**LIBR 539J (3) – Data Sources in the Public Domain – Course Syllabus**

We acknowledge that we are on the traditional, ancestral and unceded territory of the hən̓ q̓ əmin̓ əm̓ speaking Musqueam people.

**Program:** MLIS  
**Year:** 2017-2018 WT2  
**Course Schedule:** Thursdays 2-4:50 pm  
**Location:** Terrace Lab, IKBLC  
**Instructors:** Luanne Freund // Muhammad Abdul Mageed  
**Office location:** IKBLC 477 // IKBLC 494  
**Office phone:** 604 822 0825 // 604 827 4530  
**Office hours:** Tues 12-1 // TBA  
**E-mail address:** Luanne.freund@ubc.ca // muhammad.mageed@ubc.ca  
**Learning Management Site:** [http://lthub.ubc.ca/guides/canvas/](http://lthub.ubc.ca/guides/canvas/)

**Course Goal:** The primary goal of this course is to provide students with the knowledge and skills necessary to access, manage and provide services for open and public domain data in its many forms.

**Course Objectives:** Course objectives are stated in terms of student learning outcomes and reference the iSchool Statement on Graduate Competencies: [http://slais.ubc.ca/programs/about-department/graduate-competencies/](http://slais.ubc.ca/programs/about-department/graduate-competencies/)

**Upon completion of this course students will be able to:**

- Describe the origins and aims of the Open Government and Open Data movements [1.4];  
- Clearly delineate the common types of open public data, including geospatial data [1.3];  
- Identify a variety of ways in which organizational and personal data is collected and used in different domains (e.g. health, business, education, government) [1.3];  
- Identify and use major repositories and collections of open data in Canada and internationally [1.2, 1.3];  
- Design and articulate a data curation strategy for a small dataset, employing recognized descriptive standards [1.2, 2.2];  
- Design and provide services to support use of public domain data by individuals and groups within the community [1.1, 1.3];  
- Provide instruction in the fundamentals of data literacy [1.1, 2.2].  
- Articulate the functions and applications of machine learning and artificial intelligence, including benefits and risks [1.4, 4.1]  
- Contribute to organizational management and decision-making processes related to data use and deployment of AI technologies [1.3, 3.2]

**Course Topics:**

- E-government information: public access and use  
- Open government and the open data movement  
- Open data repositories
• Descriptive standards for open data
• Open Data Curation
• Needs and uses of open data: community-based examples
• GIS datasets and mapping
• Data literacy
• Working with open data: tools and techniques
• Artificial intelligence and machine learning: applications and impact

Prerequisites: MLIS and Dual MAS/MLIS: Completion of MLIS Core or permission of SLAIS Graduate Advisor. MAS: completion of MAS core and permission of the SLAIS Graduate Adviser

Format of the course: Multiple formats will be used including; lectures, seminar style discussions, and small group work. There may be guest speakers for certain topics.

Required and Recommended Reading: Weekly readings will be assigned from materials available through the UBC library and online.

Course Assignments

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Due Date</th>
<th>Weight</th>
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<tbody>
<tr>
<td>1. Collaborative Encyclopedia Entry (individual)</td>
<td>Wk 3 - January 18</td>
<td>20%</td>
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<tr>
<td>2. Data Management &amp; Curation (groups of 2)</td>
<td>Wk 7 – Feb 15</td>
<td>25%</td>
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<tr>
<td>3. Topical Report (groups of 3)</td>
<td>Wk 13 – April 15</td>
<td>40%</td>
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<tr>
<td>4. Professionalism and participation</td>
<td>Throughout</td>
<td>15%</td>
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Assignment 1: Each student will select one of the core topics of the course and prepare a detailed encyclopedia entry to be shared within the class as an online resource.

Assignment 2: Pairs of students will be given a small dataset and will be asked to clean, process, document and post it to an online data repository and prepare one sharable product (chart, infographic, data story).

Assignment 3: The topical report is a group research assignment in which student teams research state-of-the-art developments in AI, machine learning, and data-driven applications in a specific domain, such as health, law, transportation, municipal government, libraries, museums, sport, business, etc. The report will provide a comprehensive picture of the data sources, technologies, applications, ethical concerns, and social implications of these developments.

Course Schedule [week-by-week]:

<table>
<thead>
<tr>
<th>Week and Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1 Jan 4</td>
<td>Course Introduction: What is data and open data? Why does it matter?</td>
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<tr>
<td>Week 2 Jan 11</td>
<td>Core concepts for the course</td>
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<tr>
<td>Week 3 Jan 18</td>
<td>Public data, dissemination, finding data and datasets</td>
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<td>Week 4 Jan 25</td>
<td>Data management and curation</td>
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<td>Week 5 Feb 01</td>
<td>Open data applications: journalism, municipal government, activism</td>
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<td>Week 6 Feb 08</td>
<td>Working with data I - Analytics</td>
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<td>Week 7 Feb 15</td>
<td>Working with data II – Geographic Data</td>
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<td>Reading Week</td>
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<td>Week 8 Mar 1</td>
<td>Data-related roles in organizations; data literacy</td>
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<td>Week 9 Mar 15</td>
<td>Artificial Intelligence</td>
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<td>Week 10 Mar 22</td>
<td>Machine learning and deep learning</td>
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<tr>
<td>Week 11 Mar 29</td>
<td>Data and AI: the Future I</td>
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<tr>
<td>Week 12 Mar 29</td>
<td>Data and AI: the Future 2</td>
</tr>
<tr>
<td>Week 13 Apr 5</td>
<td>Course wrap up; informal student presentations</td>
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Attendance:

- Attendance is required in all class meetings. If you know you are going to be absent you are expected to inform one or both of the instructors prior to class.
- Failure to attend class without prior notification may result in a lower Professionalism and Participation grade.

Evaluation: All assignments will be marked using the evaluative criteria given on the SLAIS web site.

Access & Diversity: Access & Diversity works with the University to create an inclusive living and learning environment in which all students can thrive. The University accommodates students with disabilities who have registered with the Access and Diversity unit [https://students.ubc.ca/about-student-services/access-diversity]. You must register with the Disability Resource Centre to be granted special accommodations for any on-going conditions.

Religious Accommodation: The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss with the instructor before the course drop date. UBC policy on Religious Holidays: http://equity.ubc.ca/days-of-significance-calendar/

Academic Integrity

Plagiarism

The Faculty of Arts considers plagiarism to be the most serious academic offence that a student can commit. Regardless of whether or not it was committed intentionally, plagiarism has serious academic consequences and can result in expulsion from the university. Plagiarism involves the improper use of somebody else's words or ideas in one's work. The UBC policy on Academic Misconduct is available here: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=3,54,111,959.

It is your responsibility to make sure you fully understand what plagiarism is. Many students who think they understand plagiarism do in fact commit what UBC calls "reckless plagiarism." The UBC Learning Commons has a resource page on how to avoid plagiarism, with policies on academic integrity and misconduct found here: [http://learningcommons.ubc.ca/resource-guides/avoid-plagiarism/]

If after reading these materials you still are unsure about how to properly use sources in your work, please ask your instructor for clarification.

Other Course Policies

This is a co-taught course. Some sessions will be led by both instructors and in others, one or the other will lead the class. You may contact either instructor with questions about any of the content of the course.

Both instructors hold regular office hours for drop-in meetings, at the times noted at the top of the syllabus. In addition, queries can be made by email. The instructors will attempt to respond to email within 2 working days, but this may not be possible at all times during the term. If students do not receive replies within that time frame, they are invited to resend the email with a polite reminder.