

**ICT/IS 200**  
**Information Literacy & Critical Thinking**

**Instructor:** Dr. Kari Benguria

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**Office hours:** By appointment, Skype, or Zoom

**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.

**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 Hub @ WT's (<http://libraries.uky.edu/hub>) are also great resources to use when constructing your assignments. UK's Information Technology Customer Service Center at <http://www.uky.edu/its/> or 859-218-HELP is a great resource as well.

**Course Assignments**

- Online activities (60 points)
- Pre-test/Post-test (10 points)
- Participation in a research subject pool (15 points)

- 2 videos: a personal introduction (10 points) and a final video project (100 points)
- 2 graded papers (50 points and 75 points)
- 1 midsemester feedback (5 points)
- 1 podcast (50 points)
- Draft and peer review of final project script (35 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.

### **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 for 3 credit points which is equal to 15 points towards the total points in the class (3 percent of your grade). 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 prorated across classes. Detailed information about available research studies can be found on the Research Participant Management System website found (<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. If you elect to participate in the alternative assignment, you must sign up for this by the midterm. More information about the alternative assignment can be found under the course content tab on the learning management system. The RSP will send out emails to students and open on January 22. The last day to complete a study is April 26. All studies will close at 11:59PM EST on that day.

### **Course Grading**

Grading scale for undergraduates:

90 – 100% = A

80 – 89% = B

70 – 79% = C

60 – 69% = D

Below 60% = E

### **Course 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.

### **Mid-term Grade (for 100-400 level courses, and for undergrads in 500-level courses)**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

## **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.

All major assignments for this course as well as discussion post responses will be due on Sundays on Canvas at midnight EST unless otherwise noted. Discussion posts about the prompt of the week will be due Wednesday on Canvas at midnight EST unless otherwise noted.

## **Attendance Policy**

This course is an asynchronous online course, meaning that students will not be required to attend class or be online at a specific time. Keep in mind there is a strong correlation between course participation and grades, and let me know if there are extenuating circumstances that impact your full participation.

## **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, (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 professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding 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.

## **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

## **Late Work**

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

## **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found 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.

*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.

For information on plagiarism or additional library services for online students, visit Distance Learning Library Services at <http://libraries.uky.edu/dlls>

### **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). Their web address is <http://www.uky.edu/DisabilityResourceCenter>.

### **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.

### **Email 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.

### **Non-Discrimination Statement and Title IX Information**

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy.

Discrimination is prohibited at UK. If you experience an incident of discrimination we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, (859) 257-8927.

#### Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence

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, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; <http://www.uky.edu/StudentAffairs/VIPCenter/>), the Counseling Center (106 Frazee Hall, <http://www.uky.edu/StudentAffairs/Counseling/>), and the University Health Services (<http://ukhealthcare.uky.edu/uhs/student-health/>) are confidential resources on campus.

## Assignment Descriptions and Point Values

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

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

### **Week 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.

### **Week 6: Journal article analysis (75 points)**

In at least an 800-word essay, critique a journal article in your field that is at least 10 pages long based on the principles described in your readings and in class. Address the questions found on the assignment prompt in Canvas, and provide an APA citation to indicate where you found the information.

### **Week 8: 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 12: Podcast (50 points)**

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

### **Week 14: Final project video script draft due (10 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. Explain why you made the changes you did, and discuss how you used critical and creative thinking processes to create your infographic. Create a 4- to 5-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 credit participation (15 points)**

Students in this class are provided the option to participate in one or more research studies for 3 credit points which is equal to 15 points towards the total points in the class (3 percent of your grade). Detailed information can be found on page 3 of the syllabus and on the Research Participant Management System website found (<https://uksis.sona-systems.com>). The RSP will send out emails to students and open on January 22. The last day to complete a study is April 26. All studies will close at 11:59PM EST on that day.

**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.

**Online activities (60 points)**

You will participate in a variety of 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> Jan 9	Introduction	<ul style="list-style-type: none"><li>• <b>Review syllabus</b></li><li>• <b>Pre-test due</b></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>Week 2:</b> Jan 13	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></ul>
<b>Week 3:</b> Jan 20	Creative Thinking and Problem Solving	<ul style="list-style-type: none"><li>• <a href="#">Creative approaches to problem solving</a></li></ul>

### Module 2: Analyzing Information

Week	Focus	Due Dates and Readings
<b>Week 4:</b> Jan 27	Finding Quality Materials	<ul style="list-style-type: none"><li>• <b>Case studies due</b></li><li>• <a href="#">How search engines work</a> Chapters 1, 4, and 5</li><li>• <a href="#">Deep web sources and info</a></li></ul>
<b>Week 5:</b> Feb 3	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>• <a href="#">Research bias</a></li></ul>
<b>Week 6:</b> Feb 10	Reasoning	<ul style="list-style-type: none"><li>• <b>Journal article analysis due</b></li><li>• <a href="#">Persuasive reasoning</a></li></ul>
<b>Week 7:</b> Feb 17	Bias	<ul style="list-style-type: none"><li>• <a href="#">Types of media bias</a></li><li>• <a href="#">American Historical Association: Propaganda</a></li></ul>

### Module 3: Presenting Ideas

Week	Focus	Readings
<b>Week 8: Feb 24</b>	Information Design	<ul style="list-style-type: none"> <li>• <b>Midsemester feedback due</b></li> <li>• <a href="#">Infographics and data visualization</a></li> <li>• <a href="#">The science behind design</a></li> <li>• <a href="#">Visual design for everyone</a></li> </ul>
<b>Week 9: March 3</b>	Persuasion and Marketing	<ul style="list-style-type: none"> <li>• <b>Review your research credits</b></li> <li>• <a href="#">The new rules of persuasion</a></li> <li>• <a href="#">The role of persuasion in critical thinking</a></li> </ul>
<b>Week 10: March 10</b>	Spring break	
<b>Week 11: March 17</b>	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>

### Module 4: Transforming Information

Week	Focus	Readings
<b>Week 12: March 24</b>	Innovation	<ul style="list-style-type: none"> <li>• <b>Podcast due</b></li> <li>• History of ideas case studies (Canvas)</li> </ul>
<b>Week 13: March 31</b>	Copyright	<ul style="list-style-type: none"> <li>• <a href="#">U.S. copyright basics</a></li> <li>• Copyright and social media (Canvas)</li> </ul>
<b>Week 14: April 7</b>	Information Ethics and Privacy	<ul style="list-style-type: none"> <li>• <b>Final project video script draft due</b></li> <li>• <a href="#">Four ethical issues of the information age</a></li> <li>• <a href="#">Social networking privacy</a>, 1-4, 7-9</li> </ul>
<b>Week 15: April 14</b>	Work week	<ul style="list-style-type: none"> <li>• <b>Peer review of final project video script due</b></li> </ul>
<b>Week 16: April 21</b>	Presentations	<ul style="list-style-type: none"> <li>• <b>Post-test due</b></li> <li>• <b>Final presentation due</b></li> </ul>
	Finals Week	No classes or final exam