thesis is clear; the train of thought is easy to follow; few errors in grammar, spelling, and punctuation. Citations and references are almost complete and mostly accurate when necessary.</p>	<p>Sentence structure is concise and succinct; vocabulary is precise; the thesis is clear and strong; the train of thought is intriguing; grammar and conventions are appropriately used for interesting effects; punctuation is clear and effective; no spelling and typographical errors throughout the text. All citations and references are complete and accurate when necessary.</p>	<p>__ x 5 = __ /20</p>
<p>Quality of Analysis (50%)</p>	<p>Issues/problems to be considered critically are not identified. The important information that can be used as evidence to build a compelling point of view is not identified and synthesized.</p>	<p>Issues/problems to be considered critically are partially identified, analyzed, and stated with minimal explanation. The important information that can be used as evidence to build a compelling point of view is partially identified and synthesized.</p>	<p>Issues/problems to be considered critically are identified completely, analyzed, and stated with moderate explanation. Most important information that can be used as evidence to build a compelling point of view is identified and synthesized in a logical manner.</p>	<p>Issues/problems to be considered critically are identified completely, analyzed, and stated with substantial and adequate explanation. All important information that can be used as evidence to build a compelling point of view is identified and synthesized in a comprehensive, coherent, and cohesive manner.</p>	<p>__ x 12.5 = __ /50</p>
<p>Quality of Presentation (10%)</p>	<p>None of the required examples, figures, diagrams are presented.</p>	<p>Not all of the required examples, figures, diagrams are presented.</p>	<p>All of the required examples, figures, diagrams are presented.</p>	<p>All of the required examples, figures, diagrams are presented in a clear and logical manner.</p>	<p>__ x 2.5 = __ /10</p>
<p>Total Score __ of 100</p>					

Course Policies

The following policies apply throughout your enrollment in this course. For specific questions about these policies, please contact either your instructor or the appropriate office listed in the subchapters.

Engagement and Participation

Please check into your Moodle course frequently to keep track of your work. Participation obligation involves specific points of engagement in course activities and interaction with other course members. Your active engagement in discussion forums or other required collaborative activities constitutes your participation in this course. You are expected to contribute and collaborate according to the requirements of the specific activities and assessments described in this syllabus.

Timely communication is an e-learning best practice. Check your LSU email and the News and Announcements Forum on the course front page daily to make sure you do not miss any communications from your instructor or classmates. Contact the instructor in advance if you are going to miss an assignment or turn in work late. This will give the instructor sufficient time to allow for discussing an alternative schedule.

Late work (submission) will not be allowed.

Academic Integrity

Academic Misconduct

Students in LSU Online courses must comply with the LSU Code of Student Conduct. *Academic misconduct* includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, and/or any act designed to give unfair academic advantage to the student. Preventing academic misconduct requires learners to take ownership of their individual work for individual assignments and assessments. Learners who violate the LSU Code of Student Conduct will be referred to Student Advocacy & Accountability. For undergraduate students, a first academic violation could result in a zero grade on the assignment or failing the class and disciplinary probation until graduation. For a second academic violation, the result could be suspension from LSU. For graduate students, suspension is the appropriate outcome for the first offense.

To read more, please visit the [LSU Code of Student Conduct page](#).

Plagiarism and Citation Method

It is your responsibility to refrain from plagiarizing the academic property of another and to utilize appropriate citation method for all coursework. In this class, it is recommended that you use APA Style Guides. Ignorance of the citation method is not an excuse for academic misconduct. Remember, there is a difference between paraphrasing and quoting and how to properly cite each respectively.

One tool available to assist you in correct citations is the “References” function in Microsoft Word. This program automatically formats the information you input according to the citation method you select for the document. This program also has the ability to generate a reference or works cited page for your document. The version of Microsoft Word with the “References” function is available in most University computer labs. A demonstration of how to use this tool is available online at the [LSU Student Advocacy & Accountability page](#).

Unauthorized Assistance

All work must be completed without assistance unless explicit permission for group or partner work is given by the faculty member. This is critical so that the professor can assess your performance on each assignment. Read the syllabus and assignment directions carefully. When in doubt, e-mail your instructors or ask in a discussion forum. Seeking clarification is your responsibility as a student. Assuming group or partner work is okay without permission constitutes a violation of the LSU Code of Student Conduct.

Accessibility

A learner with a disability is entitled by law to equal access to university programs. Two federal laws protect persons with disabilities in post-secondary education: the Rehabilitation Act of 1973 (Pub. L. No. 93-112, as amended), the 1990 Americans with Disabilities Act (Pub. L. No. 101-336) and the ADA Amendments Act (Pub. L. No.110-325). LSU A&M is committed to ensuring that its websites, online courses, and all online materials are accessible to people with disabilities.

If you have accessibility needs that we can help with, visit the [LSU Disability Services page](#) and register for accommodations before you begin your course work. If you have questions about accessibility for specific tools and external materials used in this course, please see the "Materials and Resources" and "Technical Information and Assistance" sections in this syllabus.

Netiquette

Communication in the online classroom comes across differently than the communication we are accustomed to through academic writing and face-to-face classroom discussion. Use online etiquette guidelines like the ones listed in the document below to craft your communication.

You can also read [The Core Rules of Netiquette](#) by Virginia Shea (1994) to understand the human aspect of online communication.

☰ Online Etiquette Guide PDF.pdf

1 / 1

— 100% +



1

You can [click here to download the PDF file.](#)

Diversity Statement

Diversity is fundamental to LSU's mission and the University is committed to creating and maintaining a living and learning environment that embraces individual difference. Cultural inclusion is of highest priority. LSU recognizes that achieving national prominence depends on the human spirit, participation, and dedicated work of the entire university community. Through its Commitment to Community, LSU strives to create an inclusive, respectful, intellectually challenging climate that embraces individual difference in race, ethnicity, national origin, gender, sexual orientation, gender identity/expression, age, spirituality, socioeconomic status, disability, family status, experiences, opinions, and ideas. LSU proactively cultivates and sustains a campus environment that values open dialogue, cooperation, shared responsibility, mutual respect, and cultural competence—the driving forces that enrich and enhance cutting-edge research, first-rate teaching, and engaging community outreach activities.