Instructor
Ashley D. DeWitt, MA
Lecturer
320 Little Library Bldg.
ashdewitt@uky.edu*
859-218-2290

Office Hours
- Tuesday & Wednesday 3-5 pm and by appointment
- Email for appointment

Class Information
- Dickey Hall, rm. 135
- MWF 10:00-10:50

COURSE INFORMATION

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.

Learning Outcomes

By the end of this course, students will be able to:

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

All readings available online or through UK's Online Journals.

STUDENT EVALUATION

Grading Parameters

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<thead>
<tr>
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<th>Percentage</th>
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<tr>
<td>Mid-module assignments (3)</td>
<td>20%</td>
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<tr>
<td>Module Projects (3)</td>
<td>40%</td>
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<td>Reading Quizzes</td>
<td>15%</td>
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<tr>
<td>Group Synthesis</td>
<td>10%</td>
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<tr>
<td>Participation</td>
<td>15%</td>
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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)

Course Assignments

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 and take one quiz each week over the content of the readings.

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.

Assignment due dates are indicated on the schedule. Late assignments are not accepted unless arrangements have been made with the instructor prior to the due date. Technological errors (such as work lost due to computer crashes or Internet outings) and personal obligations (including work, travel, and mechanical failures) are not sufficient reasons for late work. It is in your interest to complete and upload your assignments several hours before their due dates to allow sufficient time to address any technological or other errors. Organize your time, back up ALL work, and schedule around your other responsibilities.
**Mid-module Assignments**

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, and (3) 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 (i.e., 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.

**Module Projects**

Starting with week 5, students will complete larger module projects every four (4) weeks. These module projects allow the student to synthesize 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, and (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.

**Reading Quizzes**
Each week, students will complete a quiz over the content of the assigned readings. These quizzes are designed to ensure that students have completed the readings and understand the concepts covered within them. Quizzes will be available from 6:00pm Sunday until 10:00am on Wednesday each week.

**Group Synthesis**
During the semester students are placed in groups to offer peer evaluation of mid-module assignments others in their groups produce. Students should offer helpful commentary and analysis of their colleagues’ work in an effort to assist other students in refining their products as well as offering new ways to consider the processes.

**Participation**
We will rely heavily on class discussion as we discover methods of research and inquiry. Students are expected to check the Blackboard site at least twice a week and to be prepared with questions and comments about the readings. Preparation involves not only reading but also making notes about the reading so that you are prepared to discuss issues in depth. Engaged and respectful discussion is necessary for the success of this class.

Only students with thoughtful, original, and frequent participation will receive full points. All class discussions should be respectful and intellectually stimulating.

**COURSE POLICIES**

Policies concerning academic integrity, excused absences, and academic accommodations due to disability are available online at: [http://ci.uky.edu/lis/sites/default/files/policies.pdf](http://ci.uky.edu/lis/sites/default/files/policies.pdf)

If you have a question about a class policy or assignment, please post it in the “Questions and Comments” discussion board forum on Blackboard so others can benefit from my response.

**Attendance**
All students are expected to arrive on time and to be prepared for the day. Given the importance of discussion to this class, attendance is of the utmost important.

**Absences**
You can accrue 3 unexcused absences without penalty on a MWF schedule, but your final course grade will be reduced by one third of a letter grade for each unexcused absence thereafter. To receive an excused absence, you must provide official documentation; if for a
sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance.

The University Senate sets a limit on total absences—both excused and unexcused—at 1/5th of the total class meetings. In accordance with this limitation, upon (not after) your 9th absence you will not be eligible to pass this course. This rule also applies to excused absences. Excused absences will be given at my discretion only with documentation as defined by the UK Student Code of Conduct 5.2.4.2.

Tardies
Students who are at least 10 minutes tardy will be marked as late. Every student will get three tardies without penalty to allow for unavoidable delays. However, to discourage distractions and ensure students do not miss any required material for each meeting, each subsequent late day will be counted against the participation grade for the day.

Plagiarism
Part II of Student Rights and Responsibilities (6.3.1; http://www.uky.edu/StudentAffairs/Code/part2.html) states:
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 published article, chapter of a book, a paper from a friend or some file, or whatever. 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. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where, and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. 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.

Make sure to properly cite in all your assignments. Plagiarized work may be given a zero. Repeat offenses will result in a failing grade for the course.

Class Conduct
A safe and positive environment is essential for learning, and we are all responsible for protecting our learning community. You deserve to be treated with respect and courtesy at
all times as a member of this class, and I expect you will return that respect to others. This means that I protect our community by not tolerating negative student conduct that might infringe on your learning experience.

**Preparation**
Unprepared students are unable to participate in the class and interfere with the learning process. I require students to bring relevant readings, writing materials, and homework assignments to each class and to complete all readings for that day.

**Language**
Our community is a place to create and explore ideas. I encourage intellectual freedom and welcome open expression so you can benefit from new ideas and even controversial points of view. There may be debates, lively discussions, and even some arguments. Students have a right to share their own opinions in an appropriate manner, but I will not allow anyone in class to subject you to aggressive language founded in ignorance or hate.

**Behavior**
I expect all students will:
- Come to class prepared
- Use laptops, tablets, or other mobile devices in class for class work only
- Avoid doing work that should be done at home while in class (whether for our class or another class)
- Refrain from eating during class (drinks in closed containers are allowed)
- Stay awake for the entire class and not put their heads down on a desk
- Listen attentively when another member of the class is speaking
- Talk to me outside of class if anything happens during class that bothers them

**Class Schedule**
Learning does not always happen on schedule, and so changes may be made to meet the individual needs of the class. You will be responsible for checking the online syllabus and schedule before beginning your homework for any changes or updates.

**E-mail 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.

When you email me (or any other professional), be sure to use proper correspondence etiquette. This includes:
- Using a descriptive subject heading
- Starting with a respectful greeting
- Using capitals and punctuation throughout
- Ending with a signature of your name
Office Hours
I will be available to speak with you in my office, 320 Little Library, during office hours. If you cannot make it to the scheduled office hours, please make an appointment to speak with me.

Writing Center
The Writing Center is located in the Hub of the W. T. Young Library, B108B (phone: 859-257-1368). You can walk in or make an appointment online (uky.mywconline.com). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design.

Reference Librarians
The reference librarians on the 2nd floor, North Wing of W.T. Young Library are more than happy to help you with your research for this class and any class you have. Please feel free to visit, call, e-mail, or chat with them, unless your assignment requests that you do not seek their assistance. See the Libraries’ Homepage for more information.

Academic Ombud
Lee A. Edgerton, the Academic Ombud, will assist you with a variety of issues, including grade disputes. He is in 109 Bradley Hall and his number is 859-257-3737. You can e-mail him at ombud@uky.edu.

Disability Services
If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

TECHNOLOGY INFORMATION & RESOURCES
Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: https://iweb.uky.edu/MSDownload/.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.
Information Technology Customer Service Center (UKIT)
http://www.uky.edu/UKIT/; 859-218-4357

Library Services—Distance Learning Services
http://www.uky.edu/Libraries/DLLS
- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
# COURSE CALENDAR

## Module 0: General Issues in Information Literacy & Critical Thinking

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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| 1    | Jan. 15, 17                                    | - **The entire syllabus**  
| 3/4  | Jan. 27, 29, 31                                 | - President Obama’s Proclamation on Digital Literacy Month  

### Module 1: Information Organization

#### Mid-module assignment: Mind mapping **Due:** Feb. 14  
**Module Project:** Classification system **Due:** Feb. 28

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<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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| 6/7  | Feb. 17, 19, 21                                 | - Dalkir, Kimiz. *Introduction to Knowledge Management,* in *Knowledge Management in Theory and Practice* (2d. ed.).  
- Library of Congress Classification  
- Dewey Decimal Classification System (Wikipedia, all sections)  
- Taxonomy and systematics (All sections) Natural History Museum. |

### Module 2: Information Seeking

#### Mid-module assignment: Web resource evaluation **Due:** Mar. 14  
**Module Project:** Evaluating info **Due:** Apr. 4

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  • UK Libraries Research Guide, [*Evaluating Information*](https)  
  *Be sure to check out “The CRAAP Checklist.”*  
  View:  
  • [*SMART: Evaluating Sources*](https) |
| 10     | Mar. 17, 19, 21 | SPRING BREAK | • No readings.                                                                                                                              |
| 11     | Mar. 24, 26, 28 | Ethics: Copyright | • Copyright Basics, pp. 1-5.  
  • Tales from the Public Domain (comic book) |
| 12     | Mar. 31  
  Apr. 2, 4 | Ethics: Privacy | • Stanford Encyclopedia of Philosophy, “Internet Research Ethics.”  
  • danah boyd, “Social Network Sites: Public, Private, or What?”  

**Module 3: Producing and Sharing Information**

**Mid-module assignment:** Mini interview *Due:* Apr. 18  
**Module Project:** Infographic *Due:* May 2

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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| 13     | Apr. 7, 9, 11                | Information Production  
| 14/15  | Apr. 14, 16, 18  
  • Martinez, Jennifer. “White House orders agencies to open access to research,” The Hill, Feb. 02, 2013. |
| 16     | Apr. 28, 30  
  • Course evaluations |