ICT/IS 200: INFORMATION LITERACY & CRITICAL THINKING
Online | Spring 2017

FACULTY INFORMATION
Instructor: Renee Kaufmann, Ph.D.
Email: Renee.Kaufmann@uky.edu
Office Hours (F2F & Virtual): T\R 1:00 – 3:00PM
Course Time: Online via Canvas

College of Communication and Information
School of Information Science

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, 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 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 Materials
100% Information Literacy Success, 3rd ed., Gwenn Wilson, 2015, Cengage Learning
Other readings available online or through Canvas.

COURSE POLICIES: ICT/IS 200 (ONLINE)

1. Technology Requirements
Please note: This is an online only course. Students are required to participate in activities and complete tasks online. 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 Zoom (which they should already have with their link blue user name and password.

Click here to view UK's Analytics and Technologies Department's minimum requirements for technology for eLearning.

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

2. Attendance and Participation
This class is an online community whose success is dependent on everyone's participation. Also, there is a strong correlation between class attendance and grades. Therefore, attendance is vital for your achievement. You are expected to log-on and participate fully every week (at least 2 times a week) so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information before coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c)

work to facilitate classroom interaction. In order to accomplish course goals, you need to be present in this online course.

Note: Please reference the definition of excused absence in current edition of Students Rights and Responsibilities or on the web at: http://www.uky.edu/StudentAffairs/Code/

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 expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

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.

3. 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.

4. 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/DisabilityResourceCenter.

5. 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/veterans for more available resources.

7. Student Evaluation/Grades
Course grades are earned and are NOT negotiable. Final grades will be rounded (e.g., 89.5 is reported as an A but 89.4 will be reported as a B). Course grades will not be discussed via email or in class. Students must make an appointment or see me during office hours. Extra credit opportunities may be made available at the discretion of the instructor.

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)

8. Submission of Assignments/Late Work
All assignments, including papers, presentations, etc., should be submitted via Canvas. Assignments are due on that module's SUNDAY BEFORE 11:59PM EST unless noted otherwise. Prepare and submit all assignments on time. Please submit assignments as doc, docx., or pdf files. **Unexcused late work IS NOT accepted in this course. Please make sure to submit your assignments per the EST time zone. Assignments submitted to my email will not be accepted.** Technology issues do not warrant an extension for assignments. Please make sure to provide ample time to submit assignments on time.

9. Civility and Professionalism
Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted. Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.

Thus, everyone is expected to conduct themselves professionally in this online class. Professional behavior also entails being respectful of others and their opinions—even and especially when you do not agree with them.

10. Email Policy
Please give me up to 24 hours to reply to your emails, and I will do the same for you. Please remember to sign you email with your first and last name. We expect the language and structure of your emails to be professional. This includes punctuation, salutations/signature, etc.

11. Discussion
Students may engage in discussion posts online. The goal is to have students think about and discuss the weekly readings/topics, and students will then engage in discussion. All class discussions should be respectful and intellectually stimulating. Should a problem arise the instructor will take appropriate actions.

12. Changes to the Syllabus

This syllabus is subject to change as the semester progresses. I will communicate the changes in class and send an announcement on Canvas. The most current syllabus will always be available on Canvas.

13. 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.

14. Office Hours (Face-to-face or Virtual)

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

15. 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.

16. 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.

Assignment Descriptions and Point Values

Week 2: Personal introduction (10 points)
You will prepare and present a brief 1-2 minute introduction speech to present in class. Your presentation should include name, major, year in school, and at least one fun fact about you. This will help your instructor and your fellow students get to know you.

Week 4: Case studies (50 points)
Using the readings and materials presented in class, consider whether you are largely a critical thinker, a creative thinker, or both. Then, think of three people in your field and describe what kind of thinker you believe them to be as well. Give examples for your opinions, and write an essay describing each person in four case studies that must be at least 200 words per person.

Week 6: Field keyword search (25 points)
Enter the same keyword(s) or phrase into at least two different popular search engines. Look at the first results, take screenshots of the first three from each search engine, and explain why those are top hits using the materials in the Moz reading to guide your analysis. Next, use the same keywords in a field-related search engine in a deep web source from the Open Education Database reading, and take a screenshot of the first three results. Paste your screenshots into a Word document. Then, in a 200-word essay on that same document, compare those results with the popular search engine's results, and explain why you got the results you did.

Week 8: Midsemester feedback (5 points)
You will complete a brief, anonymous Canvas survey about the course so that your instructors can address any issues and can adjust for the remainder of the semester.

Week 9: Deconstructing a journal article (75 points)
In a 800-word (minimum) essay, critique a journal article in your field (least 10 pages long) based on the principles described in your readings and in class. Address the questions found on the assignment prompt in Canvas, and provide page numbers to indicate where you found the information.

Week 12: Infographic (30 points)
Create an infographic related to your field using the techniques described in class and readings. Consider focusing your infographic on the topic with your final project so you have an early start on your research, but it is not required. Submit your infographic as a .jpg file, and additionally, you must include a document listing the sources you used to create the infographic as well as an explanation of why you made the design choices you did. You may work with whichever software or tool you feel most comfortable using.

Week 13: Sponsored article search (30 points)
Find a written piece of over 500 words or an over 5-minute video from a *reputable* news source, and analyze it using the principles outlined in your readings. In a 250-word essay, argue for why and how it is biased, address who might have sponsored the content, and describe how the source tailored the information to appeal to a particular audience.

Week 15: Peer review of final paper (10 points)
After writing a complete draft of your paper, you will review a classmate's paper and will receive feedback about your draft as well.

Weeks 16-17: Field topic paper and presentation (150 points)
Research a controversial issue (preferably in your field), and in at least a 1,000-word essay, summarize the major sides of the issue as well as your opinion on the topic. Cite at least three reputable sources in your paper, and at least one of your sources must be a journal article. You will present your findings in a 3-4 minute presentation to the class that will include at least one visual. These presentations will need to be recorded and posted on Canvas – you will need to make sure the link works properly for grading purposes.

All weeks: Exit Slip/Discussions/Activity (65 points)
Attendance will be taken each week. It is your responsibility to log-in and participate in this online course. There will be weekly online activities that will assess your engagement, attendance, and comprehension checks for understanding of the content. These are noted as EDA and week number on syllabus.

Points possible to earn: 450

Tentative Course Calendar

Unit 1: Basics of Information Literacy

Week	Focus	Due Dates and Readings
Week 1:	Introduction	**Review Syllabus** - Wilson Chapter 1 - Importance of information literacy - EDA 1
Week 2:	Critical Thinking in the 21st Century	**Personal introduction due** - Concept of critical thinking - Why the modern world is bad for our brains - Social media and cognitive overload - EDA 2
Week 3:	Creative Thinking and Problem Solving	- Creative approaches to problem solving - Bloom's Taxonomy revised - EDA 3

Unit 2: Building Arguments

Week	Focus	Due Dates and Readings
Week 4:	Finding Information	**Case studies assignment due** - Wilson Chapter 3 - How search engines work - Deep web sources and info - EDA 4
Week 5	Evaluating Information	- Wilson Chapter 4 - CRAAP Test - Research bias - EDA 5
Week 6	Reasoning	**Field keyword assignment due** - Deconstructing a research article - The thinker's guide to fallacies - Inductive and deductive reasoning - EDA 6
Week 7	Critical Writing	- Wilson Chapter 2 - Critical essay - UK's formatting tools - EDA 7

Unit 3: Assessing Information

Week	Focus	Readings
Week 8	Bias	**Midsemester Feedback** - American Historical Association: Propaganda - Types of media bias - EDA 8

Week 9	Information Ethics/Privacy	• **Deconstructing a journal article due** • Wilson Chapter 6 • Social networking privacy, 1-4, 7-9 • Four ethical issues of the information age • EDA 9
**Week 10: Spring Break – no classes this week!**	
Week 11	Information Design	• Infographics and visualization • Visualizing information for advocacy • Branding basics • EDA 10 & 11 (There are TWO this week!)
Week 12	Persuasion	• **Infographic due** • The role of persuasion in critical thinking • The new rules of persuasion • EDA 12

Unit 4: Transforming Information

Week	Focus	Readings
Week 13	Copyright	• **Sponsored article search due** • U.S. copyright basics • Copyright of social media sites • EDA 13
Week 14	Storytelling	• **Draft of field topic paper due** • The psychology of storytelling • The science behind storytelling • EDA 14
Week 15	Work Week	• **Peer review of field topic paper due** • EDA 15
Week 16	Presentations	• **Field topic paper and presentation due** • EDA 16 (LAST ONE)
Finals Week		