University of Kentucky
School of Information Science (SIS)

ICT/IS 200 Information Literacy & Critical Thinking

Instructor
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Office Hours
- TR 8:15-9:15 am *and* MWF 3:00-4:00 pm
- Email for appointment
- Will respond within 24 hours

Class Information
- Section 004- TR 2:00-3:15 pm LCLI 312
- Section 007- MWF 2:00 - 2:50 pm LCLI 312
- Section 008- TR 11:00 am -12:15 pm LCLI 303
- Section 009- TR 9:30 - 10:45 am LCLI 303

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. Retrieve and evaluate relevant information.
2. Evaluate and apply technology resources.
3. Communicate ideas about ICTs using multiple modes of communication including written, oral, visual and group communication styles.

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
Mid-module assignments (3)	20%
Module Projects (3)	40%
Group Synthesis	15%
Participation/Activities/Discussion	15%
Quizzes	10%

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; (4) Information Production and Sharing. Successful completion of each module requires the completion of a mid-module assignment as well as a larger module project. Students must also actively participate in the weekly discussion of readings, activities, and quizzes.

Due dates are indicated on the daily schedule. 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.

Mid-module assignments

Starting with Module 2, students will complete a variety of exercises approximately every four (4) weeks. These assignments apply skills, concepts, and processes covered in the readings and class materials. In addition, these assignments allow students to use online tools to which they will be introduced. The mid-module assignments are: (1) Mind Mapping; (2) Search Engine Evaluation; and (3) Expert Interview. Your instructor will provide more details.

1. This assignment allows the student to visualize how information can be organized by requiring the student to choose a topic and "map" it. The map must show at least 10 levels and be accurate at each level.
2. Using whichever search engine the student prefers, the student will search for a topic (i.e., science, comic books, leprosy, etc.) and examine the top 3 results.
3. This assignment asks the student to use a classic method of obtaining information from other people: the interview. Students will find an expert on a topic that interests them and ask the expert **at least 9** thought-provoking questions related to that topic.

Module projects

Starting with Module 2, students will complete larger module projects every four (4) weeks. These module projects allow the student to synthesize the material covered in the modules and use information in a creative process. The module projects are: (1) Pinterest Organizing System; (2) Evaluating Information; (3) the Infographic.

1. This project asks the student to use the Pinterest board entitled "FA15-ICT 200," 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 of the system.
2. Since evaluation of information is key to choosing the correct information to use, the students will write a 3 - 4 page review of a resource of their choosing to determine its strengths and weaknesses and decide if it meets its audience's needs. Resources chosen may be analog or digital.
3. Using the software or process with which the students feel the most comfortable, the students 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 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.

Quizzes

Quizzes are designed to encourage students to complete assigned readings and further their understanding of the course content. Each quiz will consist of two components. The first will ask students to summarize the main points of the week's readings. The second will ask students to apply the concepts they have learned to both the course themes as well as life outside of the classroom.

If students miss part of 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.**

Discussion Boards

Students must also engage in discussion posts online. Each week, students should post one thought-provoking question about the week's readings on the discussion board. The question should not be merely a definition or listing type of question. The goal is to have students think about and discuss the weekly readings. Students are expected to post their questions online by the assigned due date. Students will then use the rest of the week to respond to at least 2 of their peers' questions with responses of at least 100 words each. The responses should be posted 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.

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 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.

For face-to-face sections: Roll will be taken. Students who are not present when roll is taken must notify the instructor at the end of class. Missing more than half of a class period equals one absence. Three tardies (arriving late or leaving early) count as one class absence.

For online sections: Participation statistics will be monitored weekly. Four days of no Canvas activity will result in an absence, unless the lack of participation occurs during a time the university is closed or during an academic holiday or break.

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 ME: "Did I miss anything the day I was absent?" I 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 instructor of absences prior to class when possible. Please refer to the definition of an excused absence in the current edition of *Students Rights and Responsibilities* or on the web at http://www.uky.edu/StudentAffairs/Code/.

S.R. 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 instructor. You will be asked to provide official written documentation for absences.

Excuses for university-sponsored activities must be made *prior* to such absences. 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. Information regarding dates of major religious holidays may be obtained through the religious liaison at 859-257-2754.

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.

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 unless other arrangements have been made with the instructor.

Plagiarism
Part II of Student Rights and Responsibilities (6.3.1; online at
http://www.uky.edu/StudentAffairs/Code/part2.html) states:
All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self– expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.
When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

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

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 and schedule 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.

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. Sonya Feist-Price, the Academic Ombud will assist you with a variety of issues, including grade disputes. She is in 109 Bradley Hall and her number is 859-257-3737. You can e-mail her at ombud@uky.edu.

Disability Services
If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation that details the recommended accommodations. Contact the Disability Resource Center, David Beach, Director at 859-257-2754 or dtbeac1@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. Visit http://www.uky.edu/veterans for more available resources.

GENERAL COURSE POLICIES

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

COURSE CALENDAR

Module 1: General Issues in Information Literacy & Critical Thinking

Week	Topic	Readings
1.1 **Aug 26-30**	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. • Wilson, Leslie O., "Beyond Bloom – A new Version of the Cognitive Taxonomy." • All module 2 assignment instructions and related materials.
1.2 **Aug 31- Sep 6**	Critical Thinking, Creativity, & Problem Solving	• Fisher, Alec. *Critical thinking: An introduction*. Cambridge University Press, 2011. Chapter 1, pp. 1-14. • "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. • All module 3 assignment instructions and related materials.
1.3 **Sep 7-13**	What is information?	• Buckland, Michael K. "Information as a Thing," Journal of the American Society for Information Science, 48(9), 804-809 (1991). • All module 4 assignment instructions and related materials.

Module 2: Information Organization

Mid-module assignment: Mind map **Due:** Sept. 28
Module Project: Organization system **Due:** Oct. 19

Week	Topic	Readings
2.1 **Sep 14-20**	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 **Sep 21-27**	Categorization	• Feldman, Susan. "Why Categorize?" In *KM World*, Oct. 2004, Vol. 13, No. 9. • Glushko, Robert J. "Categorization: Describing Resource Classes and Types," In *The Discipline of Organizing*, edited by Robert J. Glushko. MIT Press, 2013. Chapter 6, pp. 235-264.
2.3 **Sep 28-Oct 4**	Classification	• Glushko, Robert J. "Classification: Assigning Resources to Categories," In *The Discipline of Organizing*, edited by Robert J. Glushko. MIT Press, 2013. Chapter 7, pp. 273-307. • Library of Congress, Library of Congress Classification. • Wikipedia, Dewey Decimal Classification System (all sections)
2.4 **Oct 5-11**	Taxonomy/Folksonomy	• Natural History Museum, Taxonomy and systematics (All sections). • Marieke, G. & Tonkin, E. "Folksonomies: Tidying up tags?" *D-Lib Mag*., Jan. 2006.

Mid-module assignment: Search Engine Evaluation **Due:** Nov. 2

Module Project: Evaluating info **Due:** Nov. 16

Module 3: Information Seeking

Week	Topic	Readings
3.1 **Oct 12-18**	Information Seeking & Library Resources	• 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 Research Guide, "What is a Library Database." • UK Libraries Research Guide, Evaluating Information *Be sure to check out "**The CRAAP Checklist**." • SMART: Evaluating Sources
3.2 **Oct 19-25**	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."
3.3 **Oct 26-Nov 1**	The Human Perspective	• Kuhlthau, C.C., The search process: Information seeking from the user's perspective, *Journal of the American Society for Information Science*, 42(5), 361-371. (May not open in Chrome) • Koltay, Tibor. "Information Architecture, Information Overload, and the Literacies." *JOURNAL OF INFORMATION* 4.1-2. • Usability.gov, "Information Architecture Basics."
3.4 **Nov 2-8**	Knowledge Management	• Dalkir, Kimiz. "Introduction to Knowledge Management," in *Knowledge Management in Theory and Practice* (2d. ed.).

Module 4: Producing and Sharing Information

Week	Topic	Readings
4.1 **Nov 9-15**	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.
4.2 **Nov 16-22**	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.

4.3
 	
Nov 23-29
	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 **Nov 30-Dec 6**	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.
4.5 **Dec 7-13**	Course Wrap-Up	• To be announced