IS 201 / UKC 101
Information Literacy &
Critical Thinking

Course Description
Emphasizing critical inquiry and critical thinking through creativity, that is using and manipulating information in nontraditional ways, this course will explore the theories and definitions surrounding the term “information literacy.” Students will put this theory into practice by developing problem-solving skills that allow them to meet information needs throughout their lifetimes. Students will gain a better understanding of how information and knowledge function in society and will discover methods of finding, accessing, evaluating, and using different information sources in an effective and ethical manner throughout the semester by engaging in assignments that transform the information learned from the texts into knowledge situated in multiple contexts including text and visual.

Course Objectives
Describe and apply information & digital literacy in various nontraditional contexts.
Comprehend how knowledge is produced in society and gain experience in nontraditional knowledge production.
Develop critical thinking skills enabling them to apply, analyze and evaluate sources then synthesizing the information encountered to create new sources.
Create appropriate research questions for pertinent information discovery in various situations with the goal of generating knowledge.
Determine and access the most appropriate information sources for different contexts.
Evaluate information and information sources to meet different information needs.
Utilize information processes to solve problems and understand current issues in society.
Understand the ethical responsibilities of using information in many different contexts including print and online.

Course Readings & Structure
Classes will be highly focused, relying on the student to reading the course materials as presented. All of the readings will come from Blackboard & UK Libraries. However, there will be other mediated sources assigned and discussed.

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>The Information Society</td>
<td>Syllabus &amp; “What is an Information Society?”</td>
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<td>2</td>
<td>Information Science &amp; ICT</td>
<td>&quot;Introduction to information, information science, and information systems.&quot;</td>
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<td>3</td>
<td>Information &amp; Digital Literacy</td>
<td>&quot;The Information Literacy Debate” &amp; Hicks &amp; Turner's &quot;No Longer a Luxury: Digital Literacy Can’t Wait&quot;</td>
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<td>4</td>
<td>Critical Thinking</td>
<td>&quot;Critical Thinking: An Introduction,” “Beyond Bloom” &amp; &quot;The Semantic Web Revisited&quot;</td>
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<td>5</td>
<td>Information as Commodity</td>
<td>&quot;Information as a Thing,” Barry Smith's “Ontology”&amp; Hirschheim's &quot;Information Systems Epistemology: An Historical Perspective&quot;</td>
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<td>6</td>
<td>Knowledge Organizations</td>
<td>&quot;What is Knowledge Organization (KO)?” &amp; CLIR's &quot;Knowledge Organization Systems: An Overview&quot;</td>
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<td>7</td>
<td>Information Management &amp; Classification Systems</td>
<td>&quot;Introduction to Knowledge Management,” Library of Congress Classification &amp; Dewey Decimal Classification System</td>
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<td>8</td>
<td>Seeking Information</td>
<td>&quot;Four Modes of Seeking Information and How to Design for Them,” “What is a Library Database” &amp; “Finding information on the Internet”</td>
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<td>10</td>
<td>Spring Break</td>
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<td>11</td>
<td>Ethics &amp; Copyright</td>
<td>Copyright Basics, pp. 1-5., Tales from the Public Domain (comic book) &amp; TBD</td>
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<td>13</td>
<td>Information Architecture, Overload &amp; Graphics</td>
<td>&quot;Information Architecture, Information Overload and the Literacies” &amp; &quot;What is an Infographic?&quot;</td>
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<td>16</td>
<td>Knowledge in Society</td>
<td>&quot;Battle of the Knowledge Superpowers” &amp; TBD</td>
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Evaluation

This course is process-focused and structured around four (4) learning modules: (1) General issues in information literacy and critical thinking; (2) Information Organization; (3) Finding and Evaluating Information; (4) Information Production and Sharing. Successful completion of each module requires the completion of a mid-module assignment, as well as a larger module project. Students must, also, actively participate in the weekly discussion of readings on the Blackboard discussion forums.

Assignment due dates are indicated on the daily schedule. Late assignments are not accepted unless arrangements have been made with the instructor prior to the due date.

Grading Parameters

Mid-module assignments (3) : 20%, Module Projects (3): 40%, Group Synthesis: 10% & Participation: 10%

Grading Scale

90% – 100% = A (Exceptional Achievement)
80% – 89% = B (High Achievement)
70% – 79% = C (Average Achievement)
60% – 69% = D (Below Average)
0% – 59% = E (Failing)

Mini-Modules & Modules

Starting with week 5, students will complete a variety of exercises every two (2) weeks. These assignments apply skills, concepts and processes covered in the readings and class materials. In addition, these assignments allow students to use online tools to which they will be introduced. The mid-module assignments are: (1) mind mapping; (2) web resource mini-evaluation; (4) mini-interview.

1. This assignment allows students to visualize how information can be organized by requiring them to choose a topic and “map” it. The maps must show at least 10 levels and be accurate at each level.

2. Using whichever search engine you choose search for the topic of your choice (ie, science, comic books, leprosy). Examine the top 3 results. Who is the source of this information? By examining the url on the search results page can you tell whether this information will be credible? Why or why not? Is any additional information provided? Does this information add to the authority/credibility of the site? Why or why not?

3. The reading this week focused on the use of humans as sources of information. As such, this week's assignment asks you to use a classic method of obtaining information from other people: the interview. Find an expert on a topic that interests you, and ask them at least 5 questions related to that topic. You may interview them by phone, in person, or by sending them questions using email or other social media. As part of your assignment, explain why you consider this person an expert and provide the contact information for your expert. If you use email or other social media to contact your expert, provide a record of your conversation by Storify, screenshot or other transcript. If you speak to the expert in person or by phone you must transcribe your conversation and turn it in.

Modules:

Starting with week 5, students will complete larger module projects every four (4) weeks. These module projects allow the student to synthesis the material covered in the modules, and use information in a creative process. The module projects are: (1) Creating a classification system using Pinterest; (2) Evaluating information; (3) Creating an infographic.

1. This project asks you to navigate to the Pinterest board entitled, “IS 200: Info Literacy,” which contains an array of 50 pins. Your task is to create a classification scheme that applies to all of the pins. Place the pins into categories and provide an explanation of their categories.

2. Since evaluation of information is key to choosing the correct information to use, write a 2 - 3 page review of a resource of you choosing to determine its strengths and weaknesses and decide if it meets its audience's needs. You may use the CRAAP checklist as an evaluation tool. Resources chosen may be analog or digital.

3. Using the software with which you feel the most comfortable, create a simple infographic reporting the pertinent statistics and other information from a research report of your choosing, with instructor approval. You do not have to use all of the statistics/information contained within the report, but find a section of information in the report that you find the most interesting and make an infographic explaining that information.
Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

Disability Statement and Policy on Instructional Modifications

If you are registered with the Disability Resource Center and have special needs, I am happy to talk with you outside of class about making reasonable accommodations. To negotiate special arrangements (especially of deadlines) you must contact me at least two weeks before an assignment is due so that I can consult with your advisor or tutor. This is a non-negotiable class policy.

Email Policy

Please allow 24 hours for me to respond to your e-mail during the school week. On weekends, I will try to answer your e-mails, but I may not be able to do so until Monday. I ask that before you e-mail me with questions, please read your assignment information and syllabus carefully. If you have not heard from me within 24 hours, please send a follow-up e-mail or speak with me in person. In addition, your email headers should always begin with [UKC 101] followed by three or five words describing the purpose of the email.

Submission of Assignments

All homework must include your name, my name, the course, and the date. When submitting assignments on Blackboard, make sure to give your work a document name to indicate what the item is. For example, you may title your evaluating information activity “Last Name Info Eval.” You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by the individual. Since technological issues can and will occur, do not wait until the last minute to work on your assignments. Schedule time to check the Blackboard site at least twice a week, if not more.

Final Advice

DON’T PANIC

THIS IS THE WAY TO HAPPINESS!