University of Kentucky
School of Library & Information Science (SLIS)

UKC101-003 Information Literacy & Critical Thinking

Instructor
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Office Hours
- Monday and Wednesday from 9am-11am
- Email for appointment
- Will respond within 24 hours

Class Information
- T/TH 11:00-12:15 in LCLI 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, accessing, 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.

Learning Outcomes

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

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

Required Reading

All readings available online, through UK's Online Journals, or through Blackboard.

STUDENT EVALUATION

Grading Parameters

Mid-module assignments (3)	20%
Module Projects (3)	40%
Group Synthesis	15%
Participation/Discussion	15%
Quizzes (weekly)	10%

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

This course is process-focused and structured around four learning modules: (0) General Issues in Information Literacy and Critical Thinking; (1) Information Organization; (2) Information Seeking; (3) Information Production and Sharing. Successful completion of each module requires the completion of a mid-module assignment as well as a larger module project. Students must also actively participate in the weekly discussion of readings and quizzes.

Assignment due dates are indicated on Blackboard. Late assignments may be accepted at the discretion of the instructor.

Submission of Assignments

All assignments must include your name, my name, the course, and the date.

When submitting assignments on Blackboard, make sure to give your work a document name to indicate what the item is. For example, you may title your Evaluating Information project "Last Name Eval Info." You are responsible for keeping back-up copies (I recommend several) of all your 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.

Mid-module assignments

Starting with week 5, students will complete a variety of exercises approximately every four (4) weeks. These assignments apply skills, concepts, and processes covered in the readings and class materials. In addition, these assignments allow students to use online tools to which they will be introduced. The mid-module assignments are: (1) mind mapping; (2) search engine evaluation; and (3) expert interview. Your instructor will provide more details.

1. This assignment allows you to visualize how information can be organized by requiring you to choose a topic and "map" it. The map must show at least 10 levels and be accurate at each level.
2. Using whichever search engine you choose, you will search for a topic of your choice (i.e., science, comic books, leprosy, etc.) and examine the top 3 results.

3. This assignment asks you to use a classic method of obtaining information from other people: the interview. You will find an expert on a topic that interests you and ask them **at least 5** questions related to that topic.

Module projects

Starting with week 5, students will complete larger module projects every four (4) weeks. These module projects allow the student to synthesize the material covered in the modules and use information in a creative process. The module projects are: (1) Pinterest Organizing System; (2) Evaluating Information; (3) the Infographic.

1. This project asks you to use the Pinterest board entitled "SP15-ICT 200," which contains an array of pins, to create a system of organization that applies to all of the pins. You will place the pins into categories, create the rules (a classification system) for the categories, and provide an explanation of the system.
2. Since evaluation of information is key to choosing the correct information to use, you will write a 2 - 3 page review of a resource of your choosing to determine its strengths and weaknesses and decide if it meets its audience's needs. Resources chosen may be analog or digital.
3. Using the software or process with which you feel the most comfortable, you will create an infographic about a topic of your choosing, with instructor approval.

Group Synthesis

During the semester students are placed in groups 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.

Quizzes

Weekly quizzes are designed to encourage students to complete weekly readings and further their understanding of the readings, lectures, and discussions. Each quiz will consist of two components. The first will ask students to summarize the main points of the week's readings. The second will ask students to apply the concepts they have learned to both the course themes as well as life outside of the classroom.

If you miss part of the quiz, you will be allowed to make-up the work *only* if the absence is **officially excused** (see Excused Absences section below). **It is your responsibility to schedule a time with the instructor outside of class to complete the missed quiz.**

Discussion Boards

Students must also engage in weekly discussion posts online. Each week, students should post one thought-provoking question about the week's readings on the discussion board. The question should not be merely a definition, listing, short answer, or yes/no type of question. The goal is to have students think about and discuss the weekly readings. Students are expected to post their questions online by the beginning of the class week: if the course meets Tuesday/Thursday, the question is due before class on Tuesday. Students will then use the rest of the week to respond to at least 2 of their peers' questions with responses of at least 100 words each. The responses should be posted by the end of the course week.

All class discussions, both in-class and online, should be respectful and intellectually stimulating. I do not expect problems to occur in our discussions, but if an issue arises we will deal with it as a class.

Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information *before*

coming to class, (b) ask questions and/or make applications in small group and large group class discussions/activities, and (c) work to facilitate classroom interaction. You are also expected to participate fully in discussions/activities completed through Blackboard.

Course Policies
Attendance
This class is a community whose success is dependent on everyone's participation. There is a strong correlation between class attendance and grades. Therefore, attendance is vital for your achievement. Roll will be taken at the beginning of class. If you are not present when roll is taken, it is your responsibility to let the instructor know you arrived late.

Note: It is *your responsibility* to monitor your attendance. If you are absent, it is your responsibility to ask a classmate what you missed. DO NOT ASK ME: "Did I miss anything the day I was absent?" I will simply respond, "Yes, you did."

For classes that meet twice per week, once you have more than two unexcused absences, your final grade in the course will drop by 5% (1/2 letter grade). If you exceed four unexcused absences, your final grade in the course will drop by 10% (one letter grade). After this point, your final grade will continue to drop by 5% for each additional unexcused absence.

For classes that meet three times per week, once you have more than three unexcused absences, your final grade in the course will drop by 5% (1/2 letter grade). If you exceed six unexcused absences, your final grade in the course will drop by 10% (one letter grade). After this point, your final grade will continue to drop by 5% for each additional unexcused absence.

Students who are frequently tardy or unprepared may be marked absent for the day. If you are late three times, it will count as one class absence.

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 professor. 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, Mr. Jake Karnes (859-257-2754).

If you know ahead of time that you will be absent from class without an excused absence, please discuss this with your instructor and turn in any assignments before you will be absent.

Verification of Absences

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

Late Work

Late work will be accepted at the discretion of the instructor. Any late work accepted will receive a 10% deduction for each 24-hour period unless other arrangements have been made with the instructor. Quizzes do not qualify for late submission.

Plagiarism

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

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

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

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

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

Make sure to cite properly in all your assignments. Plagiarized work may be given a zero. Repeat offenses will result in a failing grade for the course.

Class Schedule

Learning does not always happen on schedule, and so changes may be made to meet the needs of the class. You will be responsible for checking the online syllabus, calendar, and announcements for any changes or updates before reading or beginning your work.

E-mail Policy
Please allow 24 hours for me to respond to your e-mail during the school week. On weekends, I will try to answer your e-mails, but I may not be able to do so until Monday. I ask that before you e-mail me with questions, please read your assignment information and syllabus carefully. If you have not heard from me within 24 hours, please send a follow-up e-mail or speak with me in person.

Office Hours
I will be available to speak with you in my office during office hours (Mondays and Wednesdays from 9-11am). If you cannot make it to the scheduled office hours, please make an appointment to speak with me.

Reference Librarians
The reference librarians on the 2nd floor, North Wing of W.T. Young Library are more than happy to help you with your research for this class and any class you have. Please feel free to visit, call, e-mail, or chat with them, unless your assignment requests that you do not seek their 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). You can walk in or make an appointment online (uky.mywconline.com). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design.

Academic Ombud
Dr. Sonya Feist-Price, the Academic Ombud will assist you with a variety of issues, including grade disputes. She is in 109 Bradley Hall and her number is 859-257-3737. You can e-mail her at ombud@uky.edu.

Disability Services
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, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

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.

General Course Policies
Policies concerning academic integrity, excused absences, and academic accommodations due to disability are available online at: http://ci.uky.edu/lis/sites/default/files/policies.pdf

COURSE CALENDAR

Module 0: General Issues in Information Literacy & Critical Thinking

Week	Topic	Readings
1 Jan. 15	Information Literacy	• **Read the syllabus!!!!** • President Obama's Proclamation on Digital Literacy Month • Breivik, Patricia Senn. "21st century learning and information literacy." *Change: The Magazine of Higher Learning* 37, no. 2 (2005): 21-27.
2 Jan. 20, 22	Critical Thinking	• Fisher, Alec. *Critical thinking: An introduction*. Cambridge University Press, 2011. Chapter 1, pp. 1-14. • Wilson, Leslie O., "Beyond Bloom – A new Version of the Cognitive Taxonomy." • All module 1 assignment and project instructions and related materials.
3 Jan. 27, 29	Creativity & Problem Solving	• "Creative approaches to problem solving," in Isaksen, Scott G., K. Brian Dorval, and Donald J. Treffinger, eds. *Creative approaches to problem solving: A framework for innovation and change*. Sage, 2010. • All module 2 assignment and project instructions and related materials.
4 Feb. 3, 5	What is information?	• Buckland, Michael K. "Information as a Thing," Journal of the American Society for Information Science, 48(9), 804-809 (1991). • All module 3 assignment and project instructions and related materials.

Module 1: Information Organization

Mid-module assignment: Mind map **Due:** End of Week 5
Module Project: Organization system **Due:** End of Week 8

Week	Topic	Readings
5 Feb. 10, 12	Organization of Information	• Glushko, Robert J. "Foundations for Organizing Systems." In *The Discipline of Organizing*, edited by Robert J. Glushko. MIT Press, 2013. Chapter 1, pp. **1-35**.
6 Feb. 17, 19	Categorization	• Glushko, Robert J. "Categorization: Describing Resource Classes and Types, In *The Discipline of Organizing*, edited by Robert J. Glushko. MIT Press, 2013. Chapter 6, pp. 235-264
7 Feb. 24, 26	Classification	• Glushko, Robert J. "Classification: Assigning Resources to Categories," In *The Discipline of Organizing*, edited by Robert J. Glushko. MIT Press, 2013. Chapter 7, pp. 273-307. • Library of Congress Classification • Dewey Decimal Classification System (Wikipedia, all sections)
8 Mar. 3, 5	Taxonomy/Folksonomy	• Taxonomy and systematics (All sections) Natural History Museum. • Marieke, G. & Tonkin, E. "Folksonomies: Tidying up tags?" *D-Lib Mag.*, Jan. 2006.

Mid-module assignment: Web resource evaluation **Due:** End of Week 10
Module Project: Evaluating info **Due:** End of Week 12

Module 2: Information Seeking

Week	Topic	Readings
9 **Mar. 10, 12**	Information Seeking & Library Resources	• Spencer, Donna. "Four Modes of Seeking Information and How to Design for Them," Boxes and Arrows. Mar. 14, 2006. • Chu, Heting, "Retrieval Approaches," in *Information Representation and Retrieval in the Digital Age*, Medford, NJ: Information Today, Inc. 2010, Chapter 6, pp. 93-106. • UK Libraries Research Guide, "What is a Library Database." • UK Libraries Research Guide, Evaluating Information *Be sure to check out "**The CRAAP Checklist**." • SMART: Evaluating Sources
10 **Mar. 17, 19**	SPRING BREAK	
11 **Mar. 24, 26**	Search Engines & Information Retrieval	• Croft, W. Bruce, et al., "Search Engines and Information Retrieval," in *Search Engines: Information Retrieval in Practice*, pp. 1-12, Boston: Addison-Wesley, 2010. • Croft, W. Bruce, et al., "Architecture of Search Engines," in *Search Engines: Information Retrieval in Practice*, pp. 13-28, Boston: Addison-Wesley, 2010. • Croft, W. Bruce, et al., "Retrieval Models," in *Search Engines: Information Retrieval in Practice*, pp. 233-237 (on Booleans), Boston: Addison-Wesley, 2010.
12 **Mar. 31,** **Apr. 2**	The Human Perspective & Knowledge Management	• Kuhlthau, C.C., The search process: Information seeking from the user's perspective, *Journal of the American Society for Information Science*, 42(5), 361-371. • Koltay, Tibor. "Information Architecture, Information Overload, and the Literacies." *JOURNAL OF INFORMATION* 4.1-2. • Dalkir, Kimiz. "Introduction to Knowledge Management," in *Knowledge Management in Theory and Practice* (2d. ed.).

Module 3: Producing and Sharing Information

Mid-module assignment: Mini interview **Due:** End of Week 14
Module Project: Infographic **Due:** End of Week 16

Week	Topic	Readings
13 **Apr. 7, 9**	Information Visualization	• Emerson, John, Visualizing Information for Advocacy: An Introduction to Information Design • Cairo, Alberto, "Why Visualize," in *The Functional Art*, New Riders 2012, Chapter 1, pp. 5-24.
14 **Apr. 14, 16**	Storytelling	• Kosara, Robert & MacKinlay, Jock, "Storytelling: The Next Step for Visualization". • Cairo, Alberto, "Forms and Functions: Visualization as a Technology," in *The Functional Art*, New Riders 2012, Chapter 2, pp. 25-43. • Corum, "Storytelling with Data" (keynote speech from the 2013 Tapestry Conference).

15 Apr. 21, 23	Production	• Cairo, Alberto, "Creating Information Graphics," in *The Functional Art*, New Riders 2012, Chapter 8, pp. 153-171. • Data Journalism Handbook: "Introduction" & "Delivering Data"
16 Apr. 28, 30	Information Ethics	• danah boyd, "Social Network Sites: Public, Private, or What?" • Copyright Basics, pp. 1-5. • Tales from the Public Domain (comic book) • **View:** Copyright and Creative Commons