



FLORIDA STATE UNIVERSITY
COLLEGE OF COMMUNICATION & INFORMATION
School of Information

IFS2014 – INFORMATION LITERACY & SOCIETY

(CIP code: 11.0103)

SECTIONS 001 AND 002

FALL 2014, TUESDAYS AND THURSDAYS, 11 A.M. – 12:15 P.M.

006 Louis Shores Building

MODE OF INSTRUCTION:

Face to Face Lecture

Instructor: Michelle M. Kazmer

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Office: 242A Louis Shores Building

Phone: 850-559-2421 / @michellekazmer

COURSE DESCRIPTION:

This course introduces students to the concepts of information literacy and what it means to be information literate in 21st century society. Students will address persistent questions associated with information literacy by learning searching skills, gathering information from primary and derivative sources, and conducting information quality analyses. Students will work with information in real-world content domains to analyze and represent information effectively.

Information literacy and the skills needed to locate, evaluate, store, and understand how information flows in real-life domains such as health, politics, economics, and science are key to our ability to examine, interpret, and explain how personal, political, cultural, economic, and social experiences and/or structures shape the world. Persistent questions that emerge as we work to understand information and develop information literacy include: What is the value of information? How, and why, should we evaluate information? What are the consequences of the ways in which we evaluate information? What does it mean to have an information literate society?

COURSE OBJECTIVES:

At the end of the course, the student will be able to:

- Analyze and synthesize information from within and across disciplines to: examine existing questions and problems from a variety of perspectives, formulate novel questions and ideas, and explain these questions and ideas in written and oral formats [assessed through individual project]
- Think creatively and flexibly by envisaging new approaches to real-world scenarios or questions [assessed through individual project]
- Learn, think, and solve problems independently and in teams, as is required to engage in the life-long consideration of, and the fostering of cooperative solutions to, complex problems

[assessed through group project and individual project]

- Critically examine, interpret, and explain how personal, political, cultural, economic, and social experiences and/or structures shape the present [assessed through group project]
- Gather and analyze data using social science and/or historical methodologies to evaluate causal arguments and analyze assertions, assumptions, and explanatory evidence [assessed through group project]
- Evaluate and employ appropriate methods and technology in the collection and analysis of data [assessed through individual project]
- Collect and analyze information using information quality assessment methods
- Evaluate information and the methods used to store, retrieve and represent it
- Employ appropriate technology to evaluate, synthesize, and represent information
- Collaborate with others to answer real-world domain-oriented questions through the retrieval, analysis, and representation of information.

COURSE MATERIALS:

The course does not have a required textbook. Weekly readings will be assigned.

COURSE ASSIGNMENTS AND EVALUATION:

- Interim reports working toward individual project (5 reports, 200-250 words each, maximum 5 points each for a total possible of 25 points).
 1. Choose and describe topic for individual project
 2. Identify source types and specific examples relevant to the chosen topic
 3. Work on scoping/framing the topic and using it to create queries; how the topic can be broadened, narrowed, and/or shifted laterally in response to the search results
 4. Identify **ADVANCED SOURCES** (as defined in readings and class lecture) relevant to the chosen topic, with suggestions for how they may be located by searching and then fruitfully searched within
 5. Identify ways to acquire the information identified, with 2 examples of problem-solving to acquire hard-to-acquire items in a legitimate way
- Peer reviews (2 reviews, each requires a completed rubric form plus a 125-175 word write up of specific suggestions for improvement, maximum 5 points each for a total possible of 10 points): Each student will write 2 peer reviews of classmates' drafts of the individual project based on a rubric to be provided by the course instructor.
- Individual project (950-1050 words, maximum 15 points): Through the class readings, in-class lectures and activities, and the five interim reports, each student will identify and acquire 10 items relevant to their selected topic representing at least 7 different information source types. Students will evaluate those sources using Stuvia's information quality framework and write a report on the quality of the information available on their topic of interest as a result of their analysis. Classmates will each peer-review two other classmates' papers, and students will revise their papers based on their classmates' reviews prior to final submission of the paper to the instructor.
- Interim reports working toward group project (5 reports, maximum 5 points each for a total possible of 25 points).
 1. Group introductions and narrowing topic
 2. Shared initial assessment of information environment of your topic

3. Draft outline and plan of whole presentation (topic, scope, goal)
 4. Draft storyboard and scripts for video, text, and sound
 5. Infographic representation
- Group reviews of others groups' information presentations (2 reviews, each requires a completed rubric form plus a 125-175 word write up of specific suggestions for improvement, maximum 5 points each for a total possible of 10 points): Each group will prepare 2 peer reviews of classmates' drafts of the individual project based on a rubric to be provided by the course instructor.
 - Group project (5-minute electronic representation, plus group activity trace [to be discussed in class, can include any social medium as long as it keeps a trace and instructor can view] maximum 15 points): Within a topic domain of current relevance as discussed in class, groups will prepare a multi-media information representation that traces a specific information flow in that domain, uses the information quality framework to assess the information, and makes recommendations for literate information use within that problem domain. Groups will review two other groups' representations, and groups will revise their representations prior to final submission.

GRADE CALCULATION:

Assignment (5 interim working reports for individual project @ 5 pts each)	25 pts
Assignment (2 peer reviews of individual projects @ 5 pts each)	10 pts
Assignment (individual project)	15 pts
Assignment (5 interim working reports for group project @ 5 pts each)	25 pts
Assignment (2 group reviews of group projects @ 5 pts each)	10 pts
Assignment (group project)	15 pts

SCHOOL OF INFORMATION POINT BASED GRADING SCALE:

A	93 - 100	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	0 – 59

WEEK	TOPICS TO BE COVERED
WHAT DOES IT MEAN TO HAVE AN INFORMATION LITERATE SOCIETY?	
1	Defining “Information” and what it means to be Information Literate in Society
2	Understanding information use and its contexts; preparing for lifelong information literacy to support successful longevity
3	Searching for information: understanding the landscape of sources
4	Searching for information: query construction, assessing results, narrowing and re-directing
5	Searching for information: advanced approaches (complex queries, visual searching), advanced sources (citation searching, primary source searching)
6	Acquiring information: delivery options, storage options, intellectual property

HOW/WHY SHOULD WE EVALUATE INFORMATION?	
7	Evaluating information: the Information Quality Framework and other evaluative methodologies for information
8	Evaluating information: applications of evaluative methodologies for information
WHAT IS THE VALUE OF INFORMATION?	
9	Introducing 4 social domains: consumer health, politics, science for end-users, economics
10	Analyzing information: primary secondary, tertiary, etc., information sources as evidence (in the 4 domains)
11	Analyzing information: using text and visual analytic tools to analyze information content
WHAT ARE THE CONSEQUENCES OF THE WAYS IN WHICH WE EVALUATE INFORMATION?	
12	Synthesizing information: how information sources are used to propound assertions and assumptions
13	Synthesizing information: applying text and visual analytic tools to information to answer a question or make an argument
14	Presenting information: textual, visual, and oral presentations
15	Evaluating information presentations: (in-class lab exercise)
16	Finals week; revised group projects due

To demonstrate college-level writing competency as required by the State of Florida, the student must earn a "C" (2.0) or higher in the course, and earn at least a C average on the required writing assignments. If the student does not earn a C average or better on the required writing assignments, the student will not earn an overall grade of C or better in the course, no matter how well the student performs in the remaining portion of the course. The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the requirements for the E-Series and thus is designed to help you become an interdisciplinary and flexible thinker; a lifelong learner; and a team builder. In addition, this course has been approved for the Liberal Studies disciplinary requirement of Social Sciences and thus is designed to help you become a critical appraiser of theories and the facts that support them with or social science emphasis.

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies offers a transformative experience; this course has been approved as meeting the Liberal Studies requirements and thus is designed to help you become a critical appraiser of the theories of the social sciences and the facts that support them.

UNIVERSITY ATTENDANCE POLICY: Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

ACADEMIC HONOR POLICY: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “. . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

ADA STATEMENT: Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

SYLLABUS CHANGE POLICY: Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

UNEXCUSED ABSENCES: Many of the interim reports, reviews, and papers/projects will include an in-class component to enhance interactive learning and facilitate compliance with the Academic Honor Policy (above). Students who are not in class and do not have an excused absence will not be eligible to earn full credit on any graded work that is meant to be completed in class.

SCHOOL POLICIES:

COPYRIGHT STATEMENT:

Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with, and for the duration of, the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the *Technology, Education, And Copyright Harmonization* (TEACH) Act (refer to the 3/7/2001 TEACH Act at www.copyright.gov/legislation/archive/).

SEXUAL HARRASSMENT POLICY:

It is the policy of the University that its employees and students neither commit nor condone sexual harassment in any form. http://registrar.fsu.edu/bulletin/grad/info/university_notices.htm

SCHOOL OF INFORMATION HARDWARE AND SOFTWARE REQUIREMENTS:

A list of all hardware and software requirements for students participating in the School of Information courses can be found at the following location:

<http://ischool.cci.fsu.edu/academics/online/requirements/>

STUDENT ELIGIBILITY FOR AN INCOMPLETE GRADE:

Incomplete (“I”) grades will not be assigned, except in the case of exceptional unforeseen circumstances that occur within the last three weeks of the semester and your work has otherwise been satisfactory (C average).