

University of Kentucky

School of Information Science

ICT/IS 200-002: INFORMATION LITERACY & CRITICAL THINKING

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Office Hours: Tuesdays and Thursday, 9-11am or by appointment

Class Information: Monday, Wednesday, Friday, 10:00-10:50AM, LCLI 311



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

Textbook

Author: Vincent Ruggiero

Title: [Becoming a Critical Thinker](#)

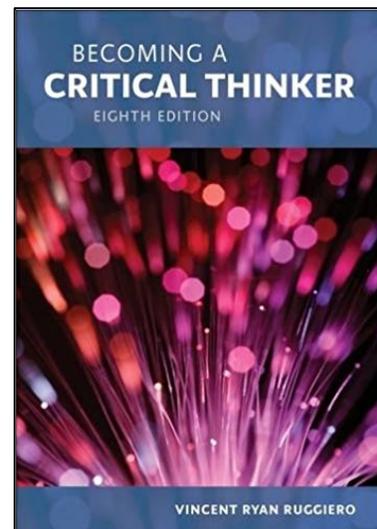
Edition: 8th edition

Publication Year: 2015

Publisher: Wadsworth

Other readings

Available online 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 ([instructions to set up the Google student account](#) and access to [Zoom](#)).

Students are not required to have a webcam and microphone, although they may come in handy. Please review UK's Analytics and Technologies Department's [minimum requirements for technology for elearning](#).

STUDENT EVALUATION

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)

MID-TERM GRADE

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

COURSE ASSIGNMENTS

Due dates are indicated on the Course Calendar in this document and in Canvas. Unless otherwise noted, assignments are due at the beginning of the first class period of the week identified in the Assignment Descriptions and Point Values section of this syllabus. Late work submitted within 24 hours will receive a 10% penalty. Late work submitted within 48 hours will receive a 20% penalty, and late work received before 72 hours will receive 30% off. No late work is accepted after 3 days.

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.

GROUP SYNTHESIS

During the semester, students will be asked to offer peer evaluation discussion of assignments produced by others in their groups. 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.

DISCUSSION

Students will engage in discussion posts online or face-to-face. The goal is to have students think about and discuss the weekly readings/topics, and students will then engage in discussion.

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

Participation

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 in class or 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.

Roll will be taken by use of the framing activities students will do at the beginning of class. Students who enter late and are not present when roll is taken must notify the instructor at the end of class.

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 dates of major religious holidays may be obtained through the Ombud (859-257-3737, [Ombud website for Excused Absences](#)).

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.

Late Work

Late work submitted within 24 hours will receive a 10% penalty. Late work submitted within 48 hours will receive a 20% penalty, and late work received before 72 hours will receive 30% off. No late work is accepted after 3 days.

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 on the [Ombud's website](#). 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.

Plagiarism

Senate Rules 6.3.1 (please refer to 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 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.

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. The [Disability Resource Center website](#) contains additional information.

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 it to the scheduled office hours, they should contact the instructor using the preferred contact method to schedule another time.

RESOURCES

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. Joseph McGillis, 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.

Military Members and Veterans

UK recognizes the complexities of being a member of the military community and also a student. Members of the military or military veterans or dependents should inform the instructor if they need 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 academic life. If students are aware of any complications, they should contact the coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. The [Veterans Resource Center website](#) contains additional resources.

GENERAL COURSE POLICIES

The [School of Information Science \(SIS\) policies](#) concerning academic integrity, excused absences, and academic accommodations due to disability apply to all students enrolled in SIS classes.

ASSIGNMENT DESCRIPTIONS AND POINT VALUES

Week 2: Personal introduction (10 points)

You will prepare and share a brief 2-minute introduction video. Your video 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 5: 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 250 words per person.

Week 8: Deconstructing a journal article (75 points)

In at least a 1,000-word essay, critique a journal article in your field that is at 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 an APA citation and page numbers to indicate where you found the information.

Week 9: Midsemester feedback (5 points)

You will complete a brief, anonymous survey about the course so that your instructors can address any issues and can adjust for the remainder of the semester.

Week 11: Article comparison (40 points)

Find at least two written pieces of over 500 words or over 3-minute videos from sources on the same topic, and compare them using the principles outlined in your readings and in class. In an at least 500 -word essay, compare the information the author shared, argue for why and how the pieces may be biased if at all, and describe how the sources tailored the information to appeal to particular audiences.

Week 13: Podcast (50 points)

In a brief 2-3 minute podcast, discuss a topic from the course that you really liked and would like to learn more about such as fake news, information design, the deep web, media bias, propaganda, etc. Issues you may want to discuss are your topic's value in today's world, what you wish would be different about it, or what you see as its future. You will write a script for these and record the podcast as if it were for a professional outlet.

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: 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 one infographic you create.

Attendance/Class activities (60 points)

You will receive points for attendance and participation in class activities.

Points possible: 450

COURSE CALENDAR

MODULE 1: BASICS OF INFORMATION LITERACY

Week	Focus	Required Readings	Assignments
Week 1: Aug. 23, 25	Introduction	Review Syllabus Ruggiero, pp. 1-20 Importance of information literacy	
Week 2: Aug, 28, 30, Sept. 1	Critical Thinking in the 21st Century	Ruggiero, pp. 25-40 Concept of critical thinking Why the modern world is bad for our brains	Personal Introduction Due: Aug. 28
Week 3: Sept. 6, 8	Creative Thinking and Problem Solving	Creative approaches to problem solving Bloom's Taxonomy revised	

MODULE 2: ASSESSING INFORMATION

Week	Focus	Required Readings	Assignments
Week 4: Sept. 11, 13, 15	Finding Information	Ruggiero, pp. 47-63 How search engines work , chapters, 1, 4, and 5 Deep web sources and info	
Week 5 Sept 18, 20, 22	Evaluating Information	CRAAP Test Deconstructing a research article Research bias	Case Studies Due: Sept. 18

Week	Focus	Required Readings	Assignments
Week 6 Sept. 25, 27, 29	Bias	Ruggiero, pp. 168-176 American Historical Association: Propaganda Types of media bias Ruling in UK vs KK case	

MODULE 3: BUILDING ARGUMENTS

Week	Focus	Required Readings	Assignments
Week 7 Oct. 2, 4, 6	Reasoning	The thinker's guide to fallacies Inductive and deductive reasoning	
Week 8 Oct. 9, 11, 13	Stereotypes and opinions	Ruggiero, 71-80, 88-97 Stereotype threat	Deconstructing a journal article Due: Oct. 9
Week 9 Oct. 16, 18, 20	Persuasion and manipulation	Ruggiero, 80-88, 131-137 The role of persuasion in critical thinking The new rules of persuasion	Mid-semester feedback Due. Oct. 16

MODULE 4: TRANSFORMING INFORMATION

Week	Focus	Required Readings	Assignments
Week 10 Oct. 23, 25, 27	Critical writing and speaking	Critical essay Ruggiero, pp. 137-147	
Week 11	Storytelling	The psychology of	Article

Week	Focus	Required Readings	Assignments
Oct. 30, Nov. 1, 3		storytelling The science behind storytelling	Comparison Due: Oct. 30
Week 12 Nov. 6, 8, 10	Information Design	Infographics and visualization Visualizing information for advocacy Branding basics	

MODULE 5: SHARING INFORMATION

Week	Focus	Required Readings	Assignments
Week 13 Nov. 13, 15, 17	Information Ethics and Privacy	Social networking privacy , sections 1-4, 7-9 Four ethical issues of the information age	Podcast Due: Nov. 13
Week 14 Nov. 20	Copyright	U.S. copyright basics Copyright of social media sites	
Week 15 Nov. 27, 29, Dec. 1	Work Week and peer review	No required readings	Peer review of field topic paper Due. Nov. 29
Week 16 Dec. 4, 6, 8	Presentations	No required readings	Field Topic paper and presentation Due. Dec. 4
Dec. 11-15	Finals Week	No required readings	Good luck on your finals!