Learning Outcomes

Consider a brief description of the course to give students a broad sense of what the course is all about. You might provide some context for the course that helps students understand why they would take it and how it fits into a particular sequence or major requirement (if applicable).

After successfully completing this course you will be able to:

- Demonstrate mastery of concepts, models, and information structures for organizing and providing access to information assets in Web environments.
- Demonstrate knowledge of the capabilities and limitations of current methods for evaluating, planning, and implementing, and maintaining information architecture solutions.
- Demonstrate proficiency in creating and applying models, processes, and tools that introduce or improve the information architecture of a Web site.
- **(new)** Develop an information architecture that addresses the conceptual organization, management, and presentation of an institution’s data.
- **(new)** Describe the conceptual organization of an institution’s information assets in relation to the enterprise architecture, information domains, and business context of an institution’s data.
- **(new)** Describe the management of information assets in relation to an institution’s storage, logical data modeling, and business process workflows.
- **(new)** Describe the presentation of information assets enables search, self-service analysis, usability and accessibility of an institution’s data.

Required Resources


Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit [https://academiccatalog.umd.edu/graduate/policies/academic-record/](https://academiccatalog.umd.edu/graduate/policies/academic-record/) for the Graduate School’s full list of campus-wide policies and follow up with me if you have questions.
Activities, Learning Assessments, & Expectations for Students

Homework Assignments (20%):
Throughout the semester, students will complete four homework assignments intended as guided explorations and preliminary engagements with IA concepts and techniques. Requirements for these assignments will be posted in the Assignments portion of Canvas/ELMS. Homework Assignments are expected to be completed individually.

Team Project (50%):
The largest portion of students’ grades in this class is the Team Project. This project build cumulatively throughout the semester and concludes with teams presenting their work to their peers. These projects will require a substantial effort from team members in order to be successful.

Final Exam (20%):
A take-home final will be posted following the last class session and will cover material from throughout the semester. The emphasis in the exam questions will be on the aspects of IA that might not be directly demonstrated in course projects, such as models, concepts, definitions, best practices, and the relationship with larger data management topics.

Participation (10%):
In order to receive full credit for the Participation portion of your grade, you need to do more than just show up. Please engage in classroom discussions for your own benefit and to allow classmates the benefit of your perspective. Each student comes into the semester with a score of 5 (out of 10) on participation. Your attendance and engagement can increase or decrease your score from there.

You are responsible for all material presented during class, including announcements and changes in the course calendar and syllabus. Also, your attendance in class is a component of your participation grade. If you must miss a class, please notify the instructor as soon as possible, preferably before class. You should also contact one or more classmates to arrange sharing of any notes and announcements you missed.

Course-Specific Policies

No computers, phones or tablet devices are permitted during our class meetings. I understand and have considered arguments for permitting laptop and tablet computers in the classroom. However, in my experience (and based on the research evidence) the reality is that they present an irresistible distraction and detract from the cooperative learning environment. Researchers have found that these distractions do in fact interfere with learning and active participation. For that reason, the use of computers and phones will not be permitted during class meetings (except when required for ADS accommodations). If a computer is needed to accomplish a class objective for the day I will provide it or give you advanced notice to bring one with you.

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: youtu.be/WwPaw3Fx5Hk
Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting ter.ps/writing and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to, visit counseling.umd.edu or one of the many other resources on campus.

Most services free because you have already paid for it, and everyone needs help… all you have to do is ask for it.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.
Learning Assessments | Category | Weight
--- | --- | ---
**Homework (HW):** individual homework assignments (x4) |  | 20%  
**Participation** |  | 10%  
**Exam (EX)** |  | 20%  
**Team Project (TP) Total** |  | 50%  
Part 1: Layout and Presentation (10%)  
Part 2: Taxonomy (15%)  
Part 3: Design and Implement a Solution (25%)  

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 ≠ 90.00). It would be unethical to make exceptions for some and not others.

<table>
<thead>
<tr>
<th>Final Grade Cutoffs</th>
<th>A 93.00%</th>
<th>B 83.00%</th>
<th>C 73.00%</th>
<th>D 63.00%</th>
<th>F &lt;60.0%</th>
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</thead>
<tbody>
<tr>
<td>+ 97.00%</td>
<td>+ 87.00%</td>
<td>+ 77.00%</td>
<td>+ 67.00%</td>
<td></td>
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(see last page for sample course schedule)
Course Schedule

<table>
<thead>
<tr>
<th>Class Meeting</th>
<th>Week #</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
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<tbody>
<tr>
<td>Jan. 30</td>
<td>1</td>
<td>Intro. to Info Arch.</td>
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<tr>
<td>Feb. 06</td>
<td>2</td>
<td>EA Frameworks</td>
<td></td>
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<tr>
<td>Feb. 13</td>
<td>3</td>
<td>User Requirements</td>
<td>HW1</td>
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<tr>
<td>Feb. 20</td>
<td>4</td>
<td>Information Domains</td>
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<td>Feb. 27</td>
<td>5</td>
<td>Logical Data Models</td>
<td></td>
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<td>Mar. 05</td>
<td>6</td>
<td>Controlled Vocabulary, Reference Data &amp; Master Data</td>
<td>HW2</td>
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<tr>
<td>Mar. 12</td>
<td>7</td>
<td>Usability and Accessibility</td>
<td>Project P1</td>
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<td>Mar. 19</td>
<td>8</td>
<td>Spring Break</td>
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<tr>
<td>Mar. 26</td>
<td>9</td>
<td>Asset Mapping</td>
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<tr>
<td>Apr. 02</td>
<td>10</td>
<td>Accessibility &amp; Evaluation</td>
<td>HW3</td>
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<tr>
<td>Apr. 09</td>
<td>11</td>
<td>Taxonomies and Ontologies</td>
<td>Project P2</td>
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<td>Apr. 16</td>
<td>12</td>
<td>Workflow Management</td>
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<td>Apr. 23</td>
<td>13</td>
<td>Search and SEO</td>
<td>HW4</td>
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<tr>
<td>Apr. 30</td>
<td>14</td>
<td>Governance</td>
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<td>May 07</td>
<td>15</td>
<td>Presentations</td>
<td>Project P3</td>
</tr>
<tr>
<td>May 14</td>
<td>16</td>
<td>Reading Day and Finals Week</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Note:** This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.