ISS 112
Information Literacy in the Digital Age: Social Justice and the Internet
S 2018

Dates / contact hours: April 24 – June 7, 2018
Academic Credit: 1 credit
Areas of Knowledge: ALP
Modes of Inquiry: EI, STS
Course format: Lecture, in-class discussion, screening of films

Instructor's Information

Name: Linda Daniel
Email: linda.daniel@duke.edu
Phone

Prerequisite(s), if applicable: no prerequisites

Course Description

Being information literate is an exciting, analytical way to think—one that can change the way we look at the world and how we interact with it. This course examines information from many different angles within the context of social justice, open access to information, and how the Internet affects our lives. In the process of looking at how to think critically about information, you’ll learn how to develop good research skills. This class will help you understand how to ask the best questions, how to find the best information, how to evaluate the usefulness of the information you find, and how to use information responsibly so as to live intelligently and act ethically in an increasingly digital world.

The emphasis of the course will be on how to participate in research as a recursive process. The goals will be to find and effectively participate in a scholarly conversation and develop strategies to successfully explore research questions. Active learning assignments will develop critical thinking skills and a greater proficiency with inquiry-based research. We’ll look at different types of information, who creates them, who has access, and how to determine if what we find is reliable. We’ll examine the impact of social media and how participation affects the creation of new knowledge. We’ll discuss copyright, intellectual property, and open access publishing. We’ll look at data to see what questions are needed to determine if it adds value to a research question. We’ll explore how to find and use images effectively in presentations and in research.

This course will also teach practical skills such as how to translate a topic into effective search strategies, how to navigate discipline-specific resources, and how to incorporate digital tools and methods into research practices.
Course Goals / Objectives

1. Demonstrate how to ask questions and gather information to develop answers, solve problems, support arguments, and develop new lines of inquiry for research.
2. Articulate strategies for how to be critical consumers and producers of information.
3. Explain how to analyze social issues revolving around the production, dissemination, consumption, and use of information, such as privacy, censorship, citizen reporting, and digital activism.
4. Describe how to differentiate between information formats and types (e.g., primary vs. secondary or scholarly vs. popular) and the processes that produce them.
5. Use advanced search tools and strategies to design, execute, and organize effective ways to find needed information freely available on the web, in subscription databases, and in print.
6. Express how to evaluate information for a range of needs, including currency, relevance, authority, accuracy, and purpose.
7. Recognize legal and ethical issues revolving around copyright, fair use, information access and intellectual property and reflect on personal beliefs related to the value of information.
8. Articulate why, what, and how to properly attribute sources.

Required Text(s)/Resources

Required readings and audiovisual materials will be made available through Sakai.

Recommended Text(s)/Resources


Additional Materials (optional)

None

Course Requirements / Key Evidences

Read and discuss course films and novels. Write two shorter and one longer essay. Post on online discussion board on each text.

Technology Considerations, if applicable

Classroom projector and laptop for class discussions; classroom VCR for showing films. Access to course Sakai website/discussion board for student postings and class information. Students will need laptops for essay composition and postings.
Grading guidelines will include:

**Final Project**
You will be asked to write a 10-page research paper on a question of your choosing about an information issue raised by either *The Internet’s Own Boy*, a film about the life of Aaron Swartz, or *Citizenfour*, Laura Poitras’s documentary about Edward J. Snowden. This project will serve as your final exam for the course. The paper will allow you to practice the concepts and strategies we will discuss in class as you attempt to create new knowledge about your question. The final project will consist of the paper, with at least 10 sources, plus a one-page reflection piece about your research process and the lessons learned. A grading rubric will be provided on Sakai.

**Resource Annotations**
You will be asked to identify and evaluate four relevant, high-quality sources that help you attempt to answer your research question about *The Internet’s Own Boy* or *Citizenfour*. An annotation is an assessment of the relevance and quality of the source and is written so other researchers understand the usefulness of the resource for a particular topic. You will be asked to annotate one scholarly (peer-reviewed) article, one article from a popular magazine, one article from the free Web, and one chapter from a scholarly book. All should be relevant to your final paper topic. Examples of well-written annotations and a grading rubric will be provided on Sakai.

**In-Class Activities**
There will be ten in-class activities during the seven-week session. Some of these activities will be group activities and some will be activities you will complete on your own. The activities will focus on the topic of the session and will be designed to give you hands-on practice for specific skills. A grading rubric will be provided on Sakai.

**Participation**
The variety of assignments will give you different ways to participate in our class. The online discussion posts and responses, blog entries and responses, and in-class discussions will all count towards your participation grade. Each class is going to be lively and you will be expected to be an active participant. Your participation will allow me to see that you understand, can engage with the content of the course and your classmates, and have your own ideas.

**Online Discussion Posts**
You will be required to write a substantive original response to at least one prompt in the Sakai discussion forum each week. Your post should be between 100-200 words and should be well written and offer a
thoughtful opinion or analysis of the topic. You will be allowed to create an original post or respond to a post written by one of your classmates. Every post is expected to be respectful of others’ opinions. A grading rubric will be provided on Sakai.

Class Blog
A WordPress blog will be created for our class and each of you will be expected to contribute 5 entries to this blog during the course. Each blog post should be 250-350 words long and include an image. All sources, including the image, need to be properly cited using the APA citation style.

Grading:
• 110 points - Final Project
• 100 points - Four resource annotations (25 points each)
• 80 points – Eight in-class activities (10 points each)
• 70 points - Participation (Responses to classmates’ discussion posts, comments on classmates’ blog entries, and class participation) (10 points each week)
• 70 points – Seven original discussion posts (10 points each)
• 100 points - Five blog posts (20 points each)

Total: 530 Points

Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

This course will foster diversity and intercultural learning experiences through students’ responses to assignments and in-class discussions as we explore how information is created, made accessible, evaluated, and disseminated and as students develop their information literacy skills.

Course Policies and Guidelines

☐ Academic integrity: Each student is bound by the academic honesty standard of Duke Kunshan University. Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification, or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity.
☐ Attendance: You are responsible for all the information presented in class. As indicated above, class attendance and participation are important components of the grade. All students are expected to participate during class time.
☐ Attention to assignment deadlines: Students are allowed to make up work only if missed as a result of illness or other unanticipated circumstances warranting a medical excuse, consistent with DKU policy. You must notify the instructor in advance if you will miss an exam or project deadline. Documentation from a health care provider is required upon your return to class. Project extensions requested for medical reasons must be negotiated at the time of illness.
☐ Make-up work: at discretion of instruction.
☐ Appropriate or inappropriate use of cell phone, laptop, or other technology during class
☐ Students will follow DKU guidelines for academic standards.
Tentative Course Outline or Schedule

This syllabus assumes two class meetings/week for seven weeks. If the schedule is other than two meetings per week, the topics will be adjusted to fit all of the topics into the scheduled time.

April 24: Course Introduction
- Introductions
- Information literacy skills pre-assessment survey
- What is information literacy?
- Syllabus and expectations

Class Activity: Library scavenger hunt

Watch:
- The Internet’s Own Boy, https://www.youtube.com/watch?v=9vz06QO3UkQ, or Citizenfour, streamed on Sakai site

April 26: Steps in the Research Process and How to Develop a Research Topic
- What are the steps and why are they important?
- Role of critical thinking in research
- Introduction of final project
- Developing a research topic

Class Activity: Creating a research question

Read:

Watch:
- Why Truly Innovative Science Demands a Leap into the Unknown

Written Assignments: Blog Post #1, Online Discussion Post #1
May 1: Scholarship is a Conversation
- How information is produced and consumed
- Different types of publishing formats
- Social media
- Hashtag activism
- Joining a scholarly conversation

Watch:
- Research is a Conversation
- How Social Media Can Make History
- How the Net Aids Dictatorships
- Can Technology Solve Our Problems
- Inside the Egyptian Revolution

Read:
- #Bringbackourgirls, #Kony2012, and the complete, divisive history of ‘hashtag activism’

May 3: Organizing, Sharing Information, and Plagiarism
- Why do we cite?
- Citation styles and discipline specifics
- Ways to organize information
- Ethics and plagiarism

Class Activity: Zotero workshop

To Do: Download Zotero

Watch:
- Melania Trump: 'I Wrote' My RNC Speech 'With As Little Help As Possible'
- The Power and the Danger of Online Crowds
- How Cognitive Surplus Will Change the World
- The Birth of Wikipedia

Read:
- Free for All? Lifting the Lid on a Wikipedia Crisis

Written Assignments: Online Discussion Post #2
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>May 8</td>
<td><strong>Strategic Searching</strong></td>
<td>- Use of keywords, truncation, and Boolean operators</td>
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<td></td>
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<td>- Types of searches, limits, how to interpret your results</td>
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<td>- Interlibrary loan</td>
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<td>- Annotated Bibliographies</td>
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<td></td>
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<td>- Elements of good annotations</td>
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<td><strong>Class Activity:</strong> Creating a search string and finding relevant results</td>
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<td><strong>Readings to be assigned by Dr. Ken Rogerson</strong></td>
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<td>May 10</td>
<td><strong>Guest: Dr. Ken Rogerson</strong></td>
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<td><strong>Internet Policy Issues: Social Networking</strong></td>
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<td><strong>Information Has Value</strong></td>
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<td><strong>Readings:</strong></td>
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<td><strong>Written Assignments:</strong></td>
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<td></td>
<td>- Annotated Bibliography #1</td>
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<td>- Online Discussion Post #3</td>
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<td>May 15</td>
<td><strong>Types of Sources</strong></td>
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<td>- Scholarly journals vs. popular magazines</td>
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<td>- Peer review process</td>
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<td>- Primary and secondary sources</td>
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<td><strong>Class Activity:</strong> Scholarly Journals vs. Popular Magazines</td>
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<td><strong>Read:</strong></td>
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<td>May 17</td>
<td><strong>Information has Value</strong></td>
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<td>- Subscription pricing</td>
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<td>- Evaluating Information</td>
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<td>- Effects of availability of information on policies</td>
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<td><strong>Read:</strong></td>
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<td>- <a href="http://example.com">The Science of Why We Don’t Believe in Science</a></td>
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<td>- <a href="http://example.com">Accept Defeat: The Neuroscience of Screwing Up</a></td>
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**Written Assignments:** Annotated Bibliography #2, Online Discussion Post #4


- Definitions
- Importance of these concepts and how they influence research

**Class Activity:** Intellectual Property and Plagiarism

**Read:**
- *Is CC-BY really a problem or are we boxing shadows?*
- *Open access: All human knowledge is there-so why can’t everybody access it?*
- *Licensing open data: A practical guide*
- Aoki, K., Boyle, J., Jenkins, & J. *Bound by law?: Tales from the public domain*. Durham, NC: Duke University Press. [Link](#)

### May 24: Images as Information

- Finding images for presentations and research
- Evaluating images
- Citing images

**Class Activity:** Creative Commons Images

**Read:**

**Written Assignment:** Annotated Bibliography #3, Online Discussion Post #5

### May 29: Free Internet Sources

- Power searching with Google
- Google Scholar, Google Books
- Evaluating Web Sites

**Class Activity:** CRAAP (Currency, Reliability, Authority, Accuracy and Purpose) Test for Websites

**Read:**
### May 31: Data as Information
- Search strategies
  - Data archives
  - Potential producers of data
  - Data bibliographies
- Data reliability

**Watch:**
- *Big Data is Better Data*
- *What Do We Do with All This Big Data*

**Read:**
- *Big Data Can Guess Who You Are Based on Your Zip Code*
- *A Data Analyst’s Blog Is Transforming How New Yorkers See Their City*

**Written Assignment:** Annotated Bibliography #4, Online Discussion Post #6

### June 5: Final Project Review
- Review instructions for final project
- Final project checklist
- Work on Final Project

**Written Assignments:** Blog Post #5, Online Discussion Post #7

### June 9: Course Wrap-Up
- Course Evaluations
- Information Literacy Skills Post Assessment
- **Class activity:** Electronic Scavenger Hunt

### June 12: Final Project Due