

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: IS 200

Proposal Contact Person Name: Jeffrey Huber Phone: 7-2334 Email: jeffrey.huber@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
SCIS Faculty	2/4/11	Jeff Huber / 72334 / jeff.huber@uky.edu	<i>[Signature]</i>
Dean, CCIS	2/22/11	Dan O'Hair / 218 / 2290 / ohair@uky.edu	<i>[Signature]</i>
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	3/22/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NEW COURSE FORM

1. General Information.					
a.	Submitted by the College of:	Communications and Information Studies	Today's Date:	2/4/11	
b.	Department/Division:	School of Library & Information Science			
c.	Contact person name:	Jeffrey T Huber	Email:	jeffrey.huber@uky.edu du	
			Phone:	859-257.2334	
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year ¹ : Fall 2011	
2. Designation and Description of Proposed Course.					
a.	Prefix and Number:	IS 200			
b.	Full Title:	Information Literacy and Critical Thinking			
c.	Transcript Title (if full title is more than 40 characters):	_____			
d.	To be Cross-Listed ² with (Prefix and Number):	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.				
	3.0 Lecture	_____ Laboratory ¹	_____ Recitation	_____ Discussion	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____		
f.	Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits:	3			
h.	Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES:	Maximum number of credit hours:	_____		
	If YES:	Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	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 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.			
j.	Prerequisites, if any:	_____			
k.	Will this course also be offered through Distance Learning?			YES ⁴ <input checked="" type="checkbox"/>	NO <input type="checkbox"/>

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

NEW COURSE FORM

I.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4.	Frequency of Course Offering.			
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer
b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
6.	What enrollment (per section per semester) may reasonably be expected?	25		
7.	Anticipated Student Demand.			
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
b.	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	Under new general education requirements, it is our belief that more students will be looking for appropriate electives to take. Information Studies will be relevant to most majors as information - storage, access and retrieval - will become an ever important commodity.		
8.	Check the category most applicable to this course:			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
9.	Course Relationship to Program(s).			
a.	Is this course part of a proposed new program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, name the proposed new program:	Information Studies Minor		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES ⁵ , list affected programs:	_____		
10.	Information to be Placed on Syllabus.			
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
b.	<input type="checkbox"/>	The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.		

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: IS200	Date: 2/4/2011
Instructor Name: Not known	Instructor Email: for contact please use jeffrey.huber@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction	
1.	<p>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?</p> <p>Daily interaction will be possible through Blackboard discussion boards and email. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to email inquiries.</p>
2.	<p>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.</p> <p>Many items from traditional face to face courses will remain intact for this class including appropriate text and course goals. Assessment will be accomplished through similarly appropriate assignments such as papers, projects and course participation. Additionally, course will make use of online tools such as discussion boards, email, Adobe Connect, Flash video presentations and other communication methods to improve the overall experience.</p>
3.	<p>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.</p> <p>Each student's Blackboard account is tied into their myUK account. Assignments, such as papers, will be handled much the same as they would in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Quizzes and exams will be given via Blackboard and myUK, which require secure password authentication. All exams will consist of random ordering of questions in a category and random ordering of answers for questions, helping to prevent copying from one computer to another. Quizzes and exams will be open book, and timed, to assure that all students have the same opportunities for success. Written work will be read closely for evidence of plagiarism and appropriate tools will be used to check for this. (e.g., SafeAssign).</p>
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	<p>completion) of a degree program being offered via any form of DL, as defined above? Yes. The School of Library & Information Science is proposing a new undergraduate minor in Information Studies. The entire minor will be available online.</p> <p>If yes, which percentage, and which program(s)? <i>100%; IS (proposed undergraduate minor)</i></p> <p><i>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</i></p>
5.	<p>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?</p> <p>Since our program has long had remote students (primarily around Louisville and northern Kentucky), we have much experience in making student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. We've also begun a Blackboard organization to further assist in providing student services to remote participants. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate. We anticipate doing similar things for students in this proposed minor.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>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.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>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.</p>
<i>Student Services</i>	
8.	<p>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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed via the syllabus and given contact information for technical issues.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students 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.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any. <input type="checkbox"/> The technological requirements for the course. <input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). <input type="checkbox"/> Procedure for resolving technical complaints. <input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message. <input type="checkbox"/> Maximum timeframe for responding to student communications. <input type="checkbox"/> Language pertaining academic accommodations: <ul style="list-style-type: none"> ○ "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 which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Marcia Rapchak Instructor Signature:</p>

IS200

Information Literacy and Critical Thinking

Instructor: Marcia Rapchak
Office: 345 Little Library
Office Hours: and by appointment
Virtual Office Hours: and by appointment
Office Phone: Currently unavailable. In an emergency, call Linda Mudge (Department of

Communication Staff Support Associate) at 257-3622
Email: marcia.arnold@uky.edu (E-mail is the preferred method of contact)
Mailbox: 227 Grehan Bldg

Course Description and Goals

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.

Learning Outcomes

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

1. Describe information literacy and describe how it applies to different contexts
2. Understand how knowledge is produced in society and engage in their own knowledge production
3. Develop critical thinking skills that will enable them to analyze and evaluate sources
4. Create appropriate research questions to discover the most pertinent information in different research situations
5. Determine the most appropriate information sources for different contexts and access these sources
6. Evaluate information and information sources to meet different information needs
7. Use information to solve problems and understand current issues in society
8. Understand the ethical responsibilities of using information in print and online

Required Texts

Information Literacy and Critical Thinking Course Pack – (Made with Cengage’s *Thinking Critically*, 10th ed, by John Chaffee and *The Research Writer* by Van Rys, Meyer, and Sebranek).

Other readings available online or through UK’s Online Journals

Grades

Resource Review	15%
Annotated Bibliography	25%
Discussion Board	10%
Quizzes and Exams	25%
Weekly exercises	25%

Assignments

Resource Review

Since evaluation of information is key to choosing the correct information to use, students will write a 2-3 page review of a resource of their choosing to determine its strengths and weaknesses and decide if it meets its audience’s needs (Learning Outcomes 3 and 6).

Annotated Bibliography

To become familiar with a wide variety of resources, students will write an annotated bibliography of ten sources for a topic chosen by the student (with instructor approval). The resources covered will be journals, monographs, and websites. Annotated bibliographies will include a summary of the resource and its usefulness to the project topic (Learning Outcomes 3, 4, 5, 6 and 8).

Discussion Board

Students will be required to participate in discussion on the Blackboard Discussion Board every week. Students must both post original comments and respond to their peers. Only students with thoughtful, original, and frequent posts will receive full points (Learning Outcomes 1, 2 and 7).

Quizzes and Exams

Quizzes will be given periodically to determine student comprehension of readings, discussions, and lectures. Students will also complete a midterm and final exam (All Learning Outcomes).

Weekly Exercises

Students will complete a variety of exercises every week that apply skills and concepts covered in the readings and lectures (All Learning Outcomes).

Course Policies

Attendance and Participation

Though this is a distance learning course, we will rely heavily on class discussion as we discover methods of research and inquiry. You are expected to check the Blackboard site at least twice a week and to be prepared with questions and comments about the readings. Engaged and respectful discussion is necessary for the success of this class.

An absence in this class is a week of no activity on Blackboard. Any student who misses more than 1/5 of the class will automatically fail the course.

Late Assignments

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.

Plagiarism

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

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

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

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

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

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

Posting to the Class Discussion Board

For the discussion board, make the content of the post recognizable through the subject line. For example, if you wanted to refer to a class reading, you could put the author and title of the article in the subject line. If you have a question about a class policy or assignment, please post it in the “Questions and Comments” section so others can benefit from my response.

Netiquette

All class discussions should be respectful and intellectually stimulating. I don't expect problems to occur in our discussions, but if someone attacks you on the discussion board, I would prefer that you allow me to handle the situation. If you must reply, do not attack the individual in turn.

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 before beginning your homework for any changes or updates.

E-mail Policy

Please allow 24 hours for me to respond to your e-mail during the work 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.

Submission of Assignments

All homework 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 resource review “Last Name Resource Review.” You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost.

Self-Discipline

Distance learning courses require self-discipline and patience. Since technological issues can and will occur, do not wait until the last minute to work on your assignments. Schedule time to check the Blackboard site at least twice a week, if not more.

Virtual Office Hours

Virtual Office Hours will take place through the Blackboard Virtual Classroom application. This allows us to chat and share links and files.

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.

Academic Ombud

Lee A. Edgerton, the Academic Ombud will assist you with a variety of issues, including grade disputes. He is in 109 Bradley Hall and his number is 859-257-3737. You can e-mail him at ombud@uky.edu.

Disability 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.

My Duties

My goal is to make you more sophisticated thinkers and researchers. Don't hesitate to come to me for help.

I also have a duty to never discriminate based on race, ethnicity, religion, gender expression, sexual orientation, creed, background, or any belief or value. I hope that you will help me in creating a class environment where everyone feels free to share his or her thoughts.

Technology Requirements

To test your browser's compatibility with Blackboard, please visit <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Eye%20Chart.aspx>

All students should have access to a computer with a secure Internet connection, Adobe Acrobat Reader, and word processing software that allows them to save files as .doc, .docx, or .rtf files. I cannot view .pages files, so Mac users will need to save their assignments in a different format. Microsoft Office and other software is available from <https://download.uky.edu/>. For more on technical requirements, visit the Distance Learning website's [Technical Requirements and Recommendations](#).

Please let me know when you are having technical issues first. For more assistance, contact the following:

[Information Technology Customer Service Center \(UKIT\)](#) at 859-257-1300

[Help Desk](#) at 218-HELP (4357)

Distance Learning Programs Office at 257-3377

Center for the Enhancement of Teaching and Learning at 257-8272

Library Services

Distance Learning Services - http://www.uky.edu/Libraries/lib.php?lib_id=16

Carla Cantagallo, DL Librarian

Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

Email: dllservice@email.uky.edu

[DL Interlibrary Loan Service](#)

Tentative Weekly Schedule

Week 1: What is Information Literacy?

ACRL Standards

(<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>)

Ex 1: Information Needs in Your Classes

Week 2: Critical Thinking and Thinking Logically

Ch. 2 in Chaffee

Ex. 2: Critical Thinking and Analyzing Different Sides of an Issue

Week 3: The Production of Information and Knowledge

Ch. 5 Chaffee

Quiz 1

Ex 3: What do you know?

Week 4: The Organization of Information

Library of Congress Classification System (<http://www.loc.gov/catdir/cpsolcco/>)

Dewey Decimal Classification System (<http://www.loc.gov/catdir/cpsolcco/>)

Ex.4 : Categorization Exercise

Week 5: Determining Topics and Asking Research Questions

Ch 1 in Van Rys (13-28)

Ch 2 in Van Rys

Ex. 5: Narrowing Your Topic and Asking Questions

Week 6: Finding and Evaluating Information in Books

Ch 3 in Van Rys (49-60; 67-73)

Ch 10 in Chaffee

Quiz 2

Ex. 6: Fact-finding in Books

Week 7: Finding and Evaluating Information in Journals

Ch 3 in Van Rys (61-66)

“Scholarly Communication: Crisis and Revolution”

(<http://www.lib.berkeley.edu/Collections/crisis.html>)

Ex 7: Fact-finding in Journals

Week 8: Finding and Evaluating Other Library Resources: Government Documents and Dissertations and Theses

Smith – “Introduction to Government Information Resources”

(<http://www.selu.edu/library/directory/govdoc/pdf/introgovdoc.pdf>)

Midterm Examination

Week 9: Finding and Evaluating Information Online

Ch 4 in Van Rys

Ch 11 in Chaffee

Resource Review Due

Ex. 8: Analyzing Online Arguments

Week 10: Finding Human Resources

Ex. 9: Fact-finding from an expert

Week 11: Using Information to Solve Problems

Ch 3 of Chaffee

Quiz 3

Ex 10: Solving a Problem

Week 12: The Ethical Use of Sources

Ch 7 of Van Rys

“Copyright Issues: 10 Big Myths About Copyright Explained”

(<http://www.faqs.org/faqs/law/copyright/myths/part1/>)

Ex. 11: Plagiarism Cases

Week 13: News and Mass Media

Silverman - “Introduction” from *Regret the Error*

(http://books.google.com/books?id=vdBOKzu91QEC&printsec=frontcover&dq=regret+the+error&source=bl&ots=QewTrZh0Mn&sig=0I9nQhDenPqEO-lclj6-55CHirE&hl=en&ei=8WrATJnDMYG8lQfq2azCCg&sa=X&oi=book_result&ct=result&resnum=3&ved=0CDAQ6AEwAg#v=onepage&q&f=false)

Ex. 12: Current Events and the Mass Media

Week 14: Web 2.0 and Privacy Issues

Steel and Fowler – “Facebook in Privacy Breach” from *The Wall Street Journal*

Alexander – “Web 2.0 and Emergent Multiliteracies” from *Theory in Practice* Volume 47, Issue 2 April 2008, (available from UK Libraries’ online journals).

Quiz 4

Ex. 13: Social Network Self-Assessment

Week 15: Information Seeking and Knowledge Creation as Life-Long Habits

Annotated Bibliography Due

Week 16: **Final Exam**