

University of Kentucky
School of Information Science (SIS)

Information Literacy & Critical Thinking
ICT 200-205 and 206

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Office Hours
M, T, W, and F
9-11 am or by appointment
F2F: LCLI 310 L
Online: <https://uky.zoom.us/j/8912218337>

COURSE INFORMATION

Course Description

Emphasizing critical inquiry and critical thinking through creativity, that is using and manipulating information in nontraditional ways, this course will explore the theories and definitions surrounding the term “information literacy.” Students will put this theory into practice by developing problem-solving skills that allow them to meet information needs throughout their lifetimes. Students will gain a better understanding of how information and knowledge function in society and will discover methods of finding, evaluating, and using different information sources in an effective and ethical manner throughout the semester by engaging in assignments that transform the information learned from the texts into knowledge situated in multiple contexts including text and visual.

Course Outcomes

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

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

Required Materials

100% Information Literacy Success, 3rd ed.
Gwenn Wilson, 2015, Cengage Learning

Other readings available online or through Canvas.

Technology Requirements

Please note: This is an ONLINE ONLY section of ICT 200. Students must have access to Canvas through their UK ID to successfully complete this course. Students may also need access to Google Drive (For instructions on setting up the Google student account, [click here](#).), and access to [Zoom](#) (which they should already have with their link blue user name and password).

[Click here to view](#) UK's Analytics and Technologies Department's minimum requirements for technology for elearning.

Technology Information & Resources:

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students:
<http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT)

<http://www.uky.edu/UKIT/>; 859-218-4357

Library Services & Distance Learning Services

<http://www.uky.edu/Libraries/DLLS>

- Carla Cantagallo, DL Librarian
- Local phone number: (859) 257-0500, ext. 2171; long-distance phone #: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

STUDENT EVALUATION

Grading Scale

90% – 100% = **A (Exceptional Achievement)**

80% – 89% = **B (High Achievement)**

70% – 79% = **C (Average Achievement)**

60% – 69% = **D (Below Average)**

0% – 59% = **E (Failing)**

Course Assignments

Due dates are indicated on the daily schedule. Unless otherwise noted, assignments are due at 11:59 pm on Friday evening. 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 30% off. No late work is accepted after 3 days.

Submission of Assignments

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

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

Group Synthesis

During the semester, students will be asked to offer peer evaluation discussion of assignments produced by others in their online groups. Students should offer helpful commentary and analysis of their colleagues' work in an effort to assist other students in refining their products as well as offering new ways to consider the processes.

Discussion

Students will engage in discussion posts online periodically throughout the semester. The goal is to have students think about and discuss the weekly readings/topics, and students will then engage in discussion.

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. Students are expected to (a) read and consider applications of the information *before* beginning online activities or discussions, (b) ask questions and/or make applications in small group and large group class discussions/activities, and (c) work to facilitate online interaction between students and between students and instructors. Students are also expected to participate fully in discussions/activities completed through Canvas.

Course Policies

“Attendance” in this online course

This class is a community whose success is dependent on everyone’s participation. There is a strong correlation between online class engagement/participation and grades. Sixty-five points are allocated to attendance/participation in this course.

You will earn the attendance/participation points by *timely* participation in weekly discussions/activities. You are expected to log-on at least twice a week. If you do not participate during the specified time period in one of our weekly activities, you will not be able to complete it unless you have an excused absence per university rules.

Note: It is *the student’s responsibility* to monitor attendance/participation points.

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

Excused Absences

Students need to notify the instructor of absences prior to class when possible. Please refer to the definition of an excused absence in the current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the instructor. You will be asked to provide official written documentation for absences.

Excuses for university-sponsored activities must be made *prior* to such absences. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison at 859-257-2754.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Late Work

All assignments, including papers, presentations, etc., should be submitted via Canvas.

Assignments are due on that module’s FRIDAY BEFORE 11:59PM EST unless noted otherwise.

Prepare and submit all assignments on time. Please submit assignments as doc, docx., or pdf files. **Unexcused late work IS NOT accepted in this course.** Please make sure to submit your assignments per the EST time zone. Assignments submitted to my email will not be accepted. Technology issues do not warrant an extension for assignments. Please make sure to provide ample time to submit assignments on time.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) states:

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

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

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

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

Make sure to cite properly in all your assignments. Plagiarized work may be given a zero. Repeat

offenses will result in a failing grade for the course.

Class Schedule

Learning does not always happen on schedule, and so changes may be made to meet the needs of the class. The student will be responsible for checking the online syllabus, schedule, and Canvas notifications for any changes or updates before reading or beginning activities for the week.

E-mail Policy

Please allow 24 hours for the instructor to respond to an e-mail during the school week. On weekends, instructors will try to answer e-mails, but may not be able to do so until Monday. Before emailing the instructor with questions, students should read assignment information and the syllabus carefully. Students who have not gotten a response within 24 hours should send a follow-up e-mail or speak with the instructor. ****Even though this class is fully online, I will not necessarily be online at all hours of the day/night.****

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.

Please note: I love meeting with students and set aside time during the week to do so. If at all possible, email me ahead of time if you'd like to stop by during office hours or at any other time during the week to make sure I'm sitting at my desk when you drop by. I'm always around (unless I tell you otherwise via Canvas) during my stated office hours, but I want to make sure I'm at my desk waiting for you and ready to meet (and not across the hall talking to a colleague, etc.).

Reference Librarians

We are very fortunate this semester to have a reference librarian “embedded” within our course. His name is Mr. Joseph Gabbard and he can be reached at jmgabb3@uky.edu . Please visit his welcome page on Canvas to learn more about him and how he can be of assistance this semester.

Additionally, the reference librarians on the 2nd floor, North Wing of W.T. Young Library can help with research for this class or other classes. Students can visit, call, e-mail, or chat with librarians, unless the assignment requests they do not seek library assistance. See the Libraries’ Homepage for more information.

Writing Center

The Writing Center is located in the Hub of the W. T. Young Library, B108B (phone: 859-257-1368). Students can walk in or make an appointment online (uky.mywconline.com). The staff can help students identify and correct problems with all aspects of writing as well as work with students on visual design.

Academic Ombud

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

Disability Resource Center

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

Military Members and Veterans

UK recognizes the complexities of being a member of the military community and also a student. Members of the military or military veterans or dependents should inform the instructor if they need special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate academic life. If students are aware of any complications, they should contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

GENERAL COURSE POLICIES

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

While this course is designed to be fully online, there will be a few times during the semester I will offer face-to-face work sessions based on student interest and availability. There is no penalty for not attending and no reward for attending, but I recognize that some learners prefer to talk about course material, give presentations in person, etc.

Assignment Descriptions and Point Values

Week 2: Video introduction (10 points)

You will prepare and present a brief 1-2 minute introduction speech to present via video on the Canvas discussion board. Your presentation should include name, major, year in school, at least one fun fact about you, and why you signed up for this class/what you hope to get out of it. 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 200 words per person.

Week 6: Field keyword search (25 points)

Enter the same keyword(s) or phrase into at least two different popular search engines. Look at the first results, take screenshots of the first three from each search engine, and explain why those are top hits using the materials in the Moz reading to guide your analysis. Next, use the same keywords in a field-related search engine in a deep web source from the Open Education Database reading, and take a screenshot of the first three results. Paste your screenshots into a Word document. Then, in a 200-word essay on that same document, compare those results with the popular search engine's results, and explain why you got the results you did.

Week 8: Midsemester feedback (5 points)

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

Week 9: Deconstructing a journal article (75 points)

In at least a 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 page numbers to indicate where you found the information.

Week 12: Infographic (30 points)

Create an infographic related to your field using the techniques described in class and readings. Consider focusing your infographic on the topic with your final project so you have an early start on your research, but it is not required. Submit your infographic as a .jpg file, and additionally, you must include a document listing the sources you used to create the

infographic as well as an explanation of why you made the design choices you did. You may work with whichever software or tool you feel most comfortable using.

Week 13: Sponsored article search (30 points)

Find a written piece of over 500 words or an over 5-minute video from a *reputable* news source, and analyze it using the principles outlined in your readings. In a 250-word essay, argue for why and how it is biased, address who might have sponsored the content, and describe how the source tailored the information to appeal to a particular audience.

Week 15: Peer review of final paper (10 points)

After writing a complete draft of your paper, you will review a classmate's paper and will receive feedback about your draft as well.

Weeks 16-17: Field topic paper and presentation (150 points)

Research a controversial issue (preferably in your field), and in at least a 1,000-word essay, summarize the major sides of the issue as well as your opinion on the topic. Cite at least three reputable sources in your paper, and at least one of your sources must be a journal article. You will present your findings in a 3-4 minute presentation to the class that will include at least one visual.

Participation/Online activities (65 points)

Participation activities will be provided most weeks during the semester and will be indicated as such on Canvas.

Points possible: 450

Course Calendar

Module 1: Basics of Information Literacy

Week	Focus	Due Dates and Readings
Week 1:	Introduction	<ul style="list-style-type: none"> • Review Syllabus • <i>Participation Activity #1 Due by 11:59 pm Friday on Canvas</i> • Wilson Chapter 1 • Importance of information literacy
Week 2:	Critical Thinking in the 21st Century	<ul style="list-style-type: none"> • Video introduction due (Wednesday at 11:59 pm) • <i>Participation Activity #2 Due by 11:59 pm on Friday on Canvas</i> • Concept of critical thinking • Why the modern world is bad for our brains • Social media and cognitive overload
Week 3:	Creative Thinking and Problem Solving	<ul style="list-style-type: none"> • <i>Participation Activity #3 Due by 11:59 pm on Friday on Canvas</i> • Creative approaches to problem solving • Bloom's Taxonomy revised

Module 2: Building Arguments

Week	Focus	Due Dates and Readings
Week 4:	Finding Information <i>**Optional in-person session on Monday, 1/30 from 4:30-5:45 pm. This session will allow you to work hands-on with your case studies assignment and field keyword assignment. LOCATION: LCLI (Little Library) Study</i>	<ul style="list-style-type: none"> • Case studies assignment due • Wilson Chapter 3 • How search engines work • Chapters 1, 4, and 5 • Deep web sources and info

	Room 1 on the 2nd floor**	
Week 5	Evaluating Information	<ul style="list-style-type: none"> • <i>Participation Activity #4 Due by 11:59 pm on Friday on Canvas (10 point activity)</i> • Wilson Chapter 4 • CRAAP Test • Research bias
Week 6	Reasoning	<ul style="list-style-type: none"> • Field keyword assignment due • Deconstructing a research article • The thinker's guide to fallacies • Inductive and deductive reasoning
Week 7	Critical Writing	<ul style="list-style-type: none"> • Wilson Chapter 2 • Critical essay • UK's formatting tools

Module 3: Assessing Information

Week	Focus	Readings
Week 8	Bias	<ul style="list-style-type: none"> • Midsemester Feedback • American Historical Association: Propaganda • Types of media bias
Week 9	Information Ethics/Privacy	<ul style="list-style-type: none"> • Deconstructing a journal article due • Wilson Chapter 6 • Social networking privacy, 1-4, 7-9 • Four ethical issues of the information age
Week 10: Spring Break		
Week 11	Information Design **Optional in-person session on Tuesday, 3/21 from 5:15-6:30 pm. This session will allow you to work hands-on with your infographic and sponsored article	<ul style="list-style-type: none"> • Infographics and visualization • Visualizing information for advocacy • Branding basics

	assignments. LOCATION: LCLI (Little Library) Study Room 1 on the 2nd floor**	
Week 12	Persuasion	<ul style="list-style-type: none"> • Infographic due • The role of persuasion in critical thinking • The new rules of persuasion

Module 4: Transforming Information

Week	Focus	Readings
Week 13	Copyright	<ul style="list-style-type: none"> • Sponsored article search due • U.S. copyright basics • Copyright of social media sites
Week 14	Storytelling	<ul style="list-style-type: none"> • The psychology of storytelling • The science behind storytelling
Week 15	Work Week	<ul style="list-style-type: none"> • Peer review of field topic paper due <p>**Note: If you'd rather do peer review in person and have a chance to chat with me about your paper, I will be offering face-to-face peer review sessions during this week based on student interest and availability.**</p>
Week 16	Presentations	<ul style="list-style-type: none"> • Field topic paper and presentation due <p>**Note: You may choose to come in and give your presentation in person or you may choose to record it and put it up online. I'll take a poll at the beginning of the semester and we'll schedule times that work for those interested in giving the presentation in person based on that.**</p>
	Finals Week	