

**ICT/IS 200-006**  
**Information Literacy & Critical Thinking**  
**Fall 2020**

**FACULTY INFORMATION**

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Office Hours: T,W 12 to 2PM EST or by appointment

**Course Time: ALL ONLINE, ASYNCHRONOUS**



**College of Communication  
and Information**

*School of Information Science*

### Course Description

This course provides an introduction to the concepts and practices of information literacy. It explores how to effectively and ethically find, evaluate, analyze, and use information resources in academic and everyday-life situations. Emphasizing critical inquiry and critical thinking, 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. (Same as IS 200.)

### Student Learning 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. Utilize information processes to solve problems and understand current issues in society.
5. Understand the ethical responsibilities of using information in many different contexts including print and online.

### Required Materials

All readings available online or through Canvas.

### Course Assignments

- Attendance/Online activities (60 points)
- Pre-test/Post-test (10 points)
- Participation in a research subject pool (15 points)
- Three videos:
  - a personal introduction (10 points),
  - a newscast (60 points),
  - final video project (100 points)
- 1 graded paper (50 points)
- 1 midsemester feedback (5 points)
- 1 podcast (60 points)
- Draft and peer review of final project script (30 points)

## Summary Description of Course Assignments

Coursework in ICT/IS 200 will require students to analyze, exercise, and expand on their critical and creative thinking skills. Assignment descriptions are listed below in the Assignment Description and Point Values section of the syllabus.

## 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. Assignments are due BEFORE 11:59PM EST on Sundays unless noted otherwise. Prepare and submit all assignments on time. Please submit assignments as doc, docx., or pdf files. Late work IS NOT accepted in this course. Assignments are also NOT accepted via email.

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

## Late Work

**No late work is accepted.** \*\*Given the current situation we are in, you will have one “late pass,” which is a waiver where the assignment will be accepted with a penalty (-10%). The assignment may be submitted up to three days late; this excludes the final project.

## 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 online class. Professional behavior also entails being respectful of others and their opinions—even and especially when you do not agree with them.

## Research Subject Pool

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies in order to earn 3 credit points, which is equal to 15 points towards the total points in the class (i.e., 3% of your grade). Each study listed within the RSP will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in multiple courses that participate in the RSP, you must contact the RSP coordinator to make after you have completed the required 3 credit points and the RSP coordinator will ensure that points are applied across all required RSP classes. Detailed information about available research studies can be found on the Research Participant Management System website found at (<https://uksis.sona-systems.com>). If you have questions about the research or about credit, please contact the

researcher for the specific study about which you are inquiring. Participation is voluntary and there are alternative options for credit. Please see the complete description of the procedures for alternative research credit. You may log-in to the system using your Link Blue ID credentials. The system will close on the last day of classes for that semester. You will not have any other opportunity to complete your credits once the system closes.

### **Alternatives to Research Studies**

Participation is voluntary and there are alternative options for credit. Research alternatives will be listed along with actual studies on the SIS RSP website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the SIS RSP website.

### **Earning Credits**

After completing each study, you will see a completion page on the SIS RSP website. Take a screen shot of this completion page and save it for your records. Your credit should be granted automatically by the system. At the end of the semester, your instructor will be able to view the number of credits you have earned. If you have questions about credits earned, contact [sirsphelp@gmail.com](mailto:sirsphelp@gmail.com).

### **Need Help?**

**If you have general questions about how to use the SIS RSP website or are having issues logging on, please contact [sirsphelp@gmail.com](mailto:sirsphelp@gmail.com).** If you have questions about a particular study or if you have questions about the research, please contact the researcher for the specific study about which you are inquiring. This information will be listed in the study description on the SIS RSP website.

## **Technology Information and Requirements**

### **Technology Requirements**

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

### **Technical Support**

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

## **Resources**

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

## **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 5.2.4.2* 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.)

### **Academic Policies in relation to COVID-19**

#### **Fall Academic Calendar and Reading Days**

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available [here](#). The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no "required interactions." Reading Days are not academic holidays.

### **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 Huguelet 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 environment 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.

### **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 IEEO 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.**

## 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 us get to know you.

### **Week 4: Case studies (60 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 make sure to cite sources from our course readings, and write an essay describing each person in four case studies that must be at least 250 words per person – total word count should be at least 1,000 words. Use Times New Roman, 12pt font, double space.

### **Week 7: 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 8: Newscast (60 points)**

Create a 3-4 minute video in the style of a professional network news report where you play the role of an anchor who analyzes an article of your choice. The article must be at least 500 words long and can be any type of article such as a news report or an opinion piece. You must discuss course materials from lectures and readings when presenting your newscast as well as orally cite at least one course material. You additionally need to appear in the video and show at least two relevant images to support your points just like any report on a news program.

### **Week 10: Podcast (60 points)**

In a brief 4-6 minute podcast, discuss how particular communication technologies are integrated into your area of study or area of interest. For instance, one example is how geographic information systems are used in agriculture. Issues you may want to discuss are how the technologies may help, what could be done differently, or what you see happening in the future. Make sure you verbally cite at least two sources. You will write a script for these and record the podcast as if it were for a professional outlet.

### **Week 12: Final project video script draft due (15 points)**

You will submit a script of what you will say in your final project video, the two images you selected to analyze, and your completed infographic.

### **Week 13: Peer review of final project video script (15 points)**

You will review a classmate's materials for the final project and will receive feedback about your work as well.

### **Week 14: Final project: Image analysis (Part 1) (Part 1 and 2 Total: 100 points)**

Compare two infographics that relate to the same topic and analyze the information provided, the visual and structural design, and the audience of each infographic based on the principles discussed in class. Then, create a new infographic that improves on the original infographics. Explain why you made the changes you did and discuss how you used critical and creative thinking processes to create your infographic. Create a 5 to 8-minute video showing both original infographics as well as your own and discuss the prompts above. You must appear on the screen at least at the beginning and end of the video.

## **Weeks 15: Final project: Image analysis Evaluation Essay (Part 2)**

Then, in a 400-word essay, analyze one other student's video, and explain how you would change the information and design of the infographics the students created. Now that you've seen how other people approach the redesign, if you did your infographic over, what would you do differently and why?

### **Ongoing:**

#### **Research credit participation (15 points)**

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies in order to earn 3 credit points, which is equal to 15 points towards the total points in the class (i.e., 3 percent of your grade). Each study listed within the RSP will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in multiple courses that participate in the RSP, you must contact the RSP coordinator to make after you have completed the required 3 credit points and the RSP coordinator will ensure that points are applied across all required RSP classes. Detailed information about available research studies can be found on the Research Participant Management System website found at (<https://uksis.sona-systems.com>). If you have questions about the research or about credit, please contact the researcher for the specific study about which you are inquiring. Participation is voluntary and there are alternative options for credit. Please see the complete description of the procedures for alternative research credit.

You may log-in to the system using your Link Blue ID credentials. The system will close on the last day of classes for that semester. You will not have any other opportunity to complete your credits once the system closes. Please see more details on page 2 of the syllabus.

#### **Pre-/Post-Test (10 points)**

Each student is required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not affect your grade and your instructor will not be aware of your individual responses. A link and instructions for the pre-test and the post-test will be sent directly to your university-issued email address. Please take note of the due dates as given to you by your instructor.

#### **Attendance/Online activities (60 points)**

You will receive point for attendance/in-class participation/You will participate in a variety of online activities throughout the semester. These could also be points earned from interactive videos.

**Points possible: 400**

**Tentative Course Calendar**  
**Module 1: Basics of Information Literacy**

Week	Focus	Assignments due Sunday before 11:59PM EST
<b>Week 1</b> <b>August 17</b>	Introduction	<b>Review syllabus</b> <b>Pre-test due</b> <b>Personal introduction due</b> <a href="#">Importance of information literacy</a> <a href="#">Your smartphone is making you stupid</a>
<b>Week 2</b> <b>August 24</b>	Critical Thinking in the 21st Century	<b>Personal introduction PEER responses due</b> Critical thinking and WISE reading (Canvas) <a href="#">Concept of critical thinking</a> <a href="#">Why the modern world is bad for our brains</a>
<b>Week 3</b> <b>August 31</b>	Creative Thinking and Problem Solving	<a href="#">Creative approaches to problem solving</a> <a href="#">Structuring your problem-solving process</a>
<b>Week 4</b> <b>September 7</b>	Sharing Knowledge	<a href="#">A history of the future of news</a> <a href="#">The power of social networks in a crisis</a> News in the age of abundance (Canvas) <b>Case studies due</b>

**Module 2: Analyzing Information**

Week	Focus	Assignments due Sunday before 11:59PM EST
<b>Week 5</b> <b>September 14</b>	Media representation and access	<a href="#">The average Wikipedian</a> <a href="#">Pros and cons of media consolidation that are worth knowing</a> <a href="#">Internet and the COVID-19 outbreak</a>
<b>Week 6</b> <b>September 21</b>	Bias	<a href="#">How to fight fake news</a> <a href="#">Cause and effect of filter bubbles</a>
<b>Week 7</b> <b>September 28</b>	Evaluating Information	<b>Midsemester feedback due</b> <a href="#">CRAAP Test</a> <a href="#">Deconstructing a research article</a> Research bias (Canvas)
<b>Week 8</b> <b>October 5</b>	Finding Quality Materials	<b>Newscast due</b> Deep web: A guide and resources (Canvas) <a href="#">How search engines work and why you should care</a> <a href="#">Americans are wary of the role social media sites play in delivering the news</a>

### Module 3: Presenting Ideas

Week	Focus	Due Dates and Readings
<b>Week 9</b> <b>October 12</b>	Perception and Persuasion	<a href="#">How the internet has changed the psychology of persuasion and influence</a> <a href="#">How social media has revolutionized the way companies communicate</a>
<b>Week 10</b> <b>October 19</b>	Storytelling	<b>Podcast due</b> <a href="#">The psychology of storytelling</a> <a href="#">The science behind storytelling</a>
<b>Week 11</b> <b>October 26</b>	Information Design 1: Principles and Marketing	<a href="#">The science behind design</a> <a href="#">Visual design for everyone</a>
<b>Week 12</b> <b>November 2</b>	Information Design 2: Creating for a Digital Audience	<b>Final project video script draft due</b> <a href="#">Data visualization for human perception</a> <a href="#">Infographics and data visualization</a>

### Module 4: Transforming Information

Week	Focus	Due Dates and Readings
<b>Week 13</b> <b>November 9</b>	Copyright/ Information Ethics and Privacy	<b>Peer review of final project video script due</b> <a href="#">U.S. copyright basics</a> Copyright and social media (Canvas) PAPA-Issues of the information age (Canvas)
<b>Week 14</b> <b>November 16</b>	Work week	<b>Image analysis project (Part 1) due</b>
<b>Week 15</b> <b>November 23</b>	Wrap-up	<b>Image analysis Evaluation Essay (Part 2) due November 24</b> <b>Post-test due November 24</b>