

ICT 305-201 – Fall 2022

Data Detectives

Instructor: Dr. Will Silberman

Office Address: Virtual!

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Office hours: Appointment only

Preferred method of contact: E-mail: I usually respond to questions within 48 hours.

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.

Prerequisites

Knowledge of the following topic areas may be useful, but in **no way** are required to succeed in this course: social media use, contemporary ICT/computer-mediated communication issues (e.g., ICT 205, COM 352), public relations, knowledge management, and persuasion.

Student Learning Outcomes

After successful completion of this course, students will be able to:

- (1) Communicate clearly in written, oral, and digital/visual modalities
- (2) Compare and contrast local and national data sources
- (3) Determine and articulate what the best data source is to address a specific challenge
- (4) Understand how audience analysis is crucial to information literacy

Required Materials

Sarokin, D., & Schulkin, J. (2016). *Missed information: Better information for building a wealthier, more sustainable future*. The MIT Press: Cambridge, MA. ISBN: 978-0-262-03492-0-2

Additional readings will be uploaded to Canvas, too.

SUMMARY DESCRIPTION OF ACTIVITIES AND ASSIGNMENTS

Class Participation

This course is conducted online through Canvas. No onsite meetings are required. This course applies reading and discussion-based learning approaches, as well as investigative learning approaches, to collecting, analyzing, interpreting, and sharing data. The readings, activities, and discussions presented in the modules provide opportunities to apply abstract theories and concepts to real-world information challenges. Expect to regularly reflect on the course readings/resources for that week through online activities. I will provide clear expectations for each weekly activity on Canvas. Please plan to reflect using course materials, your own experiences, and applicable outside resources when completing activities. Activities will vary in nature and may include Canvas discussions, Canvas surveys, Google Drive activities/collaborations, and other instructional technologies.

Classroom Behavior Policies

To help facilitate a positive and productive learning atmosphere for everyone in class, I encourage you to participate in classroom discussions. There may be situations in the class where you disagree about the kinds of policies that should exist. Constructive discussion about the merits of different approaches is an important part of the policy making process. Remember, however, to ensure you are always respectful of your peers as you contribute.

Written Assignment Guidelines

Written assignments are to be submitted as a Word, Google Doc, or PDF format if not submitted as a text entry. Papers may be submitted **single spaced** or **double spaced (be mindful of the page requirements, please)**, and **must use size 12, Times New Roman font with 1 inch margins**. *You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course.* Rules of academic conduct require that you not use the work of others without clearly indicating it as such.

Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course.

For each assignment, I will be expecting you to use APA 7 formatting. For a review of APA, I highly recommend that you review the Purdue Online Writing Lab, which will also be linked on Canvas. As such, it is expected students will both consult and appropriately cite the academic and primary source literature for each assignment. It is imperative that students employ a variety of scholarly and primary sources on which to build their arguments. As such, you should search bibliographies in the material we are reading, use library databases, and conduct library searches to identify material on their chosen topic. If you are uncertain about how to cite electronic sources, **I highly HIGHLY encourage you to reach out to me, as I know APA quite well and can confidently point you in the right direction.**

Final Exam

There is no final exam in this course. Instead, you will be demonstrating mastery of the coursework through other substantial writing assignments.

Course Grading

Course Activities and Assignments: **100 pts**

- Class Participation – 14 pts (14 @ 1pt each)
- Video Introduction – 1 pt
- ICT Department Pre- and Post-Test – 3pts (2 @ 1.5pts each)
- Discussion Leading – 19 pts
- Project 1 – 20 pts
- Project 2 – 20 pts
- Project 3 – 20pts
- Final Written Assignment – 3pts

***Your instructor (Will!) will enter final grades. Percentage cutoffs for the final grades are listed below. The class will not be curved, but I reserve the right to adjust this scale in the students' favor. **Do not ask me to round.**

Grading Scale

90% – 100% = A

80% – 89% = B

70% – 79% = C

60% – 69% = D

Below 60% = E

Mid-term Grade

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

Assignments are to be submitted online on Canvas. I will accept **unexcused** late work within 48 hours of the deadline for a small penalty. If you submit a piece of coursework after the deadline but within 24 hours of the deadline, your grade will be reduced by 10 percent. If you submit a piece of course work more than 24 hours after the deadline, but less than 48 hours, your grade will be reduced by 20 percent. **Assignments submitted 48 hours after the deadline will receive a score of zero.**

This course adheres to the excused absence and make-up work policies set forth by the University of Kentucky (see pg. 9 of this syllabus). The TL;DR of this policy is as follows: Should you have an absence that UK classifies as an “excused absence,” you **must** reach out to me within one week of that absence. Then, I will request you to **forward** me documentation verifying that absence. Finally, you will have a **timed extension** to submit the assignment or assignments that were due **for no penalty**. Failure to submit within that timed extension will result in a score of zero.

COURSEWORK MUST BE SUBMITTED THROUGH CANVAS (unless otherwise noted).

Discussing Grades

Students who have grade or exam concerns must request an appointment with the instructor. Questions related to individual grades should not be posed through Canvas.

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 period has expired. Students need to contact the professor for an appointment to discuss the issue. Students must provide a written explanation of their dispute when requesting the appointment. If the matter is unresolved after meeting with the instructor, students need to contact the director of School of Information Science. Students that do not fulfill these requirements will not be addressed and the original grades will be final.

IMPORTANT NOTES

1. Be sure to complete readings prior to the completing assignments and participation activities.
2. You are responsible for all information, announcements, and changes addressed in classes and/or Canvas.
3. The instructor reserves the right to alter the syllabus during the semester, if necessary.

PARTICIPATION POLICY

This class is a community whose success depends on *everyone's* participation. It is vital, particularly for an online class, for you to participate in order to be successful. In the event that you are unable to submit an assignment due to an emergency, you will be asked to provide official written documentation for excused absences in order for your absence to be excused and receive a makeup assignment. For an emergency situation that arises (that is compliant with the excused absence policy outlined below), email your instructor as soon as you know about the situation when possible. Students are generally given one week to complete makeup assignments due to an excused absence upon their return without penalty.

If you know ahead of time that you will be unable to participate in the weekly requirements, please discuss this with your instructor and arrange to turn in any assignments or approved alternative assignments ahead of time. Excuses for university-sponsored activities must be made prior to such absences.

Academic Policy Statements

Please review the UK Senate's [Academic Policy Statements](#)

ACADEMIC OFFENSES

As of Fall 2022, the full rules for academic integrity can be found here:

<https://www.uky.edu/universitysenate/ao>

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. Their web address is

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

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>

TECHNOLOGY REQUIREMENTS

1. Go to this site provided by Distance Learning to check the minimum hardware, software, and browser requirements: <http://www.uky.edu/ukonline/technical-requirements-0>
2. Distance learning recommends having access to multiple browsers for quick troubleshooting.
3. You will need **Flash, Adobe Acrobat Reader, QuickTime movie player, and Java**. Go to <http://www.uky.edu/ukonline/technical-requirements-0> for current links.
4. You will need **Microsoft Word** for all written work and **Microsoft PowerPoint** for all oral presentations. You can download this software through <http://download.uky.edu>
5. You will need access to the Zoom conferencing platform. Zoom's web-based conferencing uses video and audio and is accessible on MacOS, Windows, iOS and Android mobile devices. You will need both a webcam and microphone to participate in Zoom meetings for class. See link for Zoom information and technical support: <https://uky.zoom.us/>
6. You are responsible for checking your UK email account frequently and consistently (at least once per day) to remain current with university-and class-related information. Be sure that you carefully manage your email storage quota to ensure that your mailboxes are able to receive new messages. I will make every effort to respond to email messages within 24 hours during the week and within 48 hours during the weekend.

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/>.

Please make sure your @g.uky.edu account is activated since some activities will require the use of Google. To activate your @g.uky.edu account visit this site to learn more:

<https://www.uky.edu/celt/instructional-resources/teaching-technology/google-apps>.

For technology problems please contact UK ITS.

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>

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of 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 your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please 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.

Diversity, Equity, and Inclusion

This course will strictly adhere to the University of Kentucky's commitment to diversity, equity, and inclusion (DEI) initiative. This initiative can be found at the following URL:

<https://www.uky.edu/universitysenate/syllabus-dei>

Excused Absences, Prep Week, Accommodations, and Title IX

This course will strictly adhere to the University of Kentucky's academic policies covering absences, make-up work, Prep Week, accommodations, and Title IX. These policies can be found at the following URL: <https://www.uky.edu/universitysenate/acadpolicy>

Additional Resources for Students

The University of Kentucky provides a myriad of resources available to its students. For more information about these resources, visit the following URL:

<https://www.uky.edu/universitysenate/student-resources>

COURSE POLICIES, UNIVERSITY POLICIES, AND RESOURCES

General Expectations

It is my expectation that you will:

1. **Keep up to date** with the course by reading the syllabus, checking Canvas *at least* once per week, and watching the videos I upload to Canvas.
2. **Be prepared** for class by reading all assigned material BEFORE watching the video in which I discuss that material.
3. **Pay attention** to instructions when turning in assignments. Failure to understand instructions is never a valid excuse for missing an assignment.
4. **Communicate early and often** with me when emergencies or unexpected circumstances arise (i.e. email with an explanation and strategy for getting caught up in the class). The more informed we are, the more understanding we'll be.

Canvas

We will be using Canvas in this course throughout the semester. Please check it frequently as I often post updates and announcements on Canvas. All syllabus updates, lecture notes, assignment updates/information, study guides for the exams, discussions, and course announcements will be posted in Canvas. This course should show up in your Canvas shell. If you do not have a Canvas account or are having problems accessing your account, please call or visit the UK help desk online (<http://www.uky.edu/ukat/help>).

Zoom & Office Hours

I use **Zoom** for Office Hours. If you are unsure about how to use Zoom, please call the help desk at 859-218-4357 or email them at helpdesk@uky.edu.

We all enjoy meeting with students via Zoom during office hours! Office hours provide an opportunity for you to have one-on-one time with me to discuss issues and questions that you may have regarding the course. **Please use Office Hours!** Furthermore, appointments and meetings are a privilege that should not be abused, please come prepared with materials and questions to ask prior to meeting with me.

Seeing as this is an asynchronous course, and everyone enrolled in this course assuredly has vastly different school, work, and life schedules, I am strictly adhering to an Office Hour policy where I make **myself** available to you all (within reason, of course). This means that there is no strict “weekly office hour” set aside for this course. **Instead, I am more than willing to work WITH your schedule and find a time and day for us to meet** via Zoom. That being said, if you have a question and would like to check in or meet with me during a virtual Office Hour type of setting, then please **please** email me so I can make time for you. I love making time for students, so please **reach out to me** sooner rather than later!

Online Lectures

This course is classified as an **asynchronous online course**, meaning that we do not “meet” doing a regularly schedule time as you would in-person or in a hybrid instruction situation. **Instead, I will post lectures for you all to watch/listen to at your leisure.** These lectures should **supplement** your online learning. Expect to watch/listen to **no more than three** lectures per

week, with at least one lecture being dedicated for class updates, assignment details, and overall feedback. It is **your responsibility** to watch these videos and complete the textbook readings/Canvas readings on your own time.

Due Dates, Weekly Assignments, and Scheduling

I have structured this course to unlock on a weekly basis as the semester progresses. This means that this course is to be interacted with and completed on a **weekly** basis. To prevent having something due every single day, I have instead opted into having our assignments, quizzes, and activities due on the same day at the end of the “class week” to give you time to complete them throughout your week. **All new lectures and assignments will unlock on Monday mornings, 12:01am; most assignments for that week will be due the upcoming Sunday. Discussion Assignments will ALWAYS be due on Wednesdays. Unless otherwise noted on Canvas, your assignments are due on Sunday evenings, no later than 11:59pm.**

Email Communication and Canvas Announcements

During the semester, I frequently send out announcements using the email tool built into Canvas. This tool is maintained by the university and utilizes your UK email address. **Therefore, you must regularly check this email.** It is your responsibility to get your email forwarded to your UK account. Failure to check your university email might mean that you miss important class updates and information. You are responsible for information in these emails. Coming to me at the end of the semester and saying that you have not been receiving my emails/Canvas Announcements is NOT an acceptable excuse for missing important due dates and class information.

My email is at the top of this syllabus, but I am **also** reachable via Canvas. If you’re less comfortable sending an email, then you’re welcome to contact me via Canvas and I will reply just as quickly.

Video Uploading Policy

There will be several assignments this semester that will require students to **upload** a video of themselves speaking about a topic or participating in a follow-up discussion. For these assignments, **I am asking that you upload your video recording onto YouTube as an UNLISTED video, and then sharing that video with the course as a URL.** For the assignments that require videos, all you will be required to share is the video’s URL by pasting it into the Canvas Assignment portal. Students are responsible for ensuring that their video URLs are functional **prior** to the assignment’s due date. Should the URL **not** work properly and require a resubmission of the URL after the due date, students should expect to receive a late work penalty **or** a zero, depending on how much time has passed since the due date.

Policy

I have created the assignment descriptions and rubrics, syllabus, and videos for **your benefit**, and I expect you to read/understand these policies. I have also created these materials in response to common questions I have received since I began teaching this class. That being said, if you email me a question that is **already answered** on the assignment rubrics/descriptions, the

syllabus, Canvas Announcements, or the videos, I have the right to respond with a 😊. Please, please, **please** read/watch the materials I have created for you. (This is also known as the “smiley face policy.”)

Reading, Lecture Notes, and Class Announcements

Readings are to be completed on a weekly basis. My expectation is that you have read whatever is assigned before interacting with the course content on Canvas. I may post additional readings and other content on Canvas on a rolling basis throughout the semester. You are expected to be checking for the notes/additional readings frequently. Students will benefit from taking notes during lectures. I will update Canvas frequently throughout the semester so you should never have any doubt as to where you can access information that is related to our class discussion and the course syllabus.

Extra Credit

I reserve the right to provide additional, optional, and easily-completed assignment opportunities throughout the semester. These opportunities, to be known as **Extra Credit Assignments**, will be set at **zero** points on Canvas. Upon completion of these assignments, points will be added to that grade (e.g., 2/0), meaning that these opportunities can **only improve your grade** (because a 0/0 does not deduct points from your final grade). These assignments will be graded on a complete/incomplete basis, where a “complete” rewards you with full credit, and incomplete yields a 0. Partial credit will not be awarded. These assignments are constructed to be completed in no more than an hour.

COURSE ASSIGNMENTS and TESTS

Participation (14 points total)

You will earn a portion of your grade in the class based on your participation during the semester. **Unless otherwise noted**, these participation assignments will most likely manifest in the form of discussion board exercises. Students will post their thoughts on the questions given. Expect to see several questions per week that represents each week's materials, and these assignments will **always** be due on **Wednesday**. For each question, students must give specific and well-thought through answers. Students will also be expected to reply to **three** (3) other students. Vague, unspecific, generalized, and/or incomplete answers will be met with heartbreak, a sad face, and a point deduction. **Rubric can be found at the end of the syllabus.**

***Please note, if you miss participation and you have an "excused" absence (see course policies), you should email your instructor about a make-up assignment within one week of being cleared to return to work/classes. Your instructor will then assign you a separate assignment that will be due within a set amount of time.

Video Introduction (1 point total)

During Week 1, part of the Discussion Assignment for the week is to create, upload, and share a video with the class. This video should be a short (no more than five minutes, ideally) introduction that gives us an idea of who you are so we can get to know each other.

Discussion Leading (19 pts)

Students will be given the opportunity to give a presentation/small lecture on the course material, creating the discussion questions for the week, as well as a follow-up lecture that summarizes and responds to the questions that were asked. Signups will occur in Week 1, the schedule will be announced on Week 2, and presentations will begin in Week 3. No more than four students can sign up for the same week. These presentations should be **no longer** than 20 minutes each, but no less than 10 minutes.

During the week you chose to lead discussions, you will **not** be required to answer the questions on the discussion board, since you created them! Instead, your "participation" (if you will) shall exist in the follow-up lecture. Your participation score on the week you lead discussion will show up in canvas as an "Excused" grade in Canvas, meaning that your lack of discussion board submission for that week will not help *nor* harm your grade.

Project 1: Which Product Should I Buy? (20 points)

Students may choose between submitting a video or a podcast for this assignment, along with a short and written submission that reflects and justifies how students approached this project. The finished video/audio product will be **no more** than three minutes (3min) in length and will be a "consumer-friendly" distillation of a product that they choose. A portion of this assignment (3pts) will involve peer-reviewing one other classmate's rough draft. More information on the peer review process, and the assignment itself, will be made available on Canvas in the coming weeks.

Project 2: Which Health Insurance Plan should I Choose? (20 points)

Students will be asked to submit a **four-page policy paper** that compares and contrasts at least three (3) health insurance options and ultimately recommends a particular plan. Policy papers should be evidence-based, persuasive in nature, and include at least one visual that adheres to principles of good visual communication. A portion of this assignment (3pts) will involve peer-reviewing one other classmate's rough draft. More information on the peer review process, and the assignment itself, will be made available on Canvas in the coming weeks.

Project 3: Neighborhood and Local Assessment (20 points)

Students will be asked to construct a report that will not exceed 12 (12) pages that will assess their local neighborhood's school system *and* crime outlook:

- With regard to the school assessment, students will be asked to choose *two* schools of equal levels in the **same school district** (two middle schools, two elementary schools, two high-schools) in a city/town of their choosing (must be in the USA), creating infographics visually representing data and information about each school, as well as a 1-page paper per school that summarizes information about their school. Then, in another 1-page submission, students will be asked to decide and justify which of the two schools are strongest.
 - Two infographics
 - Two 1-page school summaries
 - One 1-page “strongest school” justification
- With regard to the neighborhood assessment, students will be asked to choose two “houses for sale” in the same city/town on Zillow/Redfin. The chosen city/town should be the same city/town used for the school assessment. They 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 per property that includes both text and a visual representation of data about crime rates that realtors could share with clients interested in the area. Finally, in another 1-page submission, students will be asked to decide and justify which area they would choose to live that incorporates *both* the school system and the crime outlook data.
 - Two 2-page crime outlooks
 - One 1-page “better area” (crime+school) justification

Final Written Assignment (3 pts)

During the week of finals, I will be assigning **one** small reflection assignment that **will not** exceed three pages in length. This is a **reflection** assignment, not a full-blown report, where I will be asking students to consider what they have learned so far in this course with respect to making “real-life” decisions.

ICT Department Pre- and Post-Test (3 pts)

During the first and final weeks of the semester, students will be asked to participate in a survey that will be conducted by the ICT Department. Each survey will be 1.5points each. Completion of each survey will give students the full points. Lack of completion will result in a 0 score.

There will not be partial credit given. The department will email me with a list of the students who have, and have not, completed these surveys.

Important: Although these assignments have set due dates (as outlined above, as well as the end of the syllabus), you are free to submit these assignments on Canvas earlier than the deadlines. I cannot guarantee that I will grade them immediately if you submit early, but I most certainly will try. I also cannot guarantee that I will be able to provide detailed feedback until I grade these assignments. **Therefore, if a document is submitted to me early, I will assume that your document is a final draft and will grade it accordingly. I cannot offer make-up opportunities for these assignments for unexcused reasons. If you have questions about your assignments, you are free to email me as well as visit me during my office hours. Please send me questions if you have them. 😊**

Weekly Course Calendar

Additional Readings will be made available on Canvas under the “Modules” AND “Files” sections.

Unless otherwise noted on Canvas, Discussion Board assignments are due **Wednesdays**, 11:59pm. Unless otherwise noted on Canvas, all other assignments are due on **Sundays**. This schedule is subject to change; changes made will be announced on and uploaded to Canvas.

Date	Topic	Reading	Assignment Due
Week 1 (Aug 22 - 28)	Introduction, What is Information Literacy?	Canvas Readings	Discussion Board; Introduction Video; Pre-Test; Coursework Presentation Sign Ups
Week 2 (Aug 29 – Sep 4)	Information Seeking	Canvas Readings	Discussion Board
Week 3 (Sep 5 – Sep 11)	Audience Analysis	Canvas Readings	Discussion Board
Week 4 (Sep 12 – Sep 18)	Formal & Informal Information	Textbook: 4; Canvas Readings	Discussion Board
Week 5 (Sep 19 – Sep 25)	Project 1 Week	Journal Club Readings	Journal Club Discussion; Project 1 Peer Review; Project 1 Rough Draft DUE
Week 6 (Sep 26 – Oct 2)	Health Care and Effective Policy	Textbook: 3; Canvas Readings	Project 1 DUE
Week 7 (Oct 3 – Oct 9)	Finding & Evaluating Consumer Information Regarding Health Insurance	NO READINGS. Videos instead!	Discussion Board: Health Insurance
Week 8 (Oct 10 – Oct 16)	Digging into Health Insurance Policies	Canvas Readings	Discussion Board: Health Insurance Policies
Week 9 (Oct 17 – Oct 23)	An Industrial Approach to Data	NO READINGS.	Project 2 Draft; Project 2 Peer Review; Discussion Board
Week 10 (Oct 24 – Oct 30)	Educational Data	Textbook: 7;	Project 2 DUE; Discussion Board

Week 11 (Oct 31 – Nov 6)	Information & Online Tools	Textbook: 9, 10;	Discussion Board
Week 12 (Nov 7 – Nov 13)	Transparency	Textbook: 8, 5;	Discussion Board Project 3A Draft Due
Week 13 (Nov 14 – Nov 20)	Perceptions of Crime and Crime Reporting	Canvas Readings	Discussion Board
Week 14a (Nov 21 – Nov 27)	THANKSGIVING HOLIDAY: EAT, SLEEP, AND DRINK COFFEE RESPONSIBLY		
Week 14b (Nov 28 – Dec 4)	The Future of Work & Working from Home	Canvas Readings	Project 3B Draft Due; Discussion Board
Week 15 (Dec 5 – Dec 11)	PREP WEEK	NO READINGS	Discussion Board
Finals Week (Dec 12 - 15)	Post-Test Project #3 due Dec. 13, 11:59pm Final Written Assignment due Dec. 13, 11:59pm		

RUBRICS

Participation: Discussion Board Rubric – 1pts/week

Criteria	0.5 points	0.25 points	0 points
<p>Response Completeness</p> <p>How complete was your response? How thorough, thoughtful, accurate, and complete were your replies in relation to the topic and course content?</p>	<p>Answers to this week's questions are thoughtful, thorough, accurate, and complete. Excellent work!</p>	<p>Some answers to this week's questions lack thought, are incomplete, unrelated to the prompt, and/or vague. Consider being more explicit and thorough on the next discussion board assignment.</p>	<p>Most or all answers to this week's questions lack thought, clarity, are incomplete, unrelated to the prompt, and/or outright missing. Consider spending some more time discussing the course content and reading up on the lectures.</p>
<p>Classmate Interaction</p> <p>How did you interact with other classmates' responses? How many students did you interact with?</p>	<p>You responded to three or more students this week! Thank you for being so engaged!</p>	<p>You responded to less than three students. Please respond to at least three students on the next discussion board assignment!</p>	<p>You did not respond to any other student on this week's discussion board assignment. Please respond to at least three students on the next discussion board assignment!</p>