

ICT 305-001: DATA DETECTIVES

Tuesdays and Thursdays, 9:30 to 10:45AM

LCLI 301

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Office: 335 Little Library and Virtual Zoom Office (link in Canvas)

Office Hours: T(F2F) 10:45 – 12:45PM EST; R (on Zoom) 10:45 – 12:45PM EST

Course Description

In today's 24-7 culture, every choice we make comes with more data about which product/service/area is the "best" on a number of factors. The challenge, then, is sorting through the data to make an informed decision. In this course, **you will be presented with several "real life" scenarios and then asked to use data to construct an appropriate written or oral response.** Whether as information consumers or as information professionals, sorting through the data and making a decision that can be articulated to people unfamiliar with the issue is a key indicator of information literacy. **Given that this course fulfills your Graduation Composition and Communication Requirement for Information Studies, you will be asked to write and revise several short pieces and complete one digital presentation.**

Student Learning Outcomes

By the end of this course, students will be able to:	
Course outcomes:	How you'll demonstrate it to me:
Communicate clearly in written, oral, and digital/visual modalities.	- Project #1, Project #2 - Project 1-2 Reflection - Project #3 (All milestones)
Compare and contrast local and national data sources.	- Project #1, Project #2
Determine and articulate what the best data source is to address a specific challenge.	- Project #1, Project #2 - Project #3 (All milestones)
Understand how audience analysis is crucial to information literacy.	- Project #1, Project #2 - Project #3 (All milestones) - Project #3 Reflection

Required Materials

1. There are PDFs, article links, and videos posted under Canvas Modules.
2. Sarkon, D. & Schulkin, J. (2016). *Missed information: Better information for building a wealthier, more sustainable future.* The MIT Press: Cambridge, MA. ISBN: 978-0-262-03492-0
3. iFixit Guide (in Canvas)
4. Suggested: <https://www.ifixit.com/Store/Tools/Toolkits>

ICT 305-001 Course Information and Policies

Student Evaluation

Course grades are earned and are NOT negotiable. Final grades will be rounded (e.g., 89.5 is reported as an A but 89.4 will be reported as a B). Course grades will not be discussed via email or in class. Students must make an appointment or see me during office hours. Extra credit opportunities may be made available at the discretion of the instructor.

Grading Scale

90% – 100% = A (Exceptional Achievement)

70% – 79% = C (Average Achievement)

80% – 89% = B (High Achievement)

60% – 69% = D (Below Average)

0% – 59% = E (Failing)

Submission of Assignments

All assignments will be submitted on Canvas in a .doc file, .docx file, video file, or unlisted YouTube link. All assignments, including papers, presentations, etc., should be submitted via Canvas. Prepare and submit all assignments on time. **Please submit assignments as doc, docx., or pdf files only** – unless noted otherwise. **Assignments are also NOT accepted via email.**

When submitting assignments on Canvas, label the assignment with your name and the assignment name. 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. It is YOUR responsibility to make sure that your assignments upload correctly.

Course Attendance

This class is a community whose success is dependent on everyone's participation. Also, there is a strong correlation between class attendance and grades. Therefore, attendance is vital for your achievement. Please reference the definition of excused absence in current edition of Students Rights and Responsibilities or on the web at <http://www.uky.edu/studentconduct/code-student-conduct>. For any emergency situation that arises, e-mail your instructor as soon as you know about the situation.

Discussing Grades

Students who have grade concerns must approach the professor during office hours, or through appointment. In order to give our full attention to grade issues, the professor will NOT discuss grades or exams before or after class. Once grades are posted online, you may visit the professor during office hours or by appointment to review your exam. Please contact the professor if you do not find your exam score posted. Grades will not be discussed over email or the telephone. Students who wish to discuss grades or scores earned have one week from the date grades are posted to do so. Grades will not be addressed after this time has expired.

Late Work

Given the current situation we are in, you may submit late work with a penalty (-10%). The assignment may be submitted up to three days late, after that a ZERO will result; **this excludes peer review assignments and all iFixit Milestones. Failure to submit those on time will result in an automatic ZERO (pending my discretion).**

Email Policy

Please give me up to 24 hours to reply to your emails, and I will do the same for you. I will typically not respond to emails after 5PM and on the weekends. Please remember to sign you email with your first

and last name. I expect the language and structure of your emails to be professional. This includes punctuation, salutations/signature, etc.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted. Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work. Thus, everyone is expected to conduct themselves professionally in this class. Professional behavior also entails being respectful of others and their opinions—even and especially when you do not agree with them.

Moreover, ideally the classroom environment should be safe, supportive, and comfortable. Do not equate a relaxed atmosphere with a lack of academic standards. You are expected to be professional, on time for class, prepared for class, and conduct yourself appropriately for a respectful academic environment. A student who violates the rules for civil conduct in class will be told to leave the class. Additionally, frequent tardiness demonstrates a lack of respect for others and violates the values of this learning community. If you are late for class, please enter the classroom with as little disruption as possible. Similarly, if you must leave the class early, leave with as little disruption to the activity in the class as possible. In case you miss class, it is your responsibility to obtain class notes from your classmate(s). Being late to class may result in a deduction of attendance points.

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.

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 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.)

Assignments Due During Prep Week

You have your **Reflection** paper and video due Tuesday, April 26 before 11:59PM EST. This is our last day of classes. We do not have a final exam in this class.

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 Huguélet 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 environments 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.

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.

Diversity, Equity, and Inclusion

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to diversity, equity, and inclusion. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record and/or the Office of Institutional Equity and Equal Opportunity. Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, any college administrator, or the dean. All of these individuals are mandatory reporters under University policies.

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 IIEO 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.

Student Resources (for a complete list see the link below)

The University offers a variety of resources to students. Visit the University Senate's Resources Available to Students to access that list (<https://www.uky.edu/universitysenate/student-resources>).

Description of Course Assignments

Unit 1: Foundations of Data Detection and Being an Informed Consumer

In this introductory unit, students will familiarize themselves with the course and each other. Additionally, we will lay the foundation for the rest of the units and assignments by delving into and reviewing content related to information literacy, decision making, and audience analysis, all of which will be demonstrated in subsequent units and course projects.

Project 1: Which Health Insurance Plan Should I Choose? (150 points)

You will write a 4-page paper that compares at least 3 health insurance options and ultimately recommends a particular plan. Policy papers should be evidence-based, and persuasive in nature, and must include at least one visual that adheres to principles of good visual communication. You will turn in a rough draft (25 points) and engage in a peer review with 1 student (25 points). You will incorporate feedback and turn in a final draft (100 points) for this assignment.

Project 2: What is the Crime Outlook in the Neighborhoods I'm Considering? (150 points)

You will choose two “houses for sale” in the same city on Zillow (may be anywhere in the US). You will then investigate the crime outlook in the neighborhoods surrounding these properties using the suggested data sources. From this research, students will create a 2-page document for each property (4 pages total) that includes both text and a visual representation of data about crime rates that realtors could share with clients interested in the area. You will turn in a rough draft (25 points) and engage in a peer review with 1 student (25 points). You will incorporate feedback and turn in a final draft (100 points) for this assignment.

Project 1+2 Reflection Paper (50 points)

You will write a 3-page reflection on what you have learned about using data to make “real life” decisions. Of particular interest, how did you determine what the best data source for each problem was? What role did the audience play in your decisions? How did local and national data differ? You will turn in a final draft (50 points) for this assignment.

Unit 2: Identifying + Evaluating Consumer Information and Working with a Client

In this unit, the focus will be on identifying and evaluating consumer information on about a technological device in order to make an informed decision and recommendation for your audience. You will be creating information tailored to a target audience.

Project 3: Guide Builder Project with iFixit Client (4 Milestones)

Milestone #1 (50 points) – Proposal (2 pages) - After creating an account with iFixit, joining a team, choosing a device, and researching existing content, you and your group will each write and a project proposal that describes the scope of a potential project and provide specific details about the deliverable you all will create. There is research and data collecting that will happen in this part! Only ONE proposal will be selected from the group to be submitted to iFixit.

Milestone #2 (100 points)– Photos and Creation Guide (2-4 pages) – You will plan your guides and shoot and upload high-quality photos that show the action required for each step of the repair procedure.

Milestone #3 (100 points) Guide Text (2-4 pages) – You will complete your replacement guides, writing detailed instructions for each step in the repair procedure and adding technical details.

Milestone #4 (50 points) Peer Review/Usability Testing (2 pages) - Students exchange their reassembled device and completed manuals with another team for usability testing and feedback. Each student is responsible for peer reviewing/testing one device.

Project 3 Reflection Video (100 points)

For the final assignment in this course, you will create a vlog (video/blog) reflecting on what you have learned about using data to make “real life” decisions. Of particular interest, you will need to address the following questions: how did your experience with iFixit inform your decision-making processes for working with a team to create guides for your specific audience? What was the best data source is to address this challenge? What were some of the strengths and weakness of the project? What advice would you give future students taking the course? What would you do differently if you had the chance? The “audience members” for this vlog are future ICT 305 students (and me). The recorded video will need to be at least **10 minutes** but not over 12 minutes.

You will turn in a final video (100 points) assignment.

Group/Professional Communication and Participation: The second part of this course relies heavily on group communication and participation. Working in an information communication technology field, you will encounter lots of opportunity to work with others on projects. Your group members will get the opportunity to grade you (and you will grade them) for 5% (50 points) of your final grade using a reflection form. I will also assess you based on your communication with iFixit 5% (50 points). You have to CC me on all your communication (emails) with iFixit. Failure to do so will result in a grade penalty. Note: You will not see your peers’ feedback and they will not see yours. You will see my feedback.

Minor Assignments + Attendance: Throughout the semester, there will be minor assignments to gauge your understanding and to ensure you are on the right track for the final part of this course. You will also receive points for attendance. These assignments will vary in points, but there will be a total of 150 points to earn. Please note: Some of the minor assignments are not listed in the tentative schedule below.

Point Break-down by Assignment

Project 1: Which Health Insurance Plan Should I Choose? (150 points, 15%)

Project 2: What is the Crime Outlook in the Neighborhoods I’m Considering? (150 points, 15%)

Project 1+2: Reflection Paper (50 points, 5%)

Project 3: Guide Builder Project with iFixit Client (4 Milestones) (300 points, 30%)

Project 3: Reflection Video (100 points, 10%)

Project 3: Group/Professional Communication and Participation (100 points, 10%)

Minor Assignments + Attendance: (150 points, 15%)

Total Points to be Earned: 1,000 points

GCCR Requirements

In terms of curriculum, the GCCR guidelines stipulate these major requirements:

GCCR#1: One or more written assignments in English (the language) that total to at least 4,500 words (the equivalent of 15 pages of double-spaced, typewritten text)

GCCR#2: Either an oral assignment, in which students must give a presentation at least 10 minutes long, or a visual assignment, in which students create at least one significant visual/electronic artifact (e.g., a web site or video presentation)

GCCR#3: An assignment that requires the student to demonstrate information literacy in the discipline
GCCR#4: Courses must incorporate a draft/feedback/revision process on GCCR assignments for writing and for oral or visual work
GCCR#5: Satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication intensive assignments produced in any given course designated as fulfilling some or all of the GCCR.

Requirements	GCCR#1	GCCR#2	GCCR#3	GCCR#4	GCCR#5
	All written assignments will total = 19 pages	Project 3 Reflection Video (Vlog)	Projects 1,2,3	Projects 1,2,3	Final grade

ICT 305-001, Tentative Schedule*

Please note that this is a tentative schedule and there may be changes due to the pilot nature of the collaboration with a client. If there are any changes in the schedule, I will make sure to communicate those changes with you as soon as possible. Please make sure to check Canvas and your email BEFORE class to see if there are any changes in the schedule.

Unit 1	Topics	Readings	Assignments due
Week 1	T (1/11): <ul style="list-style-type: none"> Course Introduction, GCCR Requirements Syllabus Review What does Data Detectives mean? 	Read syllabus	
	R (1/13): <ul style="list-style-type: none"> Information Literacy: Review of the Process Information as a Policy Tool 	Sarkon & Schulkin: Introduction Ch. 1+2 Readings posted in Canvas*	Pretest due before class
Week 2	T (1/18): <ul style="list-style-type: none"> Collecting Data: Sources and Research Methods Local and National Data Sources Introduce Project 1 	Sarkin & Schulkin: Ch. 3 +4 Readings posted in Canvas*	
	R (1/20): <ul style="list-style-type: none"> Writing Workshop Day 		Submit YOUR rough draft to the Canvas link before tonight at 11:59PM EST. I will assign you 1 peer to review on Friday.
Week 3	T (1/25): <ul style="list-style-type: none"> Peer-Review Day 		You will peer review 1 paper. Upload those reviews to Canvas before 11:59PM.
	R (1/27): <ul style="list-style-type: none"> Creating a Well-Supported Argument 	Sarkin & Schulkin: Ch. 5 +6	Final Draft of Project 1 due - Upload to Canvas before 11:59PM tonight!

	<ul style="list-style-type: none"> Visual Communication: Infographics Introduce Project 2 	Readings posted in Canvas*	
Week 4	T (2/1): <ul style="list-style-type: none"> Writing Workshop Day 		Submit YOUR rough draft to the Canvas link tonight before 11:59PM EST. I will assign you one peer to review Wednesday.
	R (2/3): <ul style="list-style-type: none"> Peer-Review Day 		You will peer review 1 paper. Upload those reviews to Canvas before 11:59PM tonight.
Week 5	T (2/8): <ul style="list-style-type: none"> Introduce Client: iFixit Form Groups Develop Team Mission, Goals, and Communication Plan Guide Builder Project (4 Milestones) 	Students read “Getting Started” and “Unit 1” of the Guide Builder Project, learn about iFixit’s mission and project scope, sign up for an account, create a profile, & join a team.	Final Draft of Project 2 due tonight before 11:59PM EST – upload of Canvas link
	R: (2/10) <ul style="list-style-type: none"> Writing a Proposal Who is my audience? 	Review Agreement Readings posted in Canvas*	Mission, Goals, and Communication Plan at end of class Agreement due at the end of class
Unit 2 (iFixit)	Topics	Readings	Assignments due
Week 6	T: (2/15) Let’s Get Started with iFixit! <ul style="list-style-type: none"> Writing a Proposal Who is my audience? Collecting Data to Build Arguments 	Readings posted in Canvas*	Guide builder Scavenger Hunt due before 11:59PM EST tonight
	R: (2/17) <ul style="list-style-type: none"> Writing Workshop Day Planning, Research, and Gathering Data 	Sarkin & Schulkin: Ch. 9 +10	Project 3: Milestone #1 (called Unit 1 on iFixit website) due to me before 11:59 PM EST on Sunday.

Week 7	T: (2/22) <ul style="list-style-type: none"> • Milestone #1 is due today • We will decide ONE from each group to submit • Email Professionalism • Incorporating Feedback 	Readings posted in Canvas*	Project 3: Milestone #1, Submit Proposal to iFixit – We will do this in class.
	R: (2/24) <ul style="list-style-type: none"> • Introduction to Guides • Storyboarding with Teams • Research: Collecting Data to Solve Problems and Build Guides 	Students will read Unit 2 of the Guide Builder Project. Read the “How to Take Awesome Photos” guide	Submit Revised Proposal to iFixit in class.* “Prerequisites Worksheet” due before 11:59 PM EST on Sunday.
Week 8	T: (3/1) <ul style="list-style-type: none"> • Media Depot (Teams 1 + 2 only) 		Meet at Media Depot at WT Young Library. Be on time.
	R: (3/3) <ul style="list-style-type: none"> • Media Depot (Teams 3 + 4 only) 		Meet at Media Depot at WT Young Library. Be on time.
Week 9	T: (3/8) <ul style="list-style-type: none"> • Media Depot (ALL)* 	Bring your drafts of your images for review.	Meet at Media Depot at WT Young Library. Be on time.
	R: (3/10) <ul style="list-style-type: none"> • Milestone #2 is due today • Peer Review and Submission of Photos to Client • Map out writing for guides 	Readings posted in Canvas*	Project 3: Milestone #2 (aka Unit 2)– Guide Photos Due to iFixit – we will submit these during class
Week 10	SPRING BREAK		
Week 11	T: (3/22) <ul style="list-style-type: none"> • Teams Check-ins with Dr. K • Writing Workshop for Guides 	Students will read Unit 3 of the Guide Builder Project.	
	R: (3/24) <ul style="list-style-type: none"> • Teams Check-ins with Dr. K • Writing Workshop for Guides 	Readings posted in Canvas*	
Week 12	T: (3/29) <ul style="list-style-type: none"> • Teams Check-ins with Dr. K • Writing Workshop for Guides 		Project #3 draft due before 11:59PM tonight
	R: (3/31) <ul style="list-style-type: none"> • Peer Review Day 		
Week 13	T: (4/5) <ul style="list-style-type: none"> • Milestone # 3 is due today • Technical Communication Review 	Readings posted in Canvas*	Project 3: Milestone #3 – Guide Text Due to iFixit – we will submit these during class
	R: (4/7) <ul style="list-style-type: none"> • Revisions Day: iFixit Workshop 	Students will read Unit 4 of the Guide Builder Project.	

Week 14	T: (4/12) <ul style="list-style-type: none"> • Revisions Day: iFixit Workshop* • Peer Review Day 	Bring a complete version of your final guide to class!	
	R: (4/14) <ul style="list-style-type: none"> • Peer Review Day 	Bring a complete version of your final guide to class!	
Week 15	T: (4/19) <ul style="list-style-type: none"> • Milestone #4 is due today 		Project 3: Milestone #4 – Final Guides are due to iFixit – we will submit these during class
	R: (4/21) <ul style="list-style-type: none"> • Return all iFixit materials to Dr. K • Updating Resumes • Thanking Client (iFixit) 		*Any feedback from iFixit needs to be addressed and submitted by the end of the day today.
Week 16	T: (4/26) Debrief & Feedback Day		Posttest and Reflection Video Due Canvas before 11:59PM EST on 4/26
	R: (4/28) Reading Day – No Class There is NO FINAL in this class.		