Course Information

Date Submitted: 2/18/2014

Current Prefix and Number: IS - Information Studies, IS 200 INFORMATION LITERACY &CRITICAL THINKING

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Arts &Creativity

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Library &Information Science

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Will Buntin

Email: will.buntin@uky.edu

Phone: 859-257-3317

Responsible Faculty ID (if different from Contact)

Name: Jasmine McNealy

Email: jemcnealy@uky.edu

Phone: 859-218-2297

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INFORMATION LITERACY &CRITICAL THINKING

Proposed Title: INFORMATION LITERACY &CRITICAL THINKING

c. Current Transcript Title: INFORMATION LITERACY &CRITICAL THINKING

Proposed Transcript Title:

d. Current Cross-listing: Same as ICT 200

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

Proposed to be repeatable for additional credit?   No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: 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 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.

Proposed Course Description for Bulletin: Same - no change.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus?   No

Proposed to be taught off campus?   No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

If YES, explain and offer brief rational:

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

   If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

   If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Jasmine McNealy

Instructor Email: jmcnealy@uky.edu

Internet/Web-based: No

Interactive Video: Yes

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Timely and appropriate interaction will be possible through Blackboard, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to inquiries.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers. Additionally, course may make use of online tools such as discussion boards, email, video presentations and other communication methods to help improve the overall experience.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Each student's Blackboard account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)?   No.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   Since our School has long had remote students, we have tried to make student services as accessible as possible. Our program uses a email lists for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless or location. Our faculty are readily available to all students, via email or phone, to arrange either a face to face or virtual meeting. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.

6.How do course requirements ensure that students make appropriate use of learning resources?   In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   Students are informed via the syllabus and given contact information for technical issues.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.   Course will be offered through DLP and ATL.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name: Jasmine McNealy

    SIGNATURE|JTHU222|Jeffrey T Huber|IS 200 CHANGE Dept Review|20131011

    SIGNATURE|CEMONA2|E C Monaghan|IS 200 CHANGE College Review|20131018

    SIGNATURE|NCJONE0|Nancy C Jones|IS 200 CHANGE UKCEC Expert Review|20131029

    SIGNATURE|JMETT2|Joanie Ett-Mims|IS 200 IS 200MINOR_TEXT_FOR_TITLEIS 200MINOR_TEXT_FOR_TITLE&|20141031

    SIGNATURE|JMETT2|Joanie Ett-Mims|IS 200 CHANGE Undergrad Council Review|20150203

Courses	Request Tracking

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	2361	General Education Course Approval Cover Sheet - Wo
Delete	3844	A&C Course Review Form.pdf
Delete	4360	IS 200 Syllabus revision.pdf

[First] 1 [Last]

Select saved project to retrieve...   Get   New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

*	Current Prefix and Number:	IS - Information Studies ▼ IS 200 INFORMATION LITERACY & CRITICAL THINKING ▼	Proposed Prefix & Number: (example: PHY 401G) ☐ Check if same as current

*	What type of change is being proposed?	☑ Major Change ☐ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exce 799 is the same "hundred series" ☐ Minor - editorial change in course title or description which does change in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a chan course content or emphasis, or which is made necessary by the eli or significant alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ◉ Yes ○ No

If YES, check the areas that apply:

☑ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

1.	General Information		
a.	Submitted by the College of: COMMUNICATION AND INFORMATION		Submission Date: 2/18/2014
b.	Department/Division:	Library & Information Science	
c.*	Is there a change in "ownership" of the course?		
	○ Yes ◉ No If YES, what college/department will offer the course instead? Select... ▼		
e.*	* Contact Person Name:	Will Buntin	Email: will.buntin@uky.edu Phone: 859-257-3317
	* Responsible Faculty ID (if different from Contact) Jasmine McNealy	Email: jemcnealy@uky.edu Phone: 859-218-2297	
f.*	Requested Effective Date:	☑ Semester Following Approval OR	Specific Term: 2
2.	Designation and Description of Proposed Course.		
a.	Current Distance Learning(DL) Status:	◉ N/A ○ Already approved for DL* ○ Please Add ○ Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed chang affect DL delivery.		
b.	Full Title:	INFORMATION LITERACY & CRITICAL THINKING	Proposed Title: * INFORMATION LITERACY & CRII THINKING

c.	Current Transcript Title (if full title is more than 40 characters):					INFORMATION LITERACY & CRITICAL THINKING	

c.	Proposed Transcript Title (if full title is more than 40 characters):						

d.	Current Cross-listing:	☐ N/A			OR	Currently[3] Cross-listed with (Prefix & Number):	Same as ICT

	Proposed -- ADD[3] Cross-listing (Prefix & Number):						

	Proposed -- REMOVE [3,4] Cross-listing (Prefix & Number):						

e. Courses must be described by **at least one** of the meeting patterns below. Include number of actual contact hours [6] for each meeting pattern

Current:	Lecture 3		Laboratory[5]		Recitation		Discussion		Indep. Study
	Clinical		Colloquium		Practicum		Research		Residency
	Seminar		Studio		Other		Please explain:		

Proposed: *	Lecture 3		Laboratory[5]		Recitation		Discussion		Indep. Study
	Clinical		Colloquium		Practicum		Research		Residency
	Seminar		Studio		Other		Please explain:		

f.	Current Grading System:		ABC Letter Grade Scale	

	Proposed Grading System:*	◉ Letter (A, B, C, etc.) ○ Pass/Fail ○ Medicine Numeric Grade (Non-medical students will receive a letter grade) ○ Graduate School Grade Scale

g.	Current number of credit hours:		3	Proposed number of credit hours:*	3

h.*	Currently, is this course repeatable for additional credit?	○ Yes ◉ No

*	Proposed to be repeatable for additional credit?	○ Yes ◉ No

If YES:	Maximum number of credit hours:	

If YES:	Will this course allow multiple registrations during the same semester?	○ Yes ○ No

i.	Current Course Description for Bulletin:

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 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.

*	Proposed Course Description for Bulletin:

Same -- no change.

j.	Current Prerequisites, if any:

*	Proposed Prerequisites, if any:

k.	Current Supplementary Teaching Component, if any:	○ Community-Based Experience ○ Service Learning ○ Both
	Proposed Supplementary Teaching Component:	○ Community-Based Experience ○ Service Learning ○ Both ⦿ No Change

3.	Currently, is this course taught off campus?	○ Yes ⦿ No
*	Proposed to be taught off campus?	○ Yes ⦿ No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	○ Yes ⦿ No
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ⦿ No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement[7] for ANY program?	○ Yes ⦿ No
	If YES[7], list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different gra in the course for graduate students. (See SR 3.1.4.)

[1]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will I* appropriate academic Council for normal processing and contact person is informed.
[2]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
[4] Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.
[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
[7]In order to change a program, a program change form must also be submitted.

Submit as New Proposal   Save Current Changes

General Education Course Approval Cover Sheet

Date of Submission 10/07/2013

1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	☒	Composition & Communications - II	☐
Inquiry – Humanities	☐	Quantitative Foundations	☐
Inquiry – Nat/Math/Phys Sci	☐	Statistical Inferential Reasoning	☐
Inquiry – Social Sciences	☐	U.S. Citizenship, Community, Diversity	☐
Composition & Communications - I	☐	Global Dynamics	☐

2. Provide Course and Department Information.

Department: School of Library and Information Science

Course Prefix and Number: IS 200   Credit hours: 3

Course Title: Information Literacy and Critical Thinking

Expected # of Students per Calendar Yr: 500

Course Required for Majors in your Program (check one)?   Yes ☐   No ☒

Prerequisite(s) for Course?   None

This request is for (check one)   A New Course   ☐   An Existing Course   ☒

Departmental Contact Information

Name: Will Buntin   Email: will.buntin@uky.edu

Office Address: 319 Lucille Little Fine Arts Library   Phone: 257-3317

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website http://www.uky.edu/gened/forms.html for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: _____   Date: _____

Dean: _____   Date: _____

**All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website http://www.uky.edu/gened**

Course Review Form
Intellectual Inquiry in Arts & Creativity

Course: IS 200: Information Literacy and Critical Thinking

Using the course syllabus as reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☒ An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:
Mid-Module Assignment 1: Mind mapping
Module Project 3: Infographic

Brief Description:
Module 1: The mind mapping assignment allows students to create a map to visualize how information can be organized. Students produce a map that depicts multiple levels of their chosen topic. While students may select the same topic, their mind maps, in fact, may be completely different allowing students to reflect their own creative process and understanding of that topic. Students will use their creative skills, both in regard to the design and critical thinking processes, to create a visual representation of the mental activity in which they engage and explore a given topic. In short, the mind map is a physical manifestation of the creative processes students use to investigate and understand a topic. By creating a mind map of their topic, students gain insight into their approaches to critical thinking, which will help them to develop more effective and efficient search and organizational strategies in the future. While the ultimate choice of software is left to the discretion of the students, they are introduced to free online software, like Coggle, to assist them with the visualization aspect of the project.

Module 3: The products of research often take the form of books, articles, or reports. There are, however, other means of reporting of research findings that may be more engaging for an audience. The infographic project asks students to use an innovative and creative means of reporting the findings of research to better engage the audience. Infographics, as visual representations of data and information, have become an increasingly popular form of disseminating information. The project requires students to select, with instructor approval, a topic of interest and to use their creativity to convey the information and data about that topic through a visual representation that is both visually engaging and representative of the overall topic. Through the creation of the infographic, students engage actively with the information community.

☒ Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:
Course description, course outcomes, and all assignments

Brief Description:
The primary purpose of this course is to enhance the students' information literacy and critical thinking skills through nontraditional projects that allow the students to creatively seek, use, and manipulate information. The course will begin with a discussion of Ruther Noller's definition of creativity and how

1

that ties into the course and the broader field of information studies and information communication technology. In order to both function and thrive in the current information environment, students must develop creative approaches to finding, accessing, employing, producing, and sharing information. The students will also discuss and define the concept of critico-thinking. While offering an introduction to the discipline, Module 0 addresses the theoretical bases for information literacy and critical thinking, particularly the revised version of Bloom's Taxonomy of critical thinking and how "Creating" is at the top of his pyramid. The taxonomy, as discussed in the readings, discussion, etc., equips the students with a model of how to approach information discovery and usage creatively by encouraging them to use and manipulate information in ways not conventionally considered when discussing information literacy. Additional course readings cover creativity in the problem solving process, folksonomy creation, information visualization, storytelling and production.

☒ The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g, "out of the box" thinking or application of given rules or forms).

Example(s) from syllabus:
Module Project 1: Using Pinterest to classify information

Brief Description:
In the Pinterest classification project, students have the chance to create their own mini-classification system with a set of self-created laws and constraints. During Module 1, students learn about information organization and systems of information classification, like the Dewey Decimal Classification system, the Library of Congress Classification system, and Linnaean taxonomy. These formal systems help introduce students to classification systems complete with different logics, laws and constraints. To complete the project, students must create their own classification and organization system and apply it to a Pinterest board containing over 50 different items.

Students are asked to use their knowledge of the form and function of the classification systems discussed in class as a point of reference. They then must use their creativity to create and design a classification scheme they can apply to the pins. The scheme must have an overall theme, and the categories each student creates must correspond to his/her theme. In addition to submitting a visualization of their pins in the categories, students must also write the rules that govern those categories and provide both an explanation and analysis of their overall system. The rules represent the laws/constraints of their system. In the analysis, students disucss how their system differs from the formal systems discussed in class and the implications of those differences. Again, similar to the mind-map project, while students are classifying the same set of pins, each student's final project will be unique. Each students theme and categories will reflect his/her creative approach to classifying and organizing information.

☒ Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

Example(s) from syllabus:
Group Synthesis

Brief Description:
Throughout the semester, each student participates in a peer evaluation group in which he or she discusses the assignments and projects of each member of the group. Students are expected to offer helpful commentary and analysis of their peers' work in an effort to assist other students in refining their products and to offer new ways to consider their processes. Intended in part to generate productive working relationships among the students, these discussions also help students to establish constructive critiquing strategies vital to their success in and beyond academia and to recognize how they can make positive contributions to the educational experience of their peers.

☒ The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:
Module Project 3: Infographic

Brief Description:
The final project of the course, the infographic, brings together the concepts and skills the students have learned thoughout the semester. In this project, students choose a topic of interest and design an informative graphic (infographic) to share pertinent information with a particular audience. During the process of creating the infographic, students must consider and evaluate their own research and information seeking processes to ensure that they are finding the most appropriate and effective information. In doing so, students are able to refine both their research strategies and the final creative product. Over the last several weeks of the semester, students produce multiple drafts of the infographic, which they self-critique to identify aspects in need of revision and refinement. In addition to reflection undertaken privately, students also benefit from their peers' feedback, which provides them with another source of insight into their creative processes and products. These ongoing self- and peer-review activities are completed during class time in peer group sessions as well as through Blackboard assignments and written reflections.

Describe how students demonstrate the use of information literacy resources:.
Emphasizing critical inquiry and critical thinking through creativity, this course explores the theories and definitions surrounding the term "information literacy." In order to complete in-class activities and course assignments, students must apply the information literacy resources and skills they have amassed to organize, seek, produce, and share information. For instance, the course assignments encourage the students to apply subconsciously Bloom's taxonomy of critical thinking when generating their creative products. Similarly, students utilize assessment tools and strategies discussed in class to evaluate an information resource of their choosing during the third module. The increased proficiency students gain in each aforementioned area will assist them in solving problems and meeting information needs throughout their lifetimes.

Reviewer's Comments:

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

UKC101-003 Information Literacy & Critical Thinking

Instructor
Jasmine McNealy, J.D., Ph.D.
Assistant Professor
ICT Program
University of Kentucky
320 Little Library Building
Lexington, KY 40506
(859) 218-2297

Office Hours
- Tuesday & Thursday, 2-4PM
- Email for appointment
- Will respond within 24 hours

Class Information
- Tuesday & Thursday, 11AM-12:15PM
- Room 312 Little Library

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.

In this course we define creativity using Noller's Symbolic Formula for Understanding Creativity.

$$C = f_a(K,I,E)$$

According to Ruth Noller, Distinguished Service Professor Emeritus of Creative Studies at Buffalo State College, creativity is a function (f_a) of knowledge (K), imagination (I), and evaluation (E) combined with a positive attitude. Throughout the semester students will build their knowledge of how to define and organize information, how to evaluate that information, and to use their imagination to create and share information in novel ways.

We will also incorporate aspects of Design Thinking which is 'matching people's needs with what is technologically feasible and viable' according to Tim Brown, CEO and president of IDEO.

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 critico-creative thinking skills enabling them to apply, analyze and evaluate sources then synthesizing the information encountered to create new sources.
4. Creatively 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 creatively to solve problems and understand current issues in society.
8. Understand the ethical responsibilities of using information in many different contexts including print, visual, and online.

Required Reading
All readings available online, through UK's Online Journals, or through course e-reserves.

STUDENT EVALUATION

Grading Parameters

Mid-module assignments (3)	20%
Module Projects (3)	40%
Group Synthesis	15%
Participation	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 uses a process-focused approach to creativity, meaning that students learn creativity and creative thinking for problem solving by engaging in both in-class activities and take home assignments. The syllabus is structured around four (4) 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. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm).

Assignment due dates are indicated on the daily schedule. Late assignments are not accepted unless arrangements have been made with the instructor prior to the due date.

Submission of Assignments
All homework must include your name, my name, the course, and the date. When submitting assignments on Canvas, make sure to give your work a document name to indicate what the item is. For example, you may title your evaluating information activity "Last Name Info Eval." You are responsible for keeping back-up (I recommend several) copies 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.

Excused Absences:
Students need to notify the professor of absences prior to class when possible. 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.

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).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

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.

Academic Integrity:
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 at the following website: http://www.uky.edu/Ombud. 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.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) 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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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 (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Mid-module assignments

Starting with week 5, students will complete a variety of exercises every two (2) 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) web resource mini-evaluation; (3) mini-interview. The mid-module assignments are designed to provide an introduction to **Noller's K, I, and E**, by allowing students to creatively organize, evaluate, and share information.

1. **Module 1: Mind Map**
   Your task for this assignment is to map a subject. This requires that you first choose a topic. You may be as creative as you want, but note that your ultimate goal is to map at **least 10 levels** of this topic. To actually map your topic, you must consider the subtopics flow from the topic. Which of the subtopics are on the same level? The idea is to get to a narrow section of the topic with which you began. You may use the technology with which you feel the most comfortable to complete this assignment. In class I will show you how to use Coggle, a free mind mapping software that you may access through your Google accounts.

2. **Module 2: Mini-Web Resource Evaluation**
   One of the goals of this module it to learn how to obtain the best information for our information needs. Obtaining the best information requires that we recognize that not all sources of information are created equally or for the same purposes. When searching for information on the Web, preliminary filtering of search results can assist in finding the best information. This filtering can be executed by examining a site's URL.

   Your task for this assignment is to web search for the topic of your choice using the search engine that you would usually use to find information. **Examine the top three results**. Answer the following questions about all three results:

   1. Who is the source of the information? What does that indicate to you?
   2. Can you tell whether the information contained on the page will be credible? Why or why not?
   3. Is any additional information provided? What is that information? Does this add to the authority/credibility of the site? Why or why not?

   Answers should be cohesive and grammatically correct. Screenshot your results and attach the picture to your document in text.

3. **Module 3: Human Sources**
   Humans can also be excellent sources of information. As such, this week's assignment asks you to use a classic method of obtaining information from other people: the interview. Find an **expert** on a topic that interests you, and ask them **at least 5** questions related to that topic. You may interview them by phone, in person, or by sending them questions using email or other social media. As part of your assignment, explain why you consider this person an expert and provide the contact information for your expert. If you use email or other social media to contact your expert, provide a record of your conversation by using Storify, screenshot or other transcript software. If you speak to the expert in person or by phone you must transcribe your conversation and turn it in along with the expert's contact information.

Module projects

Starting with week 5, students will complete larger module projects every four (4) weeks. These module projects allow the student to synthesize all of the material covered in the modules, and to use information to creatively solve a problem. The module projects are: (1) Creating an Organization system using Pinterest; (2) Evaluating information; (3) Creating an infographic. Each of these projects should be viewed as allowing students to use what they'

1. **Module 1: The Organizing System**
   In Module 1 you learn the basics of organizing information and consider classic systems of organization. This project allows you to create your own system of organization. To create your system you should navigate to the Pinterest board entitled, "ICT200" where you will find an array of pins. Your task is to use at least 50 of those pins to demonstrate your system. This will require that you place your selected pins into categories and to provide a thorough explanation of the rules for each of your categories (a classification system).

   It is important to remember that a system of organization allows people other than its creator to use them. Therefore, the rules for your categories should provide enough explanation to facilitate the use of your system by someone else. The explanation should allow someone else to both find information and to place information correctly in your system.

   Your system should have an overall theme like the classic examples of organizing systems you discuss and consider in class. Your system should, however, be different from those already in existence. Therefore, the explanation of your system should examine how your system differs from other systems and the implications of those differences.

   Both the visual depiction and the explanation of your system are important.

2. **Module 2: Evaluating Information**
   In Module 2 you learn about the methods and reasons for information seeking, retrieval and evaluation. This project asks that you put some of these methods into practice to evaluate a single information resource. You are to choose a specific topic, and then find an information resource on that topic. Once you have chosen an information resource, evaluate it using the CRAAP test.

   The CRAAP test asks that you consider whether the information resource you have found is the best and most reliable source. It has five groups of questions that examine the currency, relevance, authority, accuracy and purpose of a resource. You should analyze each of these areas when evaluating your resource. You may also want to consider other aspects of your resource that you deem important.

   Your final project should be 2-3 pages (meaning **at least 2 complete pages**). All projects should also contain bibliographic information for the resource. If evaluating a web resource, you should provide the URL; if an analog resource, you should provide a scanned copy of the title page or equivalent.

   Paper format: 12-point font, Times New Roman, double spaced, 1inch margins on all sides.

3. **Module 3: Infographic**

In Module 3 you learn about producing and sharing information. This project, then, allows you to engage in the production of information in the form of an infographic. The infographic project can be considered the culmination of all of the information skills that you learn in this class, as it requires you to seek, evaluate, organize and then visualize information.

To create the infographic you must first choose a specific and narrow topic to visualize. This will require that you conduct some research (information seeking). Once you have collected information on you topic, you must then decide the best way to allow the information to tell a story through visualization.

You may use whichever medium of visualization with which you are most comfortable. You must, however, use at least three sources, which you cite on you project. Both your topic and visualization should be unique. This means subject of your should not be something that has been visualized before. **Please note: you may not use images that you have not created without proper attribution.**

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.

Attendance & Participation
This is a face-to-face class. Therefore, we will rely heavily on class discussion as we discover methods of research and inquiry. This course follows the University of Kentucky policy on class attendance: **If a student misses more than one-fifth of the course contact hours, he/she cannot receive credit for the course. For a course meeting twice a week, students must withdraw or receive a grade of E upon the sixth absence; for a course meeting three times a week, students must withdraw or receive a grade of E upon the ninth absence; for a course meeting four times a week, the maximum is twelve absences.** This policy will be strictly enforced.

You are expected to come to class having read the assigned material and to be prepared with questions and comments about the readings. Engaged and respectful discussion is necessary for the success of this class. Students with thoughtful, original, and <u>frequent</u> comments/questions will receive full points.

Students must also engage in weekly discussion posts online. Each week, one discussion question will be posted that the students must answer with a post of at least 100 words. The post should consider the discussion question within the lens of the course readings and lecture. Students are expected to post their answers online by the middle of the class week: if the course meets Tuesday/Thursday, the discussion must be completed by class time Tuesday; if a M/W/F class, the discussion must be completed by Wednesday. Students will then discuss their answers during class during the rest of the week. As follow up to in-class discussion, students must respond to at least two of their classmates' online posts with responses of at least 50 words, by the end of that course week.

All class discussions, both in-class and online, should be respectful and intellectually stimulating. I don't expect problems to occur in our discussions, but if someone attacks you we will deal with it in class. If you must reply, do not attack the individual in turn.

Quizzes
Students are expected to complete weekly quizzes on Canvas by the middle of the class week: if the

course meets Tuesday/Thursday, the quiz must be completed by class time Tuesday; if a M/W/F class, the quiz must be completed by Wednesday. The quizzes will be used to determine student comprehension of readings, discussions, and lectures.

Course Policies

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.
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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 individual needs of the class. You will be responsible for checking the online syllabus and schedule for any changes or updates before beginning your homework.

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. During that time I will also hold virtual office hours through the Canvas Virtual Classroom application for those of you with questions who cannot make it to my office. This allows us to chat and share links and files. 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
The Academic Ombud will assist you with a variety of issues, including grade disputes. The Ombud's office is in 109 Bradley Hall and the number is 859-257-3737. You may also e-mail 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.

COURSE CALENDAR

Module 0: General Issues in Information Literacy & Critical Thinking

Week	Topic	Readings
1 Aug. 28	Information Literacy Definition of Creativity	• **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 Sep. 2 & 4	Critico-creative 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."
3 Sep. 9 & 11	Creativity & Problem Solving Design Thinking	• "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. • Fast Company: What is Design Thinking? • Ohsawa, Yukio, and Yoko Nishihara. "Theories for Innovative Thought and Communication." Innovators' Marketplace. Springer Berlin Heidelberg, 2012. 59-76.

Week	Topic	Readings
4 Sep. 16 & 18	What is information?	• Buckland, Michael K. "Information as a Thing," Journal of the American Society for Information Science, 48(9), 804-809 (1991).

Mid-module assignment: Mind map **Due:** End of Week 6
Module Project: Organization system **Due:** End of Week 8

Module 1: Information Organization

Week	Topic	Readings
5 Sep. 23 & 25	Organization of information Creating organizing rules and systems	• 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 Sep. 30 & Oct. 2	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 Oct. 7 & 9	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 Oct. 14 & 16	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 2: Information Seeking

Module Project: Evaluating info **Due:** End of Week 12

Week	Topic	Readings
9 Oct. 21 & 23	Information Seeking	• 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."
10 Oct. 28 & 30	Search Engines and Library Resources	• Croft, W. Bruce, et al., "Search Engines and Information Retrieval," in *Search Engines: Information Retrieval in Practice*, pp. 1-12, Boston: Addison-Wesley, 2010. • UK Libraries Research Guide, Evaluating Information *Be sure to check out **"The CRAAP Checklist."** **View:** • SMART: Evaluating Sources

11 Nov. 4 & 6	Information Retrieval	• 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 Nov. 11 & 13	The Human Perspective	• 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.

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 Nov. 18 & 20	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 Nov. 25	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.
15 Dec. 2 & 4	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 Dec. 9 & 11	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