

**ICT/IS 200-001**  
**Information Literacy & Critical Thinking**  
**Tuesdays/Thursdays 9:30 a.m. – 10:45 a.m.**  
**Lucille Caudill Little Fine Arts Library (LCLI) Rm. 302**

**Instructor:** Lisa Enright, Ph.D.

**Office Address:** T.B.D. (Currently Under Construction)

**Interim Office Location:** William T. Young Library Starbucks

**Email:** Lisa.Enright@uky.edu

**Office hours:** Tuesday and Thursday 11:00 a.m. – 1:00 p.m. In-person and Zoom

**Zoom Office Link:** <https://uky.zoom.us/j/9606057885>

### 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.

### Course Assignments

- Attendance/Online activities (60 points)
- Pre-test/Post-test (10 points)
- Participation in a research subject pool (15 points)
- 3 videos: a personal introduction (10 points), a newscast (60 points), and a final video project (100 points)
- 1 graded paper (50 points)

- 1 midsemester feedback (5 points)
- 1 podcast (60 points)
- Draft and peer review of final project script (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.

### Submission of Assignments

All assignments will be submitted on Canvas in a .doc file, .docx file, video file, or unlisted YouTube link. 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.

### 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 a 30% penalty. No late work is accepted after 3 days. This penalty can be waived in extenuating circumstances. You must contact me to meet to discuss submission of late work.

### Research Requirement: CI SONA

The College of Communication and Information is committed to providing students a broad and comprehensive education. Students in these classes are provided the option to participate in research studies or alternative assignments in order to earn **two** credit points, which is equal to 15 points towards the total points in the class (4% of your grade). Each study listed within the CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in two or more CI SONA courses, you will not be required to complete more than the two credits needed for any CI SONA class. Instead, the CI SONA pool administrator will provide you with "complimentary credits" that you can use to apply to the additional classes. Note: The CI SONA administrator will provide students with these credits by midterm.

Students are responsible for using these additional credits to apply to their classes. You will need to log-in to CI SONA and assign these credits to specific classes, but no additional communication with the instructor is needed, as the "complimentary credits" will appear just as another credit. In the event that you do not see the additional credits by mid-term, please email [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu) for assistance.

During the first week of the semester, you will receive an email from the CI SONA system [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu) letting you know the system is open. This will be sent to your official University of Kentucky email address. Please note: It is your responsibility to ensure you are receiving and reading any emails sent to your official UK email address. Using your LinkBlue ID, you can login to view detailed information about available research studies and access the system at <https://ci.uky.edu/ci/sona>

### **Alternatives to Research Studies**

Participation is voluntary for research studies, thus, there are alternative options in order to earn credit. Additionally, if you are 17 years of age or younger, you will not be able to participate in the research studies. In these cases, research Alternative Assignments will be listed along with actual studies on the CI SONA website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the CI SONA website. Please note: The alternative assignment is a writing assignment. Students may not be awarded credit if they fail to follow directions (i.e., do not meet word length requirement, use fillers to meet word count or plagiarize content from another person or the Internet).

### **Earning Credits**

After completing each study, you will either see a completion page on the CI SONA website or the researcher will thank you for your time. Your credit will be granted by the researcher either automatically or within 7 days. Please make sure to confirm that credit has been awarded by logging in to your CI SONA account. At the end of the semester, your instructor will be able to view the number of credits you have earned. Note: Your instructor will not know specifically which studies you participated in to earn credit. If you have questions about credits earned, contact the researcher directly.

### **Need Help?**

If you have general questions about how to use the CI SONA website or are having issues logging on, please contact [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu). 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 CI SONA website.

### **Face Covering/Distancing Policy**

This course will follow all University policies concerning face coverings and distancing.

### **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.

## Technology Information and Requirements

### Technology Requirements

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

Share any additional technology requirements, such as required software, and your preferred procedure for resolving technical complaints for each service or software used in the course.

### Technical Support

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

## Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

Add any additional resources you feel will be helpful for your course: Writing Center, ProctorU/NCTA information, etc.

### **Midterm Grades for Undergraduate Students (Senate Rules 6.1.3.A)**

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

### **Excused Absences (Senate Rules 5.2.4.2)**

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

- All absences due to quarantine or isolation are considered University-excused absences. All students asked to quarantine or isolate by Health Corps will be receiving an excused absence letter, which students must send to their professor.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a “W,” or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

### **Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)**

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.)

### **Religious Observances (Senate Rules 5.2.4.2.D)**

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud’s website](#) or calling 859-257-3737.

### **Make-Up Work (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 instructor must give the student an opportunity to make

up the work and/or the exams missed due to the 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.

### **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. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

### **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.

### **College of Communication and Information Diversity Statement**

*"The College of Communication and Information is committed to fostering a diverse, welcoming, empowering, and inclusive community. We believe that diversity and inclusion are drivers of excellence, collaboration, creativity, and success. We strongly support intellectual freedom and the right to hold diverse perspectives, while at the same time condemning all forms of hatred and oppression."*

### **Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)**

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 [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rule 6.3.1* (see current [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.

### **Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

### **Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)**

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

### **Course Material Copyright Statement**

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

### **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](#).

### **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.

### **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](#).

### **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](#).

### **Veteran's Resource Center**

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.

### **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 IEEO 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.**

## Assignment Descriptions and Point Values

### **Week 2: Personal introduction (10 points)**

You will prepare and present a brief 1-2 minute introduction speech uploaded to an online discussion board. Your presentation should include name, major, year in school, and at least one fun fact about you. You will need to comment on at least two other students' posts for full credits. This will help your instructor and your fellow students get to know you.

### **Week 4: Case studies (60 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 6: 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 8: Newscast (60 points)**

This assignment requires you to create a 3-minute video to help prepare you for the final project. First, find an opinion article reported on a news site or blog you don't typically read. Next, summarize your opinion on the issue as well as the writer's opinion on the topic in order to help you think about why you have the opinion you do. You then must analyze the journalist's background and determine whether he or she is credible to write an informed piece on the subject. Then, review whether he or she has addressed both sides of the issue. Is one side given more weight than the other? In your opinion, are the number and credibility of the sources appropriate? Why? You may need to assess any person/organization cited or review any research mentioned. Further, how is the story tailored to reach the source's target demographic? Lastly, address what needs to be added to make this a more balanced article in its content or any forms of bias present. How did you determine there was bias or no bias present? Give reasons for your answers. You must orally cite at least two course materials that were used to try to persuade the reader, and you must also appear in the video. Show at least two relevant images to support your points to practice the skills needed for your final project.

### **Week 10: Podcast (50 points)**

In a brief 4-6 minute podcast, discuss how particular communication technologies are 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 may want to discuss are how the technologies may help, what could be done differently, or what you see happening in the future. Make sure you verbally cite at least two sources. You will write a script for these and record the podcast as if it were for a professional outlet.

**Week 14: Final project video script draft due (15 points)**

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

**Week 15: Peer review of final project video script (15 points)**

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

**Weeks 16: Final project: Image analysis (100 points)**

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. This infographic must be geared to a specific audience that is different than your two infographics you analyzed. Examples include an audience that is from a different age group or gender, has a different knowledge level of your topic, or is seeking a specific type of information. Then, explain why you made the changes you did, and discuss how you used critical and creative thinking processes to create your infographic. Make sure you use course vocabulary and orally cite at least one course material for each of the three infographics you discuss. 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. Then, in a 400-word essay, analyze one other student's video, and explain how you would change the information and design of the infographics the students created. Now that you've seen how other people approach the redesign, if you did your infographic over, what would you do differently and why?

**Ongoing:****Research Requirement: CI SONA (15 points)**

The College of Communication and Information is committed to providing students a broad and comprehensive education. Students in these classes are provided the option to participate in research studies or alternative assignments in order to earn **two** credit points, which is equal to 15 points towards the total points in the class (4% of your grade). Each study listed within the CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in two or more CI SONA courses, you will not be required to complete more than the two credits needed for any CI SONA class. Instead, the CI SONA pool administrator will provide you with "complimentary credits" that you can use to apply to the additional classes. Note: The CI SONA administrator will provide students with these credits by midterm.

You may access the systems at <https://ci.uky.edu/ci/sona> then 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. Please see more details on page 2 of the syllabus.

**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 and instructions for the pre-test and the post-test will be sent directly to your university-issued email address. Please take note of the due dates as given to you by your instructor.

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

You will receive point for attendance and/or online activities throughout the semester.

**Points possible: 400**

## Course Calendar

### Module 1: Basics of Information Literacy

Week	Focus	Due Dates and Readings
<b>Week 1</b> Aug 22	Introduction	<ul style="list-style-type: none"> <li>• <b>Review syllabus</b></li> <li>• <b>Pre-test due (link sent by instructor)</b></li> <li>• <a href="#">Media literacy in the age of misinformation and disinformation</a></li> <li>• Why the modern world is bad for your brain (Canvas)</li> </ul>
<b>Week 2</b> Aug 29	Critical Thinking in the 21st Century	<ul style="list-style-type: none"> <li>• <b>Personal introduction due</b></li> <li>• Critical thinking and WISE reading (Canvas)</li> <li>• <a href="#">Concept of critical thinking</a></li> <li>• Your smartphone is making you stupid (Canvas)</li> </ul>
<b>Week 3</b> <b>Sept 5</b> <i>Labor Day holiday</i>	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> <b>Sept 12</b>	Finding Quality Materials	<ul style="list-style-type: none"> <li>• <b>Case studies due</b></li> <li>• Deep web: A guide and resources (Canvas)</li> <li>• <a href="#">How search engines work and why you should care (all chapters)</a></li> <li>• <a href="#">Cause and effect of filter bubbles</a></li> </ul>

### Module 2: Analyzing Information

Week	Focus	Due Dates and Readings
<b>Week 5</b> <b>Sept 19</b>	Bias 1: Evaluating Information	<ul style="list-style-type: none"> <li>• <a href="#">CRAAP Test</a></li> <li>• Research bias (Canvas)</li> <li>• <a href="#">General principles for avoiding bias</a></li> </ul>
<b>Week 6</b> <b>Sept 26</b>	<a href="#">Bias 2: Propaganda and Perception</a>	<ul style="list-style-type: none"> <li>• <b>Midsemester feedback due</b></li> <li>• <a href="#">War, propaganda, and misinformation: The evolution of fake news</a></li> <li>• <a href="#">Illusory truth, lies, and political propaganda</a></li> </ul>
<b>Week 7</b> <b>Oct 3</b>	<a href="#">Technology and Persuasion</a>	<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="#">Persuasive technology 101</a></li> <li>• <a href="#">Tom Cruise, deepfakes, and the need for critical thinking</a></li> </ul>

<b>Week 7</b> <b>Oct 10</b>	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="#">Bothsideism: What it is and what it means</a></li> </ul>
--------------------------------	---------------------------------	--

### Module 3: Presenting Ideas

Week	Focus	Due Dates and Readings
<b>Week 8</b> <b>Oct 17</b>	Information Cycles and Sharing Knowledge	<ul style="list-style-type: none"> <li>• <b>Newscast due</b></li> <li>• A history of the future of news (Canvas)</li> <li>• News in the age of abundance (Canvas)</li> </ul>
<b>Week 9</b> <b>Oct 24</b> <i>Fall break</i>	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>Week 10</b> <b>Oct 31</b>	Information Design 1: Principles and Marketing	<ul style="list-style-type: none"> <li>• <b>Podcast due</b></li> <li>• <a href="#">The science behind design</a></li> <li>• <a href="#">Visual design for everyone</a></li> </ul>
<b>Week 11</b> <b>Nov 7</b>	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

Week	Focus	Due Dates and Readings
<b>Week 12</b> <b>Nov 14</b>	Copyright	<ul style="list-style-type: none"> <li>• Copyright and social media (Canvas)</li> <li>• <a href="#">How did Disney influence U.S. copyright law?</a></li> </ul>
<b>Week 13</b> <b>Nov 21</b> <i>Thanksgiving holiday</i>	Information Ethics and Privacy	<ul style="list-style-type: none"> <li>• <b>Final project video script draft due</b></li> <li>• <a href="#">Privacy vs. security: Pros and cons</a></li> <li>• PAPA- Issues of the information age (Canvas)</li> </ul>
<b>Week 14</b> <b>Nov 28</b>	Information Ethics and Privacy/Work Week	<ul style="list-style-type: none"> <li>• <b>Peer review of final project video script due</b></li> </ul>
<b>Week 15</b> <b>Dec 5</b> <i>Last day of classes Dec 9</i>	Final Week	<ul style="list-style-type: none"> <li>• <b>CI SONA research credits due</b></li> <li>• <b>Post-test due (link sent by instructor)</b></li> <li>• <b>Final presentation due</b></li> <li>• <b>Final project: Evaluate another project due</b></li> </ul>

