University of Kentucky
School of Information Science (SIS)

ICT 200-003 Information Literacy & Critical Thinking

Instructor

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Office Hours
- Thursdays, 1:45-2:45pm or by appointment
- Will respond within 24 hours (M-F)

Class Information
- Tuesdays & Thursdays, 12:30-1:45pm; Lucille Caudill Little Fine Arts Library, Room 312

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 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. 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
Students may be required to participate in class activities online in addition to other class requirements. 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.

Students are not required to have a webcam and microphone, although they may come in handy. Click here to view UK's Analytics and Technologies Department's minimum requirements for technology for elearning.

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 notes, assignments are due at the beginning of the first class period of the week. 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.
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 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 or face-to-face. The goal is to have students think about and discuss the weekly readings/topics, and students will then engage in discussion.

All class discussions, both in-class and online, 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* class, (b) ask questions and/or make applications in small group and large group class discussions/activities, and (c) work to facilitate classroom interaction. Students are also expected to participate fully in discussions/activities completed in class or through Canvas.

Course Policies

Attendance

This class is a community whose success is dependent on everyone's participation. Attendance is important for student achievement. Students will only be permitted to make up work missed due to an excused absence.

Roll will be taken by use of the framing activities students will do at the beginning of class. Students who enter late and are not present when roll is taken must notify the instructor at the end of class. Missing more than half of a class period equals one absence.

Note: It is *the student's responsibility* to monitor attendance. If you are absent, it is your responsibility to ask a classmate what you missed. Do not ask your instructor: "Did I miss anything the day I was absent?" They will simply respond, "Yes, you did."

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 <u>prior</u> to 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 before 72 hours will receive 30% off. No late work is accepted after 3 days.

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
Changes to the course schedule may be made to meet the needs of the class. The student will be responsible for checking the online syllabus, schedule, and Canvas notifications for any changes or updates before reading or beginning activities.

E-mail Policy
Please allow 24 hours for the instructor to respond to an e-mail during the school week. On weekends, instructors will try to answer e-mails, but may not be able to do so until Monday. Before emailing the instructor with questions, students should read assignment information and the syllabus carefully. Students who have not 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.

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

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 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 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 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 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.

Attendance/Participation (65 points)
Attendance will be taken at the beginning of each class period. Students are expected to participate in all aspects of class time and coursework.

Points possible: 450

Course Calendar

Module 1: Basics of Information Literacy

Week	Focus	Due Dates and Readings
Week 1: **Jan. 12**	Introduction	• **Review Syllabus** • Wilson, Chapter 1 • <u>Understanding the Importance of Information Literacy, 2013, *Education News*</u> [3]
Week 2: **Jan. 17, 19**	Critical Thinking in the 21st Century	• **Personal introduction due** • <u>Our Concept and Definition of Critical Thinking, *The Critical Thinking Community*</u> [2] • <u>Why the Modern World is Bad for Your Brain, Daniel J Levitin, 2015, *The Guardian*</u> [6] • <u>Study; Sharing Social Media Posts Can Cause Cognitive Overload, Kristin DeCarr, 2016, *Education News*</u> [1]
Week 3: **Jan. 24, 26**	Creative Thinking and Problem Solving	• <u>Creative Approaches to Problem Solving, Scott G. Isaksen, K. Brian Stead-Dorval, Donald J. Treffinger, 2011, *Creative Approaches to Problem Solving: A Framework for Innovation and Change*</u> [24] • <u>Anderson and Krathwohl - Bloom's Taxonomy Revised, Leslie Owen Wilson, 2013 rev., *The Second Principle*</u> [7]

Module 2: Building Arguments

Week	Focus	Due Dates and Readings
Week 4: **Jan. 31,** **Feb. 2**	Finding Information	• **Case studies assignment due** • Wilson, Chapter 3 • <u>Beginners Guide to SEO, Rand Fishkin and MOZ staff, *moz.com*</u> Chapters 1, 4, and 5 [18] • <u>The Ultimate Guide to the Invisible Web, Staff Writers, 2013, *Open Education Database*</u> [7]

| Week 5

Feb. 7, 9	Evaluating Information	• Wilson, Chapter 4 • Research 101: Evaluating Information [CRAAP Test], UK Library Staff [1] • Research Bias, Martyn Shuttleworth, 2012?, *Explorable* [4]
Week 6

Feb. 14, 16 | Reasoning | • **Field keyword assignment due**
• Deconstructing a research article, Deborah Lee, Mississippi State University Libraries [1]
• The Thinker's Guide to Fallacies: the Art of Mental Trickery and Manipulation (selections), Richard Paul and Linda Elder, 2012, *Foundation for Critical Thinking Press* [12]
• Inductive and Deductive Reasoning, 2012?, *What is Philosophy?* [2] |
| Week 7

Feb. 21, 23 | Critical Writing | • Wilson, Chapter 2
• Critical Essay, essayinfo.com [2]
• Style Guides and Manuals: Formatting Tools, UKY Library Staff [1] |

Module 3: Assessing Information

Week	Focus	Readings
Week 8

Feb. 28,

Mar. 2 | Bias | • **Midsemester Feedback**
• American Historical Association: The Story of Propaganda, 2013?, *American Historical Association* [2]
• Media Bias: 8 types [A Classic, Kinda], Steven T. Allen, 2015/1993, *Capital Research Center* [12] |
| Week 9

Mar. 7, 9 | Information Ethics/Privacy | • **Deconstructing a journal article due**
• Wilson, Chapter 6
• Social Networking Privacy: How to Be Safe, Secure and Social 2016/2010, Privacy Rights Clearinghouse (Sections 1-4, 7-9) [14]
• Four Ethical Issues of the Information Age, Richard O. Mason, 1986, *Management Information Systems Quarterly* [6] |
| **Week 10 (Mar. 14, 16): Spring Break** | | |

Week 11 Mar. 21, 23	Information Design	• [Introduction: Infographics and Visualization, Alberto Cairo, 2013, *The Functional Art: An Introduction to Information Graphics and Visualization* [30]](#) • [Visualizing Information for Advocacy: An Introduction to Information Design, John Emerson, 2008, *Open Society Institute* [25]](#) • [Design School Workshop Four: Branding Basics, *Canva* [27]](#)
Week 12 **Mar. 28, 30**	Persuasion	• **Infographic due** • [The Role of Persuasion in Critical Thinking, *Universal Class* [7]](#) • [The New Rules of Persuasion, B.J. Fogg, 2009?, *Royal Society for the Arts, Manufactures and Commerce* [4]](#)

Module 4: Transforming Information

Week	Focus	Readings
Week 13 **Apr. 4, 6**	Copyright	• **Sponsored article search due** • [Circular 1: Copyright Basics, 2012, *United States Copyright Office* [12]](#) • [Copyright, Ownership, and Control of User-Generated Content on Social Media Websites, Will Clark, 2009 [25]](#)
Week 14 **Apr. 11, 13**	Storytelling	• [The Psychology of Storytelling, Gregory Ciotti, *sparringmind.com* [14]](#) • [The Science of Storytelling: Why Telling a Story is the Most Powerful Way to Activate Our Brains, Leo Widrich, 2012, *lifehacker.com* [4]](#)
Week 15 **Apr. 18-20**	Work Week	• **Peer review of field topic paper due**
Week 16 **Apr. 25, 27**	Presentations	• **Field topic paper and presentation due**
May 1-5	Finals Week	