University of Kentucky
School of Information Science (SIS)

ICT/IS 200-220 Information Literacy & Critical Thinking

Instructor
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Office Hours
- Email to schedule appointment
- Will respond within 24 hours

Class Information
- Online through Canvas

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

Program Outcomes:
1. Information retrieval: collect information using search techniques and apply post-processing practices based on the results.
2. Assess information relevancy: select and justify relevant information.
3. Evaluate and apply technology resources.

Course 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 synthesizing 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, through UK Libraries, or through Canvas.

Technology Requirements
Students may be required to participate in class activities online in addition to other class requirements. Students must have access to Canvas through their UK ID to successfully complete this course. Students may also need access to Google Drive (For instructions on setting up the Google student account, click here.), and access to Adobe Connect which they should already have with their link blue user name and password.

Students are not required to have a webcam and microphone, although they may come in handy. Click here to view UK's Analytics and Technologies Department's minimum requirements for technology for elearning.

STUDENT EVALUATION
Grading Parameters
Projects (4)	50%
Instructor-led Activities/Discussion	20%
Group Synthesis	15%
Quizzes (4)	15%

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 learning modules: (1) General Issues in Information Literacy and Critical Thinking, (2) Information Organization, (3) Information Seeking, and (4) Information Production and Sharing. Successful completion of each module requires the completion of a module project. Students must also actively participate in the weekly discussion of readings, activities, and quizzes.

Due dates are indicated on the daily schedule. Unless otherwise notes, assignments are due on Sundays by 11:59 PM. Late assignments may be accepted at the discretion of the instructor.

Submission of Assignments
All assignments must include student's name, instructor, the course, and the date.

When submitting assignments on Canvas, students must follow naming conventions on assignment instructions. Students are responsible for keeping back-up copies of all 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.

Module projects

Starting with Module 2, students will complete larger module projects approximately every three (3) 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) Pinterest Organizing System; (2) Evaluating Information; (3) Information Architecture, and (4) the Infographic.

1. This project asks the student to use the Pinterest board entitled "SU16-ICT200," which contains an array of pins, to create a system of organization that applies to all of the pins. The student will place the pins into categories, create the rules (a classification system) for the categories, and provide an explanation and analysis of the system.
2. Since evaluation of information is key to choosing the correct information to use, the student will develop a research question, conduct web and database searches to find information resources to address that question, evaluate their search queries, and write a 2-3 page analysis comparing two resources they found (one from the web and one from a database) to determine the strengths and weaknesses of each resource.
3. Using the software or process with which the student feels the most comfortable, the student will first generate an organizational map of an archived version of a website of his/her choosing. Students will then generate a second map proposing an alternative organizational scheme, and write a 3-4 page justification of the proposed changes and compare those changes to the previous and current versions of the website. The student should incorporate Information Architecture principles in his/her justification.
4. Using the software or process with which the student feels the most comfortable, the student will create an infographic about a topic of their choosing, with instructor approval.

Group Synthesis

During the semester students are placed in groups to offer peer evaluation discussion of assignments produced by others in their groups. Students are required to submit drafts or specific information for various projects prior to the project due date. Then students should analysis their group members' submissions, offering helpful commentary in an effort to assist other students in refining their products as well as offering new ways to consider the processes.

Quizzes

Quizzes are designed to encourage students to complete assigned readings and further their understanding of the course content. If students miss the quiz, they will be allowed to make-up the work *only* if the absence is **officially excused** (see Excused Absences section below). **It is the student's responsibility to schedule a time with the instructor outside of class to complete the missed quiz.**

Class Discussion

Students must also engage in discussion online. Over the course of the semester, students will post thought-provoking comments and observations about the weekly readings or related topics. Contributions can be answers to instructor or student questions posed; detailed and thorough explanations of concepts (not just definition); real-world examples of concepts in practice; or an insightful extension to another student's contribution. Each contribution should be thoughtful and thorough, include references to the readings when applicable, and be at least 100-words in length. Students should not duplicate content provided by another student. The goal is to have students think about and discuss the weekly readings/topics. Students are expected to post online by the assigned due date.

All class discussions, both in-class and online, should be respectful and intellectually stimulating. Should a problem arise the instructor will take appropriate actions.

There will be instructor-led activities in each module. The amount may vary based on the module, but students are required to respond to or complete all instructor-led activities. These activities should be completed by assigned due date to allow further discussion.

Students are expected to participate fully in class. Students are expected to (a) read and consider applications of the information *before* class, (b) ask questions and/or make applications in small group and large group class discussions/activities, and (c) work to facilitate classroom interaction. Students are also expected to participate fully in discussions/activities completed through Canvas.

Course Policies

Attendance

This class is a community whose success is dependent on everyone's participation. There is a strong correlation between class attendance and grades. Therefore, attendance is vital for students' achievement. Students will only be permitted to make up work missed due to an excused absence.

For online sections: Participation will be monitored weekly. Students are expected to be actively involved across the entire semester. Missed work can only be made up if students provide documentation to prove the work was missed due to a circumstance that would result in an excused absence.

Note: It is *the student's responsibility* to monitor attendance. If you are absent, it is your responsibility to ask a classmate what you missed. Do not ask your instructor: "Did I miss anything the day I was absent?" They will simply respond, "Yes, you did."

For any emergency situation that arises, **e-mail your instructor** as soon as you know about the situation.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at http://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from %20February%202012_clean.pdf

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work.

The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Late Work

Late work will be accepted at the discretion of the instructor. Any late work accepted will receive a 10% deduction for each 24-hour period. The maximum penalty is 50% of the total points for the assignment.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Class Schedule
Learning does not always happen on schedule, and so changes may be made to meet the needs of the class. The student will be responsible for checking the online syllabus, schedule, and Canvas notifications for any changes or updates before reading or beginning activities.

E-mail Policy
Please allow 24 hours for the instructor to respond to an e-mail during the school week. On weekends, instructors will try to answer e-mails, but may not be able to do so until Monday. Before emailing the instructor with questions, students should read assignment information and the syllabus carefully. Students who have not gotten a response within 24 hours should send a follow-up e-mail or speak with the instructor.

Office Hours
The instructor will be available for meetings based on the office hours printed on the first page of the syllabus. If students cannot make scheduled office hours, they should contact the instructor using the preferred contact method to schedule another time.

Reference Librarians
The reference librarians on the 2nd floor, North Wing of W.T. Young Library can help with research for this class or other classes. Students can visit, call, e-mail, or chat with librarians, unless the assignment requests they do not seek library assistance. See the Libraries' Homepage for more information.

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

Academic Ombud
Dr. Michael Healy, 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.

Accommodations due to disability
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/.

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in

need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit http://www.uky.edu/veteransfor more available resources.

Technology Information & Resources

Distance Learning 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: http://download.uky.edu/.

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 #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit http://www.uky.edu/ukonline/

The School of Information Science has a page with a comprehensive list of technology resources here: http://ci.uky.edu/sis/students/techtips

COURSE CALENDAR

Module 1: General Issues in Information Literacy & Critical Thinking
Runs June 9- June 16, 2016

Module	Topic/Assignment	Readings/Instructions
1.1	Information Literacy	• **Read the syllabus** • President Obama's Proclamation on Digital Literacy Month, 2009 • Breivik, Patricia Senn. "21st century learning and information literacy." *Change: The Magazine of Higher Learning* 37, no. 2 (2005): 21-27.

Module	Topic	Readings
		• Review the Pinterest project instructions and related materials.
1.2	Cognitive Taxonomy & Critical Thinking	• Wilson, Leslie O., "Beyond Bloom – A new Version of the Cognitive Taxonomy." • Fisher, Alec. *Critical thinking: An introduction.* Cambridge University Press, 2011. Chapter 1, pp. 1-14. • Review the Evaluating Information and Information Architecture project instructions and related materials.
1.3	Information, Creativity, & Problem Solving	• "Creative approaches to problem solving," in Isaksen, Scott G., K. Brian Dorval, and Donald J. Treffinger, eds. *Creative approaches to problem solving: A framework for innovation and change.* Sage, 2010. • Buckland, Michael K. "Information as a Thing," Journal of the American Society for Information Science, 48(9), 804-809 (1991). • Review the Infographic project instructions and related materials.
Due June 12	**Instructor-led Activity: Great thinkers and creators**	Introduce yourself and include a list of 5 people you consider to be great thinkers. Include a second list of 5 people you consider to be highly creative. Compare your lists being sure to explain why there are similarities or differences. Incorporate module concepts if possible.
Due June 16	**Instructor-led Activity: Creative Problem solving**	Using the scenario assigned to you generate a list of at least 3 possible solutions. Then identify which of the scenarios is most creative. Explain why. Then identify which is most feasible. Explain why. Be sure to include concepts from the module readings where applicable.
Due June 16	**Class Discussion: 2 contributions**	Visit the Module 1 Discussion page. Be sure to add at least 2 significant contributions to the page. Contributions can be answers to instructor or student questions posed; detailed and thorough explanations of concepts (not just definition); real-world examples of concepts in practice; or an insightful extension to another student's contribution. Each contribution should be thoughtful and thorough, include references to the readings when applicable, and be at least 100-words in length. Students should not duplicate content provided by another student.
Due June 16	**Quiz 1**	**The quiz will cover content from all module 1 readings.**
Due June 16	**Group Synthesis: Pinterest Part 1**	Post your overall theme, list your categories, and provide rules for at least one category.

Module 2: Information Organization
Runs June 16- June 30, 2016

Module	Topic	Readings
2.1	Organization of Information	• Glushko, Robert J. "Foundations for Organizing Systems." In *The Discipline of Organizing*, edited by Robert J. Glushko. MIT Press, 2013. Chapter 1, pp. 1-35.

2.2	Categorization & Classification (Taxonomy)	• Feldman, Susan. "Why Categorize?" In *KM World*, Oct. 2004, Vol. 13, No. 9. • Broughton, Vanda. *Essential Classification*. Ch. 4, pp. 12-19. *(Available via Canvas course reserves.)*
Due June 23	**Instructor-led Activity: Organizing Systems Activity**	Using the scenario assigned, create an organizing system for the scenario (explain what will be organized and how you will organize it). Next, identify the specific components of an organizing system as presented by Glushko (collection, resources, agents, interactions, principles). Then answer Glushko's five design decisions for the same scenario. Be detailed in your response and be sure to include concepts from the module readings where applicable.
Due June 23	**Group Synthesis: Pinterest Part 2**	Provide feedback to group members about theme, categories, and rules (using an application test for the rules).

2.3	Formal Classification Systems	• Broughton, Vanda. *Essential Classification*. Ch. 15, pp. 143-153. *(Available via Canvas course reserves.)*
		• Broughton, Vanda. *Essential Classification*. Ch. 17, pp. 176-181. *(Available via Canvas course reserves.)*
		• Explore three of the five formal classification systems:
		    ○ International Classification of Diseases (ICD)
		    ○ North American Industry Classification System
		    ○ Manual of Classification for Agricultural and Forestry Research, Education, and Extension
		    ○ Federal Position Classification and Qualifications
		    ○ AHFS Pharmacologic-Therapeutic Classification

2.4	Faceted Classification & Folksonomy	• Broughton, Vanda. *Essential Classification*. Ch. 20, pp. 257-267. *(Available via Canvas course reserves.)* ○ Marieke, G. & Tonkin, E. "Folksonomies: Tidying up tags?" *D-Lib Mag.*, Jan. 2006.
Due June 30	**Group Synthesis: Pinterest Part 3**	Self-Reflection: Review the application test and feedback. Based on feedback from your group members discuss what changes you made and explain why you made those changes.
Due June 30	**Class Discussion- 3 contributions**	Visit the Module 2 Discussion page. Be sure to add at least 3 significant contributions to the page. Contributions can be answers to instructor or student questions posed; detailed and thorough explanations of concepts (not just definition); real-world examples of concepts in practice; or an insightful extension to another student's contribution. Each contribution should be thoughtful and thorough, include references to the readings when applicable, and be at least 100-words in length. Students should not duplicate content provided by another student.
Due June 30	**Quiz 2**	**The quiz will cover content from all module 2 readings.**
Due June 30	**Project 1**	**Pinterest**

Module 3: Information Seeking
Runs June 30- July 14, 2016

Module	Topic	Readings
3.1	Information Seeking & Library Resources	• Asher, Andrew D. "Search Magic: Discovering How Undergraduates Find Information," presented at the American Anthropological Association Annual Meeting, 2011. • Spencer, Donna. "Four Modes of Seeking Information and How to Design for Them," Boxes and Arrows. Mar. 14, 2006. • Chu, Heting, "Retrieval Approaches," in *Information Representation and Retrieval in the Digital Age*, Medford, NJ: Information Today, Inc. 2010, Chapter 6, pp. 93-106. • UK Libraries, Undergraduate Guide to Research, Develop Your Topic. *(Read/watch all content)* • UK Libraries, Undergraduate Guide to Research, Looking for Sources. *(Read/watch all content)* • UK Libraries, Undergraduate Guide to Research, Evaluate Your Sources. *(Read/watch all content)*
3.2	Search Engines & Information Retrieval	• Croft, W. Bruce, et al., "Search Engines and Information Retrieval," in *Search Engines: Information Retrieval in Practice*, pp. 1-12, Boston: Addison-Wesley, 2010. (Click on Look Inside) • Franklin, Curt. "How Internet Search Engines Work." • National Library of Medicine, "Introduction to Boolean Logic." • Google, "Search Operators."
Due July 7	**Instructor-led Activity: Database Explorer**	Visit libraries.uky.edu. Click on databases on the menu above the search box. Select a library database from the alphabetic lists or from the dropdown selected databases menu. Visit the link in the instructions and answer each question related to the database you selected.
Due July 7	**Group Synthesis: Information Architecture Part 1**	Provide an organizational map of an archived version of a website. (Internet Archive Wayback Machine is a good place to find an archive of a website). Identify some concerns a user (you in this case) may have regarding the organization and information seeking features of the website. Provide an alternate organization of the information on the identified website. *(You are not required to incorporate information architecture concepts into this submission, but you are expected to on the final project.)*
3.3	Information Architecture	• Myer, Thomas. "Information Architecture 101: A crash course for the enterprise architect." • Crawford, Stephanie. "How Information Architecture Works." • Koltay, Tibor. "Information Architecture, Information Overload, and the Literacies." *JOURNAL OF INFORMATION* 4.1-2. • Kuhlthau, Carol Collier, "Accommodating the User's Information Search Process: Challenges for Information Retrieval System Designers," in *Bulletin of the American Society for Information Science*, Vol. 25, No. 3: 12-16.
Due July 14	**Instructor-led Activity:**	Visit a website of a professional association related to your current major (ex. librarians may visit the American Library

	Information Architecture	Association, dentists may visit the American Dental Association). Following the provided rules in the instructions, identify the number of clicks it takes to learn how much membership dues are for students. Be sure to record the path you take to find this information. You will have to record both of these items and provide more information in the submission.
Due July 14	**Class Discussion: 3 contributions**	Visit the Module 3 Discussion page. Be sure to add at least 3 significant contributions to the page. Contributions can be answers to instructor or student questions posed; detailed and thorough explanations of concepts (not just definition); real-world examples of concepts in practice; or an insightful extension to another student's contribution. Each contribution should be thoughtful and thorough, include references to the readings when applicable, and be at least 100-words in length. Students should not duplicate content provided by another student.
Due July 14	**Group Synthesis: Information Architecture Part 2**	Provide feedback to your group members about their proposed changes. Be sure to provide constructive comments. Do not merely say "Good job." Instead tell them why you think their proposed changes are good or bad and refer back to concepts you learned about information architecture.
Due July 14	**Quiz 3**	**The quiz will cover content from all module 3 readings.**
Due July 14	**Project 2**	**Evaluating Information**

Module 4: Information Production and Sharing
Runs July 14- July 28, 2016

Module	Topic	Readings
4.1	Information Visualization	• Emerson, John. Visualizing Information for Advocacy: An Introduction to Information Design • Cairo, Alberto, "Why Visualize," in *The Functional Art*, New Riders 2012, Chapter 1, pp. 5-24. *Note the reading includes the Introduction, but you are only responsible for reading Chapter 1.
4.2	Storytelling	• Rutledge, Pamela B., "The Psychological Power of Storytelling," 2011. • Corum, "Storytelling with Data" (keynote speech from the 2013 Tapestry Conference). • Opsteegh, Michael. "Planning and Creating Infographics." In *Intercom*, Oct. 2013: pp. 7-10.
Due July 21	**Group Synthesis: Information Architecture Part 3**	Self-Reflection: Review the feedback from your peers. Based on feedback from your group members discuss what changes you made and explain why you made those changes.
Due July 21	**Group Synthesis: Infographic Part 1**	Post your topic, potential audience, summary of information, and explain how you plan to visually depict the information on your infographic *OR* provide your topic, potential audience, and a draft of

		the infographic.
Due July 21	**Instructor-led Activity: Storytelling Scenario**	Select a scenario and an audience. Elaborate and the ways to share information with that particular audience. Then select a different audience, using the same scenario, identify different ways to reach that audience. Finally, reflect on why the information sharing methods differed for each audience. You will use a form provided in the instructions to complete this activity.
Due July 21	**Instructor-led Activity: Infographic Evaluation**	Find an infographic related to your major. Share the infographic on Canvas and answer the specific questions (listed in the instructions) related to the design of that infographic.
Due July 21	**Project 3**	**Information Architecture**
4.3	Production	• Gray, Jonathan, Liliana Bounegru, & Lucy Chambers, Data Journalism Handbook: "Introduction." Read the following sections: What is Data Journalism? Why Journalists Should Use Data, and Why is Data Journalism Important? • Gray, Jonathan, Liliana Bounegru, & Lucy Chambers, Data Journalism Handbook: "Delivering Data." Read the following sections: Presenting Data to the Public, Visualization as the Workhorse of Data Journalism, Using Visualization to Tell Stories, and Designing with Data. • Canva, "Fonts, Colors, & Images." "Backgrounds, Shapes, & Layouts." "Branding Basics."
4.4	Information Ethics	• boyd, danah, "Social Network Sites: Public, Private, or What?" • United States Copyright Office, Copyright Basics, pp. 1-5. • Aoki, Keith, Boyle, James, & Jenkins, Jennifer, Tales from the Public Domain, 2006.
Due July 28	**Instructor-led Activity: Data Journalism Tool**	Visit https://www.propublica.org/data and select one data tool to investigate. Complete the form in the instructions based on the tool you select.
Due July 28	**Group Synthesis: Infographic Part 2**	Provide feedback to your group members about their proposed topic, audience, and visual depiction of information. Be sure to provide constructive comments. Do not merely say "Good job." Instead tell them why you think their audience choice or selection of graph is good or bad and refer back to concepts you learned about storytelling, audience, visual design, etc.
Due July 28	**Class Discussion: 2 contributions**	Visit the Module 4 Discussion page. Be sure to add at least 2 significant contributions to the page. Contributions can be answers to instructor or student questions posed; detailed and thorough explanations of concepts (not just definition); real-world examples of concepts in practice; or an insightful extension to another student's contribution. Each contribution should be thoughtful and thorough, include references to the readings when applicable, and be at least 100-words in length. Students should not duplicate content provided by another student.

Due July 28	Quiz 4	**The quiz will cover content from all module 4 readings.**
Due August 4	**Group Synthesis: Infographic Part 3**	Self-Reflection: Review the feedback from your peers. Based on feedback from your group members discuss what changes you made and explain why you made those changes.
Due August 4	**Project**	**Infographic**
Due August 4	**Bonus Quiz**	**This quiz will cover content from all four modules.** Any points earned on this quiz will be added to the quizzes total grade as extra credit.