ICT 305- 201: Data Detectives
Fall 2020
Location: Canvas

Instructor: Dr. Brandi Frisby
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Email: brandi.frisby@uky.edu
Virtual Office Hours: Tuesday and Wednesday 1:30-3:30 pm, OR by appointment
Virtual office hours will be available via a web conferencing program called Zoom. More information for using Zoom will be provided in Canvas. You can join my virtual office hours here: https://uky.zoom.us/my/professorfris

COURSE DESCRIPTION
In today's 24-7 culture, every choice we make comes with more data about which product/service/area is the "best" on a number of factors. The challenge, then, is sorting through the data to make an informed decision. In this course, you will be presented with several "real life" scenarios and then asked to use data to construct an appropriate written or oral response. Whether as information consumers or as information professionals, sorting through the data and making a decision that can be articulated to people unfamiliar with the issue is a key indicator of information literacy. Given that this course fulfills your Graduation Composition and Communication Requirement for Information Studies, you will be asked to write and revise several short pieces and complete one digital presentation.

STUDENT LEARNING OUTCOMES
1) Communicate clearly in written, oral, and digital/visual modalities.
2) Compare and contrast local and national data sources.
3) Determine and articulate what the best data source is to address a specific challenge.
4) Understand how audience analysis is crucial to information literacy.

REQUIRED MATERIALS
1. Sarkon, D. & Schulkin, J. (2016). *Missed information: Better information for building a wealthier, more sustainable future.* The MIT Press: Cambridge, MA. ISBN: 978-0-262-03492-0
2. PDFs, article links, and videos posted under Canvas Modules

TECHNICAL 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 2
2 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, but make sure you have access to the following:
• Broadband Internet (At least 5Mbps throughput)
• Computer Specifications (Links to an external site.)
• Supported Browsers (Links to an external site.)

- Web Cam
- Microphone

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 to 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 number: (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 POLICIES

Attendance and Participation
You are expected to participate fully, engaging with your instructor, peers, and the course material in order to benefit as much as possible from this course. This means you are expected to log in to Canvas *at least* once a week in order to make sure that all assignments and engagement activities are being completed. It is expected that you read and consider applications of course material each week, and ask questions and/or make applications in small group and class discussion.

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 respectful of others, and focus on producing above quality work.

Late/Make-up Work
You will receive **ZERO** points for assignments submitted after the scheduled due date. There are no make-up assignments, no extensions, and no partial credit without an official excuse or extenuating circumstances. Because course material is all online and you are able to access it and complete required work on a relatively flexible schedule, few situations will warrant extensions on work. However, if there are extenuating circumstances that will prevent you from completing course work, then you are expected to negotiate when the make-up work is due with your instructor and may include earlier due dates or later due dates. "Extenuating circumstances" will be considered on a case-by-case basis.

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) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1). Information regarding major religious holidays may be obtained **through the Ombud (859-257-3737,**
http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

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.
Regarding University Health Services Health Notes:
1. *Tier 1* excuses are not accepted as a valid excused absence. You may use your freebie

coupons instead.

2. *Tier 2* excuses are accepted as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the Tier 2 documentation.

3. *Tier 3* excuses are always accepted as a valid excused absence. The UHS restricts students from attending class with Tier 3 excuses

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 self5 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.

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.

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.

Non-Discrimination Statement
The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy.
Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence
If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; http://www.uky.edu/StudentAffairs/VIPCenter/), the Counseling Center (106 Frazee Hall, http://www.uky.edu/StudentAffairs/Counseling/), and the University Health Services (http://ukhealthcare.uky.edu/uhs/student-health/) are confidential resources on campus.

E-mail Policy
Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to regularly check your official UKY e-mail address – if information is sent to you via email and you do not read it in time to adjust accordingly, this is not the fault of your instructor. **Email is the best and preferred way to reach me.** I will be checking it frequently throughout the business day (i.e., Monday-Friday 9:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! Please send all email correspondence to the email address provided above, and put ICT 305 in the subject line each time. *Please allow 24 hours for a response to your e-mail.* If you have not heard back within 24 hours, send a polite and professional follow-up email.

Additionally, use your emails as an opportunity to practice professional communication. All emails must include an appropriate greeting (e.g., "Hello, Dr. Frisby," etc.), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. If your email does not include these components, I may choose not to respond. Writing emails to your friends/family can be informal, but when you are writing emails to your instructors, professors and potential employers, they should be well written with as few mistakes as possible. Additionally, *if you email me with a question that could be easily answered by checking our Canvas site, I may choose not to respond.*

Canvas

Things may come up or change during the semester, which means that the weekly schedule may change as well. You will be responsible for checking the online syllabus and schedule before beginning your homework for each week for any changes or updates. All assignments and grading rubrics will be posted in Canvas.

All of your work in this class must be submitted in Canvas. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. The assignment should be attached in a word file (.doc or .docx only), unless otherwise instructed. You MUST confirm that the assignment was submitted and that it will open through the Canvas application. **Any file that is attached, but unable to be opened, will be treated as if it were not submitted. All assignments are due by the time specified in Canvas.**

COURSE UNITS AND ASSIGNMENTS

UNIT 1: Foundations of Data Detection

In this introductory unit, students will familiarize themselves with the course and each other through a Canvas tour and **Video Introduction** (15 points).
Additionally, we will lay the foundation for the rest of the units and assignments by delving into content related to information literacy, decision making, and audience analysis, all of which will be demonstrated in subsequent units and course projects.

UNIT 2: Being an Informed Consumer

In this unit, the focus will be on identifying and evaluating consumer information in order to make an informed decision and recommendation within the context of a major appliance purchase:

Project #1: Which Computer Should I Buy?

Students may choose between a video or a podcast for this assignment. The finished product will be no more than 3 minutes in length and will be a "consumer-friendly" distillation of the computer they choose. It should demonstrate clear understanding of the alternatives and what makes the final choice superior. As a complement to the digital component of this project, students will write a 2-page justification of the choices made for the video/podcast, including audience analysis. As for audience, you may choose one of the following:

1) Your grandparent who primarily wants a system that allows connection with her grandchildren.
2) Your sibling who wants a system for gaming

3) Your employer who wants an effective and efficient computer for basic workplace functions

Project #1 Peer Review: 20 points
Final Project: 100 points

UNIT 3: When Your Health Depends on It

The third unit will focus on information seeking and decision making within the context of selecting an appropriate health insurance plan for a particular audience.

Project #2: Which Health Insurance Plan Should I Choose?

The final product for this piece will be a 4-page policy paper that compares and contrasts at least 3 health insurance options and ultimately recommends a particular plan. Policy papers should be evidence-based, and persuasive in nature, and must include at least one visual that adheres to principles of good visual communication. You will turn in a **rough draft (20 points)** AND a **final draft (100 points)** of this assignment.

UNIT 4: Learning About Your Surroundings

Project #3: Which School is the Strongest in My Area? (100 points)

The students will within groups on this assignment. Each group will choose a particular Kentucky school district. Each individual will then choose a particular school or school within the district. Using the data sources provided, each individual will collect and synthesize information about their school(s) and create an infographic and 1-2 page summary. After all individual summaries have been compiled, the group will create 1 final recommendation, no longer than 2 pages, highlighting the school that they think is the "strongest" in the district and that they would recommend to others. Students will be assessed **individually (75 points)** and as a **group (25 points)** for this project.

Project #4: What is the Crime Outlook in the Neighborhoods I'm Considering? (100 points)

Students will choose two "houses for sale" in the same city on Zillow (may be anywhere in the US). They will then investigate the crime outlook in the neighborhoods surrounding these properties using the suggested data sources. From this research, students will create a 2-page document for each property (4 pages total) that includes both text and a visual representation of data about crime rates that realtors could share with clients interested in the area. Include a final one page rationale for which area you would choose to live which incorporates both the school system and crime outlook data.

ADDITIONAL ASSIGNMENTS

Final Written Assignment (25 points)

For the final assignment in this course, you will write a 2-page reflection on what you have learned about using data to make "real life" decisions. Of particular interest, how did you determine what the best data source for each problem was? What role did the audience play in your decisions? How did local and national data differ?

Discussion/Engagement (100 points)

Throughout the semester, students will be asked to complete activities and assignments demonstrating engagement with the instructor, their peers, and the course material (akin to inclass activities in a face-to-face course).

GRADING

Grading Policy

I do not GIVE grades. Instead, you EARN grades. I do not believe in giving grades that are not earned. I do not grade effort; I grade product. Therefore, do not ask me to bump a grade, to give you an extra opportunity to earn points, or to change a grade. I give partial credit when possible and use standard mathematical rounding rules. For example, if you earn a 79.4%, then your grade is a 79%. If you earn a 79.5%, then your grade is an 80%. This is non-negotiable. Additionally, I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any circumstances. *Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.*

Please NOTE: I absolutely CANNOT legally discuss grades via email. If you have questions or issues related to a grade, you MUST come and talk to me in my office or schedule a Zoom meeting to discuss your grade "in person."

Assignment	Points Possible	Points Earned
Video Introduction	15	
Project #1 Peer Review	20	
Project #1	100	
Project #2 Peer Review	20	
Project #2	100	
Project #3 Individual	75	
Project #3 Group	25	
Project #4 Peer Review	20	
Project #4	100	
Final Written Assignment	25	
Discussion/Engagement	100	
TOTAL	600	

Grading Scale

90-100% 540-600 A *Exceptional*
80-89% 480-539 B *High*
70-79% 420-279 C *Average*
60-69% 360-419 D *Below Average*
0-59% 0-359 E *Failing*

Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)
10

TENTATIVE COURSE SCHEDULE*

This schedule is tentative and subject to change. Please check Canvas for any updates regarding course readings or weekly activities prior to completing your weekly work.
• In this course, each week begins on Monday and ends on Sunday in order to give you the weekends to complete coursework and accommodate various schedules during the week.
• However, please note that, in some cases, assignments are due on Wednesdays, typically when they require peer or instructor feedback during the second half of the week.
• Additionally, if you complete all of your coursework on weekends, please be aware that I will not be checking my email as regularly and may not be able to respond to issues or questions as quickly during this time.

Week/Dates	Topic	Readings and Videos	Assignments Due
Week 1 **Aug 17-23**	Course Introduction Information Literacy: What does it mean to be a "data detective?"	**Read:** • Sarkon & Schulkin: Introduction • 21st Century learning & information literacy • The Foundation for Critical Thinking **Watch:** • What is information literacy? • Mike Eisenberg – What is information literacy (through 4:19)	**Video Introductions**
Week 2 **Aug 24 -30**	Information Seeking & Decision Making	**Read:** • How People Approach Facts and Information (Pew Research Center, 2017) • Root out bias from your decision-making process (Redman, 2017) **Watch:** • Information Seeking: https://www.youtube.com/watch?v=b_uIKTzy0w8 • Alex Edmans: What to trust in a post-truth world • https://www.ted.com/talks/alex_edmans_what_to_trust_in_a_post_truth_world 11	

		• How statistics can be misleading • https://www.youtube.com/watch?v=sxYrzzy3cq8#action=share	
Week 3 **Aug 31-Sep 6**	Audience Analysis Constructing Well-Supported Arguments	**Read:** • Information and Persuasion: Rivals or partners? (McCoy, 2000) **Watch:** Hugo Mercier: How you can change someone's mind https://www.ted.com/talks/hugo_mercier_how_can_you_change_someone_s_mind	
Week 4 **Sep 7-13**	Formal & Informal Information: Consumer Reports & Customer Reviews Focus: Creating a Plan for your Unit 1 Project	**Read:** • Sarkon & Schulkin: Ch. 4 • *The Consumer Reports Mindset* • When moderation fosters persuasion: The persuasive power of deviatory reviews • Sales success: Know how your buyer leverages research and information	
Week 5 **Sep 14-20**	Journal Club: *Journal of Consumer Research*	Each student is responsible for identifying and sharing an article from the *Journal of Consumer Research* about consumer research and how it influences buying decisions with the class on a discussion board.	**Project #1 Draft due Wednesday** **Peer review of Project #1 due Sunday**
Week 6 **Sep 21-27**	Health Care Viewed through the Lens of Information ---------------- What Makes a Good Written Policy Brief?	**Read:** • Sarokin & Schulkin: Ch. 3 • How to plan, write, and communicate an effective policy brief	**Project #1 Due Sunday**

Week 7 **Sep 28 – Oct 4**	Video Interlude: Finding and Evaluating Consumer Information regarding Health Insurance	**Watch:** • *Understanding your health insurance costs* • *Ask Nancy your health insurance questions* • *Buying your own health insurance* • *Getting good health insurance* • *Health insurance deductible and out of pocket costs made simple* • *Evaluating information using the CRAAP test*	
Week 8 **Oct 5-11**	Digging Into Health Insurance Policies	**Read:** • Politi, et al. (2016) We will compare/contrast health insurance policies as a class this week. This is a step along the way to your Project and will provide background for your ultimate written briefs.	**Draft of Project #2**
Week 9 **Oct 12-18**	Virtual Guest Speaker: Dr. Jeff Huber, Director, School of Information Science – "Information Access for Health Care Consumers"	**Read:** • Huber & Gillaspy (2011)	**Peer Review of Project #2 due Sunday**
Week 10 **Oct 19-25**	Finding things out: Foraging for Coherence in the Information Age	Sarokin & Schulkin: Ch. 7	**Project #2 due Sunday**
Week 11 **Oct 26-Nov 1**	Case Study: Detroit Public Schools Information as a Policy Tool	Sarokin & Schulkin: Ch. 9 Using the school system's link (http://detroitk12.org/) as the starting point, we will complete a case study of the Detroit Public Schools system using the same criteria as you'll use when you develop your Unit 3 Project.	

Week 12 Nov 2-8	Openness and Secrecy	Sarokin & Schulkin: Ch. 8	**Individual Components for Project #3 Due Wednesday** **Final Group Component for Project #3 due Sunday**
Week 13 Nov 9-15	Exploring Uniform Crime Reporting	This week will be about using and understanding the crime statistics sources provided as a jumping off point for project 3. We will begin with the Uniform Crime Reporting site from the FBI (https://ucr.fbi.gov/) and then explore the other sources to complete the case study assignment provided.	
Week 14 Nov 16- 22	Tools, power, and participation: Information in the decades ahead	**Read:** • Sarokin & Schulkin: Ch. 10 • Realizing 2030: The future of work	
Week 15 Nov 23-29 (Nov 25-28 is Thanksgiving)		Course Wrap-Up What did you learn about using "real life" data during your time as a data detective?	
Week 16 Nov 30-Dec 4			**Project #4 due Wednesday** **Final Written Assignment due Friday**