

# University of Kentucky

## School of Information Science (SIS)

### ICT/IS 200-006 Information Literacy & Critical Thinking

**Instructor**

Mrs. Deloris J. Foxworth, MSLS, MA  
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\*e-mail preferred contact method\*

**Office Hours**

- MTWR 2:00-3:00 pm
- Email for appointment
- Will respond within 24 hours

**Class Information**

- MWF 1:00-1:50 pm, 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, accessing, evaluating, and using different information sources in an effective and ethical manner throughout the semester by engaging in assignments that transform the information learned from the texts into knowledge situated in multiple contexts including text and visual.

**Learning Outcomes****Program Outcomes:**

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

**Course Outcomes:**

By the end of this course, students will be able to:

1. Describe and apply information & digital literacy in various nontraditional contexts.
2. Comprehend how knowledge is produced in society and gain experience in nontraditional knowledge production.
3. Develop critical thinking skills enabling them to apply, analyze and evaluate sources then synthesizing the information encountered to create new sources.
4. Create appropriate research questions for pertinent information discovery in various situations with the goal of generating knowledge.
5. Determine and access the most appropriate information sources for different contexts.
6. Evaluate information and information sources to meet different information needs.
7. Utilize information processes to solve problems and understand current issues in society.
8. Understand the ethical responsibilities of using information in many different contexts including print and online.

## Required Reading

All readings available online, through UK Libraries, or through Canvas.

## Technology Requirements

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

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

## STUDENT EVALUATION

### Grading Parameters

Projects (4)	50%
Participation/Activities/Discussion	20%
Group Synthesis	15%
Quizzes (4)	15%

### Grading Scale

90% – 100% = <b>A (Exceptional Achievement)</b>
80% – 89% = <b>B (High Achievement)</b>
70% – 79% = <b>C (Average Achievement)</b>
60% – 69% = <b>D (Below Average)</b>
0% – 59% = <b>E (Failing)</b>

### Course Assignments

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

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

### Submission of Assignments

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

When submitting assignments on Canvas, students must follow naming conventions on assignment instructions. Students are responsible for keeping back-up copies of all work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by the individual.

## Module projects

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

1. This project asks the student to use the Pinterest board entitled “[SPI6-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 and analysis of the system.
2. Since evaluation of information is key to choosing the correct information to use, the student will develop a research question, conduct web and database searches to find information resources to address that question, evaluate their search queries, and write a 3-4 page analysis comparing two resources they found (one from the web and one from a database) to determine the strengths and weaknesses of each resource.
3. Using the software or process with which the student feels the most comfortable, the students will first generate a map of the current organization of a website of his/her choosing. Students will then generate a second map proposing an alternative organizational scheme, and write a 2-3 page justification as to why those changes would meet the goals of Information Architecture.
4. Using the software or process with which the student feels the most comfortable, the student will create an infographic about a topic of their choosing, with instructor approval.

## Group Synthesis

During the semester students are placed in groups to offer peer evaluation discussion of assignments produced by others in their groups. Students 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. If students miss the quiz, they will be allowed to make-up the work *only* if the absence is **officially excused** (see Excused Absences section below). **It is the student’s responsibility to schedule a time with the instructor outside of class to complete the missed quiz.**

## Discussion Boards

Students must also engage in discussion posts online. Over the course of the semester, students will post thought-provoking questions about the weekly readings or topics on the designated discussion board. The questions should not be merely a definition or listing type of question. The goal is to have students think about and discuss the weekly readings/topics. Students are expected to post their questions online by the assigned due date. Students will then engage in discussion (either in class or online).

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.

For face-to-face sections: Roll will be taken. Students who enter late and 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 your instructor: "Did I miss anything the day I was absent?" They will simply respond, "Yes, you did."

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

### **Excused Absences**

Students need to notify the 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. The maximum penalty is 50% of the total points for the assignment.

### **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, 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.

### **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](http://uky.mywconline.com)). The staff can help students identify and correct problems with all aspects of writing as well as work with students on visual design.

### **Academic Ombud**

Dr. Michael Healy, the Academic Ombud will assist you with a variety of issues, including grade disputes. He is in 109 Bradley Hall and his number is 859-257-3737. You can e-mail him at [ombud@uky.edu](mailto:ombud@uky.edu).

### **Disability Resource Center**

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](mailto: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: <https://ci.uky.edu/sis/sites/default/files/policies.pdf>

## COURSE CALENDAR

### Module 1: General Issues in Information Literacy & Critical Thinking

Week	Topic	Readings
1.1  Jan 13-17	Information Literacy	<ul style="list-style-type: none"> <li>• <b>Read the syllabus</b></li> <li>• <a href="#">President Obama's Proclamation on Digital Literacy Month, 2009</a></li> <li>• Breivik, Patricia Senn. "<a href="#">21st century learning and information literacy</a>." <i>Change: The Magazine of Higher Learning</i> 37, no. 2 (2005): 21-27.</li> <li>• Pinterest project instructions and related materials.</li> </ul>
1.2  Jan 18-24	Cognitive Taxonomy & Critical Thinking	<ul style="list-style-type: none"> <li>• Wilson, Leslie O., "<a href="#">Beyond Bloom – A new Version of the Cognitive Taxonomy</a>."</li> <li>• Fisher, Alec. <i>Critical thinking: An introduction</i>. Cambridge University Press, 2011. <a href="#">Chapter 1, pp. 1-14</a>.</li> <li>• Evaluating Information and Information Architecture project instructions and related materials.</li> </ul>
1.3  Jan 25-31	Information, Creativity, & Problem Solving	<ul style="list-style-type: none"> <li>• "<a href="#">Creative approaches to problem solving</a>," in Isaksen, Scott G., K. Brian Dorval, and Donald J. Treffinger, eds. <i>Creative approaches to problem solving: A framework for innovation and change</i>. Sage, 2010.</li> <li>• Buckland, Michael K. "<a href="#">Information as a Thing</a>," <i>Journal of the American Society for Information Science</i>, 48(9), 804-809 (1991).</li> <li>• Infographic project instructions and related materials.</li> </ul>
Due Jan. 31	Quiz 1	<b>The quiz will cover content from all module 1 readings.</b>

### Module 2: Information Organization

Week	Topic	Readings
2.1  Feb 1-7	Organization of Information	<ul style="list-style-type: none"> <li>• Glushko, Robert J. "<a href="#">Foundations for Organizing Systems</a>." In <i>The Discipline of Organizing</i>, edited by Robert J. Glushko. MIT Press, 2013. Chapter 1, pp. 1-35.</li> </ul>
2.2  Feb 8-14	Categorization & Classification (Taxonomy)	<ul style="list-style-type: none"> <li>• Feldman, Susan. "<a href="#">Why Categorize?</a>" In <i>KM World</i>, Oct. 2004, Vol. 13, No. 9.</li> <li>• Broughton, Vanda. <i>Essential Classification</i>. Ch. 2, pp. 2-3. (Available via course reserves at the Lucille Little Fine Arts Library.)</li> <li>• Broughton, Vanda. <i>Essential Classification</i>. Ch. 4, pp. 12-19. (Available via course reserves at the Lucille Little Fine Arts Library.)</li> </ul>
2.3  Feb 15-21	Formal Classification Systems	<ul style="list-style-type: none"> <li>• Broughton, Vanda. <i>Essential Classification</i>. Ch. 15, pp. 142-153. (Available via course reserves at the Lucille Little Fine Arts Library.)</li> <li>• Broughton, Vanda. <i>Essential Classification</i>. Ch. 17, pp. 176-181. (Available via course reserves at the Lucille Little Fine Arts Library.)</li> <li>• Explore three of the five formal classification systems:               <ul style="list-style-type: none"> <li>○ <a href="#">International Classification of Diseases (ICD)</a></li> <li>○ <a href="#">North American Industry Classification System</a></li> <li>○ <a href="#">Manual of Classification for Agricultural and Forestry Research, Education, and Extension</a></li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>○ <a href="#">Federal Position Classification and Qualifications</a></li> <li>○ <a href="#">AHFS Pharmacologic-Therapeutic Classification</a></li> </ul>
<b>2.4</b> <b>Feb 22-28</b>	Faceted Classification & Folksonomy	<ul style="list-style-type: none"> <li>• Broughton, Vanda. <i>Essential Classification</i>. Ch. 120, pp. 256-267. (Available via course reserves at the Lucille Little Fine Arts Library.)</li> <li>• Marieke, G. &amp; Tonkin, E. "<a href="#">Folksonomies: Tidying up tags?</a>" <i>D-Lib Mag.</i>, Jan. 2006.</li> </ul>
<b>Due Feb. 28</b>	<b>Quiz 2</b>	<b>The quiz will cover content from all module 2 readings.</b>
<b>Due Feb. 28</b>	<b>Project 1</b>	<b>Pinterest</b>

### Module 3: Information Seeking

Week	Topic	Readings
<b>3.1</b> <b>Feb 29-Mar 6</b>	Information Seeking & Library Resources	<ul style="list-style-type: none"> <li>• Spencer, Donna. "<a href="#">Four Modes of Seeking Information and How to Design for Them</a>," Boxes and Arrows. Mar. 14, 2006.</li> <li>• Chu, Heting, "<a href="#">Retrieval Approaches</a>," in <i>Information Representation and Retrieval in the Digital Age</i>, Medford, NJ: Information Today, Inc. 2010, Chapter 6, pp. 93-106.</li> <li>• UK Libraries, Undergraduate Guide to Research, <a href="#">Develop Your Topic</a>. (Read/watch all content)</li> <li>• UK Libraries, Undergraduate Guide to Research, <a href="#">Looking for Sources</a>. (Read/watch all content)</li> <li>• UK Libraries, Undergraduate Guide to Research, <a href="#">Evaluate Your Sources</a>. (Read/watch all content)</li> </ul>
<b>3.2</b> <b>Mar 7-13</b>	Search Engines & Information Retrieval	<ul style="list-style-type: none"> <li>• Croft, W. Bruce, et al., "<a href="#">Search Engines and Information Retrieval</a>," in <i>Search Engines: Information Retrieval in Practice</i>, pp. 1-12, Boston: Addison-Wesley, 2010. (Click on Look Inside)</li> <li>• Franklin, Curt. "<a href="#">How Internet Search Engines Work</a>."</li> <li>• National Library of Medicine, "<a href="#">Introduction to Boolean Logic</a>."</li> <li>• Google, "<a href="#">Search Operators</a>."</li> </ul>
<b>Mar 14-20</b>	Spring Break	
<b>Due Mar. 20</b>	<b>Project 2</b>	<b>Evaluating Information</b>
<b>3.3</b> <b>Mar 21-27</b>	Information Architecture	<ul style="list-style-type: none"> <li>• Myer, Thomas. "<a href="#">Information Architecture 101: A crash course for the enterprise architect</a>."</li> <li>• Crawford, Stephanie. "<a href="#">How Information Architecture Works</a>."</li> <li>• Koltay, Tibor. "<a href="#">Information Architecture, Information Overload, and the Literacies</a>," <i>JOURNAL OF INFORMATION</i> 4.1-2.</li> </ul>
<b>3.4</b> <b>Mar 28-Apr 3</b>	The Human Perspective	<ul style="list-style-type: none"> <li>• Kuhlthau, Carol Collier, "<a href="#">Accommodating the User's Information Search Process: Challenges for Information Retrieval System Designers</a>," in <i>Bulletin of the American Society for Information Science</i>, Vol. 25, No. 3: 12-16.</li> <li>• Asher, Andrew D. "<a href="#">Search Magic: Discovering How Undergraduates Find Information</a>," presented at the American Anthropological Association Annual Meeting,</li> </ul>



		2011.
<b>Due Apr. 3</b>	<b>Quiz 3</b>	<b>The quiz will cover content from all module 3 readings.</b>

### Module 4: Information Production and Sharing

Week	Topic	Readings
<b>4.1</b>  <b>Apr 4-10</b>	Information Visualization	<ul style="list-style-type: none"> <li>Emerson, John. <a href="#">Visualizing Information for Advocacy: An Introduction to Information Design</a></li> <li>Cairo, Alberto, “<a href="#">Why Visualize</a>,” in <i>The Functional Art</i>, New Riders 2012, Chapter 1, pp. 5-24. *Note the reading includes the Introduction, but you are only responsible for reading Chapter 1.</li> </ul>
<b>Due Apr. 10</b>	<b>Project 3</b>	<b>Information Architecture</b>
<b>4.2</b>  <b>Apr 11-17</b>	Storytelling	<ul style="list-style-type: none"> <li>Rutledge, Pamela B., “<a href="#">The Psychological Power of Storytelling</a>,” 2011.</li> <li>Corum, “<a href="#">Storytelling with Data</a>” (keynote speech from the 2013 Tapestry Conference).</li> <li>Opsteegh, Michael. “<a href="#">Planning and Creating Infographics</a>.” In <i>Intercom</i>, Oct. 2013: pp. 7-10.</li> </ul>
<b>4.3</b>  <b>Apr 18-24</b>	Production	<ul style="list-style-type: none"> <li>Gray, Jonathan, Liliana Bounegru, &amp; Lucy Chambers, <i>Data Journalism Handbook</i>: “<a href="#">Introduction</a>.” Read the following sections: What is Data Journalism? Why Journalists Should Use Data, and Why is Data Journalism Important?</li> <li>Gray, Jonathan, Liliana Bounegru, &amp; Lucy Chambers, <i>Data Journalism Handbook</i>: “<a href="#">Delivering Data</a>.” 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.</li> <li>Canva, “<a href="#">Fonts, Colors, &amp; Images</a>.” “<a href="#">Backgrounds, Shapes, &amp; Layouts</a>.” “<a href="#">Branding Basics</a>.”</li> </ul>
<b>4.4</b>  <b>Apr 25-May 1</b>	Information Ethics	<ul style="list-style-type: none"> <li>boyd, danah, “<a href="#">Social Network Sites: Public, Private, or What?</a>”</li> <li>United States Copyright Office, <a href="#">Copyright Basics, pp. 1-5</a>.</li> <li>Aoki, Keith, Boyle, James, &amp; Jenkins, Jennifer, <a href="#">Tales from the Public Domain</a>, 2006.</li> </ul>
<b>Due May 1</b>	<b>Project</b>	<b>Infographic</b>
<b>Due May 2</b>	<b>Quiz 4</b>	<b>The quiz will cover content from all module 4 readings.</b>
<b>May 2-6</b>	Finals Week	