

**University of Kentucky**  
**School of Information Science**

**ICT 200-001: Information Literacy and Critical Thinking**

**Instructor:** Ms. Ashley D. DeWitt, MSLS, MA

**Office Location:** 320 Little Library Building

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**Office Hours (via Zoom):** Tuesdays & Thursdays, 2-4 PM, or by appointment

**Class Information:** Asynchronous, online via Canvas

**COURSE INFORMATION**

**COURSE DESCRIPTION**

This course provides an introduction to the concepts and practices of information literacy. It explores how to effectively and ethically find, evaluate, analyze, and use information resources in academic and everyday-life situations. Emphasizing critical inquiry and critical thinking, 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. (Same as IS 200.)

**STUDENT LEARNING OUTCOMES**

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

1. Describe and apply information and 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. Utilize information processes to solve problems and understand current issues in society.
5. Understand the ethical responsibilities of using information in many different contexts including print and online.

## REQUIRED MATERIALS

All readings available online or through [Canvas](#).

## TECHNOLOGY REQUIREMENTS

Students will be required to participate in class activities online. 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](#).

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

## DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS

ICT/IS 200 is a multimodal course that requires you to use various multimedia tools such as MS Word, podcast, video, and other audiovisual computer applications to complete assignments. Instructors will suggest tools to use, and the Media Depot and Presentation U! at the Huber @ WT's (<http://libraries.uky.edu/hub>) are also great resources to use when constructing your assignments.

## SUMMARY OF COURSE ASSIGNMENTS

- Attendance/online activities (60 points)
- Pre-test/post-test (10 points)
- Participation in research subject pool (15 points)
- 3 videos: a personal introduction (10 points), a Newscast video (60 points) and an Image Analysis video project (100 points)
- 1 graded paper (50 points)
- 1 mid-semester feedback (5 points)
- 1 podcast (60 points)
- Drafts and peer review of final project (30 points)

## SUMMARY DESCRIPTION OF COURSE ASSIGNMENTS

Coursework in ICT/IS 200 will require students to analyze, exercise, and expand on their critical and creative thinking skills. Assignment descriptions are listed below in the Assignment Description and Point Values section of the syllabus.

## STUDENT EVALUATION

### COURSE GRADING

89.5% – 100% = A (Exceptional Achievement)

79.7% – 89% = B (High Achievement)

69.5% – 79% = C (Average Achievement)

59.5% – 69% = D (Below Average)

0% – 59.4% = E (Failing)

### MID-TERM GRADE

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

### SUBMISSION OF ASSIGNMENTS AND LATE WORK

All assignments must be submitted on Canvas in a .doc file, .docx file, .pdf file, .mp3 audio file, or unlisted YouTube link. All assignments must include student's name, instructor's name, the course, and the date.

When submitting assignments on Canvas, students must follow naming conventions on assignment instructions. Emailed assignments are not accepted. 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.

Due dates are indicated on the Course Calendar in this document and in Canvas. Unless otherwise noted, assignments are due at the date and time listed in Canvas. Due times are for the Eastern time zone. If you are working from another time zone, please ensure you adjust the times accordingly.

Late work submitted within 24 hours of the stated due date and time 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.

You will have one "oops" waiver where the late penalty for a single assignment submitted up to two days late is waived, excluding the final project.

### RESEARCH SUBJECT POOL

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies in order to earn 3 credit points, which is equal to 15 points towards the total points in the class (i.e., 3 percent of your grade). Each study listed within the RSP will have an allotted time requirement and

credit(s) to earn when study is complete. If you are enrolled in multiple courses that participate in the RSP, you must contact the RSP coordinator to make after you have completed the required 3 credit points and the RSP coordinator will ensure that points are applied across all required RSP classes. Detailed information about available research studies can be found on the Research Participant Management System website found at (<https://uksis.sona-systems.com>). If you have questions about the research or about credit, please contact the researcher for the specific study about which you are inquiring. Participation is voluntary and there are alternative options for credit. Please see the complete description of the procedures for alternative research credit.

You may log-in to the system using your Link Blue ID credentials. The system will close on the last day of classes for that semester. You will not have any other opportunity to complete your credits once the system closes.

### **Alternatives to Research Studies**

Participation is voluntary and there are alternative options for credit. Research alternatives will be listed along with actual studies on the SIS RSP website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the SIS RSP website.

### **Earning Credits**

After completing each study, you will see a completion page on the SIS RSP website. Take a screen shot of this completion page and save it for your records. Your credit should be granted automatically by the system. At the end of the semester, your instructor will be able to view the number of credits you have earned. If you have questions about credits earned, contact [sirsphelp@gmail.com](mailto:sirsphelp@gmail.com).

### **Need Help?**

If you have general questions about how to use the SIS RSP website or are having issues logging on, please contact [sirsphelp@gmail.com](mailto:sirsphelp@gmail.com). If you have questions about a particular study or if you have questions about the research, please contact the researcher for the specific study about which you are inquiring. This information will be listed in the study description on the SIS RSP website.

### **GROUP SYNTHESIS**

During the semester, students will be asked to offer peer evaluation and discussion of assignments produced by others in the class. 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 may be asked to engage in discussion online. The goal of such activities is to have students think about and discuss the weekly readings/topics and find points of connection to content outside of class.

All class discussions 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 and will receive a grade for their participation each week. Students who do not participate fully by completing the assigned activities for the week will not earn the full participation points for that week. Students are expected to (a) read and consider applications of assigned readings and or lectures *by Wednesday of each week*, (b) complete any assigned activities in Canvas on time, which may involve individual, partner, or small group work, and (c) engage with their peers respectfully.

## 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, and attendance is part of your grade. Therefore, attendance is vital for students' achievement. Students will only be permitted to make up work missed due to an excused absence.

Attendance will be determined by completion of activities in Canvas for each week. For any emergency situation that arises, **e-mail your instructor** as soon as you know about the situation.

In order to meet federal regulations, the instructor will monitor student participation in this class through attendance or assignments. Students who miss class periods or assignments during the first three weeks of the semester may be dropped from the course. If you will be missing a class period or will not be submitting some assignment during that period, it is your responsibility to notify the instructor, even if the absence or missed assignment is not excused under university rules.

### 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 anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, the student shall have the right to receive a 'W', or the Instructor of Record may award an 'I' for the course if the student declines to receive a 'W.'

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. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

### **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 due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (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.)

### **Class Recording Notification**

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

Meetings of this course may be recorded. All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of linkblue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an "authorization of use" form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

## **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.

## Plagiarism

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

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

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism. 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.

## 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](mailto: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 received a response within 24 hours should send a follow-up e-mail.

## **OFFICE HOURS**

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

## **NON-DISCRIMINATION STATEMENT AND TITLE IX INFORMATION**

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

## 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 [UK Libraries' Reference Services page](#) for more information.

### COUNSELING CENTER

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

### 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. 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](mailto:ombud@uky.edu).

### BIAS INCIDENT SUPPORT SERVICES

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them [via email](#).

### OFFICE OF LGBTQ\* RESOURCES

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ\\*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ\\* Resources](#).

### **VIOLENCE INTERVENTION AND PREVENTION (VIP) CENTER**

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 IEEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859) ), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

### **MARTIN LUTHER KING CENTER**

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

## **MILITARY MEMBERS AND VETERANS**

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications, and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

## **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 1: Personal introduction (10 points)**

You will prepare and share a brief 1- to 2-minute introduction video. Your video should include your name, major, year in school, and at least one fun fact about you. This will help your instructor and your fellow students get to know you.

### **Week 4: Case studies (50 points)**

Using the readings and materials presented in class, consider whether you are largely a critical thinker, a creative thinker, or both. Then, think of three people in your field and describe what kind of thinker you believe them to be as well. Give examples for your opinions, and write an essay describing each person in four case studies that must be at least 250 words per person. Provide complete APA in-text citations (including page numbers) to indicate where you found the information used to support your claims and a full ALA-style references page.

### **Week 6: Mid-semester feedback (5 points)**

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

### **Week 7: Newscast (60 points)**

Create a 3-5 minute video in the style of a professional network news report where you play the role of an anchor who analyzes an article of your choice. The article must be at least 500 words long and can be any type of article such as a news report or an opinion piece. You must discuss course materials from lectures and readings when presenting your newscast as well as orally cite at least one course material. You additionally need to appear in the video and show at least two relevant images to support your points just like any report on a news program. You must also provide a complete transcript, including a full APA-style references page.

### **Week 10: Podcast (60 points)**

In a brief 4- to 6-minute podcast, discuss how a particular technology is integrated into your area of study or area of interest. For instance, one example is how geographic information systems are used in agriculture. Issues you should discuss are how the technology may help, what could be done differently, and what you see happening in the future. Make sure you verbally cite at least two sources. You will write a script, including an APA-style references page, and record the podcast as if it were for a professional outlet.

**Week 13: Image Analysis (final project) draft due (15 points)**

You will submit a script of what you will say in your final project video, the two infographics you selected to analyze, and your completed infographic for the purposes of peer review.

**Week 14: Peer review of Image Analysis (final project) draft (15 points)**

You will review a classmate's materials for the final project and will receive feedback about your work as well.

**Week 15: Image analysis (final project) video and essay (100 points)**

This project has two parts.

**Part 1:** Compare two infographics that relate to the same topic and analyze the information provided, the visual and structural design, and the audience of each infographic based on the principles discussed in class. Then, create a new infographic that improves on the original infographics. Explain why you made the changes you did and discuss how you used critical and creative thinking processes to create your infographic. Create a 5- to 8-minute video showing both original infographics as well as your own and discuss the prompts above. You must appear on the screen at least at the beginning and end of the video. You must also use oral citations during the video and provide a complete transcript, including a full APA-style references page.

**Part 2:** In a 400-word essay, you will first analyze one other student's video and explain how you would change the information and design of the infographics the students created. Then, based on what you see other people doing for their redesign, explain what you would do differently and why if you did your infographic over. Provide complete APA in-text citations (including page numbers) to indicate where you found the information used to support your claims and a full ALA-style references page.

**Ongoing:****Research credit participation (RCP) (15 points)**

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies in order to earn 3 credit points, which is equal to 15 points towards the total points in the class (i.e., 3 percent of your grade). Each study listed within the RSP will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in multiple courses that participate in the RSP, you must contact the RSP coordinator to make after you have completed the required 3 credit points and the RSP coordinator will ensure that points are applied across all required RSP classes. Detailed information about available research studies can be found on the Research Participant Management

System website found at (<https://uksis.sona-systems.com>). If you have questions about the research or about credit, please contact the researcher for the specific study about which you are inquiring. Participation is voluntary and there are alternative options for credit. Please see the complete description of the procedures for alternative research credit.

You may log-in to the system using your Link Blue ID credentials. The system will close on the last day of classes for that semester. You will not have any other opportunity to complete your credits once the system closes.

### **Pre-/Post-Test (10 points)**

Each student is required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not affect your grade and your instructor will not be aware of your individual responses.

A link for the pre-and post-test will be available in Canvas. The Pre-test link will begin to work at 8:00 AM on August 17. The Post-test link will begin to work at 8:00 AM on November 16. Please take note of the due dates as given to you by your instructor.

### **Attendance/Online activities (60 points)**

You will earn attendance/participation points for completing weekly activities assigned in Canvas.

**Points possible: 400**

## COURSE CALENDAR

### MODULE 1: BASICS OF INFORMATION LITERACY

Week	Focus	Required Readings	Assignments
<b>Week 1</b> Aug. 17 to Aug. 23	Introduction	<ul style="list-style-type: none"> <li>Review syllabus</li> <li><a href="#">Importance of information literacy</a></li> <li><a href="#">Why the modern world is bad for our brains</a></li> </ul>	<b>Personal introduction</b> due (Aug. 23 by 11:59PM)
<b>Week 2</b> Aug. 24 to Aug. 30	Critical Thinking in the 21st Century	<ul style="list-style-type: none"> <li>Critical thinking and WISE reading (Canvas)</li> <li><a href="#">Concept of critical thinking</a></li> <li><a href="#">Your smartphone is making you stupid</a></li> </ul>	<b>Pre-test</b> due (Aug. 28 by 5:00 PM)
<b>Week 3</b> Aug. 31 to Sept. 6	Creative Thinking and Problem Solving	<ul style="list-style-type: none"> <li><a href="#">Creative approaches to problem solving</a></li> <li><a href="#">Structuring your problem-solving process</a></li> </ul>	
<b>Week 4</b> Sept. 6 to Sept. 13	Finding Quality Materials	<ul style="list-style-type: none"> <li>Deep web: A guide and resources (Canvas)</li> <li><a href="#">How search engines work and why you should care</a></li> <li><a href="#">Americans are wary of the role social media sites play in delivering the news</a></li> </ul>	<b>Case studies</b> due (Sept. 13 by 11:59PM)



## MODULE 2: ANALYZING INFORMATION

Week	Focus	Required Readings	Assignments
<b>Week 5</b> Sept. 14 to Sept. 20	Evaluating Information	<ul style="list-style-type: none"> <li>• <a href="#">CRAAP Test</a></li> <li>• <a href="#">Deconstructing a research article</a></li> <li>• Research bias (Canvas)</li> </ul>	
<b>Week 6</b> Sept. 21 to Sept. 27	Bias	<ul style="list-style-type: none"> <li>• <a href="#">How to fight fake news</a></li> <li>• <a href="#">Cause and effect of filter bubbles</a></li> </ul>	<b>Mid-semester feedback</b> due (Sept. 27 by 11:59PM)
<b>Week 7</b> Sept. 28 to Oct. 4	Perception and Persuasion	<ul style="list-style-type: none"> <li>• <a href="#">How the internet has changed the psychology of persuasion and influence</a></li> <li>• <a href="#">How social media has revolutionized the way companies communicate</a></li> </ul>	<b>Newscast</b> due (Oct. 4 by 11:59PM)
<b>Week 8</b> Oct. 5 to Oct. 11	Media representation and access	<ul style="list-style-type: none"> <li>• <a href="#">The average Wikipedian</a></li> <li>• <a href="#">Pros and cons of media consolidation that are worth knowing</a></li> <li>• <a href="#">Internet and the COVID-19 outbreak</a></li> </ul>	

## MODULE 3: PRESENTING IDEAS

Week	Focus	Required Readings	Assignments
<b>Week 9</b> Oct. 12 to Oct. 18	Sharing Knowledge	<ul style="list-style-type: none"> <li>• <a href="#">A history of the future of news</a></li> <li>• <a href="#">The power of social networks in a crisis</a></li> <li>• News in the age of abundance (Canvas)</li> </ul>	
<b>Week 10</b> Oct. 19 to Oct. 25	Storytelling	<ul style="list-style-type: none"> <li>• <a href="#">The psychology of storytelling</a></li> <li>• <a href="#">The science behind storytelling</a></li> </ul>	<b>Podcast</b> due (Oct. 25 by 11:59 PM)
<b>Week 11</b> Oct. 26 to Nov. 1	Information Design 1: Principles and Marketing	<ul style="list-style-type: none"> <li>• <a href="#">The science behind design</a></li> <li>• <a href="#">Visual design for everyone</a></li> </ul>	
<b>Week 12</b> Nov. 2 to Nov. 8	Information Design 2: Creating for a Digital Audience	<ul style="list-style-type: none"> <li>• <a href="#">Data visualization for human perception</a></li> <li>• <a href="#">Infographics and data visualization</a></li> </ul>	

**MODULE 4: TRANSFORMING INFORMATION**

<b>Week</b>	<b>Focus</b>	<b>Required Readings</b>	<b>Assignments</b>
<b>Week 13</b> Nov. 9 to Nov. 15	Copyright, Information Ethics and Privacy	<ul style="list-style-type: none"> <li>• <a href="#">U.S. copyright basics</a></li> <li>• Copyright and social media (Canvas)</li> <li>• PAPA-Issues of the information age (Canvas)</li> </ul>	<b>Image Analysis video script draft</b> due (Nov. 15 by 11:59PM)
<b>Week 14</b> Nov. 16 to Nov. 22	Work week	No readings—focus on the final project	<b>Peer review of Image Analysis video script</b> due (Nov. 18 by 11:59PM)
<b>Week 15</b> Nov. 23 to Nov. 29	Last week	No readings—focus on the final project	<b>Post-test</b> due (Nov. 24 by 5:00 PM)  <b>RCP</b> due (TBD)  <b>Image Analysis video</b> due (Nov. 23 by 11:59PM)  <b>Image Analysis essay</b> due (Nov. 30 by 11:59PM)