

Fall 2017 – INF 327E

Welcome to

Information and People: Media and Literacy

(Unique Number: 28127)

Instructor: Dr. Lorie Roy, Professor

a 3-credit undergraduate class for those seeking to identify, test, and practice strategies to counter fake news with credible information

Syllabus

You can print out a paper copy of this syllabus here:

You might be interested in taking this class if you are seeking a career as a Reference Librarian, Instruction Librarian, Public Service Librarian, School Librarian, Archivist, Embedded Librarian, Academic Liaison Librarian, Outreach and Instruction Librarian, Student Enrichment Librarian, Customer Service Librarian, or any position where you might provide your patrons with information and help them acquire skills in locating and evaluating information.

Course Meeting Times and Classroom Location

Tuesdays, 3:00 p.m. – 6:00 p.m. in UTA 1.504, starting on Tuesday, 5 September 2017. Our last day of class is Tuesday, 5 December 2017. We will begin class at the top of the hour and strive to end class fifteen minutes before the posted end of the class.

Read on to find details about the course, including our plans for each week (also see the ‘modules’), descriptions of assignments, and the formal elements of the class including our objectives, course policies, and details on grading.

Communication Including Email

- You will need to have access to the Internet to use Canvas, the online course management system. If you need any assistance with Canvas, see <http://canvas.utexas.edu/>.
- Please contact me in email through Canvas. Check the inbox feature. In your email: please provide your UTEID in the subject line of any message.
- In addition to using it for email, we will use Canvas throughout the course for announcements, distribution of course material, sharing of documents, participation about readings, conversation about specific assignments, student submission of work, feedback on assignments, posting of grades and evaluations, as well as updates or revisions to documents. Note that I am able to see when you have logged onto Canvas, so please visit it frequently.

- Please submit all completed work to me electronically through Canvas as .doc or .docx files. You will create these documents using MSWord. See what is available to you through UT-Austin at: <https://it.utexas.edu/services/software-applications>. You can purchase Microsoft Office through The Campus Computer Store (<http://campuscomputer.com/campuscomputer/>).
- Since I will use ‘track changes’ to add comments to your work, please do not submit .pdf files. Assignments submitted in formats other than .doc or .docx will receive a deduction of -10.0 points. Note that if you use google.docs to create your files you will need to download them into .doc or .docx. Then, double check your formatting to make sure that your cover sheet is a separate page and your document includes page numbers. More details about the cover sheet can be found later in your syllabus.
SampleCoverSheetFall2017.docx
- If you do not have your own computer, you can access the Mac and PC computers available in the iSchool’s IT lab.
- UT-Austin has an official policy that requires all students to provide a current email address. You can review this policy at <http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy>.
- Note: Please ask your questions about assignments in class. This way all students can hear my reply. An alternative is to post your question on Canvas and I will respond as promptly as possible. If you have a question, chances are that your classmates have a similar question!
- **Phone:** (512) 471-3959. This is my office land-line telephone. It is best, always, to email me through Canvas.
- **My Office:** UTA 5.444 (1616 Guadalupe)
- **Office hours:** By appointment (or by email).
 - If you need to meet with me at another time outside of class, please send me an e-mail and we will find a mutually agreeable time to meet.

Course Description

Formal description for courses offered under 386E: “Examines information as a cultural phenomenon; may include e-commerce, privacy and secrecy, censorship, information as a commodity, Internet culture, access to cultural heritage, and control of the cultural record.” (https://www.ischool.utexas.edu/courses/course_descriptions)

Fake news. Alternative facts. Social media. News bias. This new course provides us with a platform to discuss and explore the issues that surround information delivery via media channels. This new graduate course focuses on learning strategies for locating, identifying, and evaluating sources of information, especially in response to media reports. These critical thinking skills are essential in the process of becoming information literate, digitally literate, and media literate (if that is possible!). We will develop and practice skills to assist our

understanding of sources and content and learn how to share those skills in information settings. Assignments will include readings, class discussion, in-class activities, and the preparation and presentation of an in-depth paper.

Prerequisite

- There are no prerequisite classes that you need to have completed before enrolling in this class.
- Students should have upper-division undergraduate or graduate standing.

Specific Learning Objectives

At the conclusion of this course students should be able to:

- Articulate the role of media literacy in understanding news;
- Articulate the relationship between media literacy, information literacy, and digital literacy;
- Demonstrate the ability to evaluate sources of information for bias;
- Illustrate skills in identifying various perspectives on a given topic;
- Demonstrate the ability to completely and correctly compile a bibliography of sources;
- To develop skills in teaching others how to locate reliable information on a given topic;
- Understand the role(s) of information settings in promoting media literacy;
- Prepare and present a publishable quality paper related to the topic of media literacy.

Readings

We are not using a required textbook or reading packet that you would need to purchase. Instead, check the class schedule for selected assigned readings and viewings. Students are also expected to seek out supportive readings. Feel free to recommend additional readings that you run across in your own work for the class.

Readings are available online in Canvas or in the weekly modules as links to online sources. Some readings may be provided as .pdf documents. You will need to open these documents in Adobe Acrobat. If you do not already have Adobe Acrobat Reader on your computer, you can download it for free. Here is an introduction to .pdf documents and Adobe Acrobat Reader: https://www.ischool.utexas.edu/technology/tutorials/office/create_pdf/.

By the way, did you know that you can store files on the cloud for free through UT Box? <https://it.utexas.edu/>. Scroll down the page and click on “Servers, Storage & Data.” Look under Cloud Storage.

Laptops in Class and Other Supplies

You may bring a laptop to class but focus your use of it on our class. You may use it to take notes or to take part in in-class activities. Do not use your laptop during class for other activities such as reading email, browsing websites, or playing games. Such behavior is sad and rude and will result in your losing points for participation.

It is a good idea to also bring a pen or pencil and some blank (lined or unlined) paper to class. You might need these for in-class activities.

Attendance and Participation

- Everyone benefits when you are in class! Class attendance is required.
- Students are expected to participate in general class discussion in class and online throughout the semester.
- Grades for participation are based on the quality, promptness, and consistency of student contributions.
- You are expected to participate in all aspects of class discussion. Participation includes responding when called upon, volunteering comments, contributing to reporting out during group activities, and posting comments about readings online and responding online to comments by others.
- You should come to class prepared to discuss the required readings, as well as your perspectives on these readings. You should strive for balance in your contributions: your participation evaluation will not be based on who speaks the loudest or the longest but on your consistent participation. So, remember to speak up and actively contribute to in-class activities!
- If I ask you to post some information on Canvas, please do so promptly and within 24 hours.
- Most of the required work is work by individual students. Students might engage in group work in class or through conversation on Canvas. Failure to contribute to group work will result to losing up to 100 percent of your participation grade.
- In class, please speak clearly and loudly enough for all to hear. Oral presentations will be evaluated according to the Check List for Lecture Delivery. LECTDeliveryFall2017.doc
- Attendance may be taken during class meetings; please sign the roster sheet if it is distributed in class.
- Absences will be excused only in certain situations: documented illness/emergency, religious holy days, and case specific special reasons such as involvement in University activities in response to a documented request by a university authority or compelling absences beyond your control. Please provide written documentation for such absences and inform me in writing of planned non-emergency absences weeks in advance. Excessive tardiness may be considered as an unexcused absence except in situations following university policy.

Note, that the UT-Austin Office of the Registrar provides this additional information about absences due to a religious holy day:

A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. (<https://registrar.utexas.edu/schedules/179/terms>)

- An emergency would include:
 1. Student's documentation (a note from a medical care professional) of a serious illness or accident, or
 2. Documented serious illness, accident, or death of a member of the student's genealogical family.
- Remember, you can submit most assignments in advance of the deadline.
- Generally a maximum of only one excused absence is granted a semester. This does NOT give each student permission to miss a class!
- If you have to miss class to attend a professional conference, you may make up this missed class by attending a meeting or program and reporting on this event in class. Along with this oral report you will need to submit a two-page (500 words) summary of the event. Please submit all extra credit documentation close to the time of the missed class and before the last day of class.
- If you must miss class, secure the cooperation of a classmate to take notes for you and to pick up copies of any distributed materials. It is best to designate a note taker early in the semester.
- Failure to attend class meetings due to unexcused absences will result in reduced class participation credit (a deduction of 20 points for each class missed). This penalty also applies to the first class. Consistent late arrivals to class or departures after the break will also result in reduced credit for class participation. Also, it is not advisable to show up for class to submit an assignment on time and/or sign the roster and then to leave class. While these deductions may reduce a borderline grade from an A- to a B+, missing one class usually will not greatly impact a final grade.
- Consider dropping the class if you miss four or more classes.

Deadlines and Submission of Work

Assignments are all due on or by the stated due dates. It is the student's responsibility to ensure that I have copies of your work. We will cover assignment details in class. I will review one draft of your paper proposal and one draft of your full proposal. I cannot review additional drafts.

- Remember that I am able to see the time that you submit your work on Canvas. Canvas will indicate that your work is submitted late the second after the deadline has arrived.

- In most cases you can submit an assignment early. You cannot, though, resubmit work if you submitted it early.
- In fairness to those who complete work on time, a penalty of 25% will be assessed for each 24-hour an assignment is overdue; deductions will be prorated per hour an assignment is overdue. This penalty is taken off the top. The overdue clock will begin at the beginning of the class period that the assignment is due.
- Please pay attention to dates you are scheduled to give oral presentations; if you are unprepared on that day, the late penalty also applies.
- Please submit assignments in complete form; incomplete assignments will not be accepted and the late penalty will apply and the entire assignment will be considered late.
- If you anticipate submitting work late, tell me in writing through an email through Canvas with an estimate of when you expect to submit the work.
- Assignments are due at the beginning of class on the assigned due dates. I will not accept handwritten work; even cover sheets need to be printed. Any handwritten work will be subject to the late penalty.
- Note carefully the required page length for assignments. For this class, one page is the equivalent of 250 words. More detail on page length is found in specific assignment descriptions.
- In some cases you will also bring paper copies of completed work to class.

Cover Sheets

Attach a cover sheet to your assignments. This is an unnumbered page at the beginning of your document. It is NOT a separate document. Provide this information in the upper left hand corner of the cover page: your name, the title of the assignment, and the date and time you submitted your work. Deductions (-5 points) will be made when cover sheets are missing. See the sample cover sheet document. SampleCoverSheetFall2017.docx

Here is where you can find some advice on numbering your pages in MSWord. "Start page numbering later in your document":

<https://support.office.com/en-us/article/Start-page-numbering-later-in-your-document-c73e3d55-d722-4bd0-886e-0b0bd0eb3f02>.

Formal Presentations

Each class provides you with an opportunity to work on your presentation style. Here's a list of behaviors you might consider: LectDeliveryFall2017.doc

Citing Sources and Style Manual

Be sure to cite sources you use in assignments. Use quotation marks or block quotations for direct quotes (five or more words used verbatim from a source and/or significant words or

phrases). Credit sources when you paraphrase. FIVE POINTS WILL BE DEDUCTED FOR EACH SENTENCE THAT IS DRAWN TOO CLOSELY FROM SOURCES WHEN SUCH SOURCES SHOULD BE CREDITED. THIS DEDUCTION IS MADE OFF THE TOP OF THE MAXIMUM CREDIT FOR AN ASSIGNMENT. At the same time, please do not overly rely on lengthy quotations.

For citation style, use The Chicago Manual of Style (15th edition or 16th edition). Use the notes and bibliography system rather than the author-date system. Use a citation manager such as NoodleBib, EndNote, or Zotero. See the “NoodleTools (NoodleBib)/Cite Your Sources” section under the “for Students” area at lib.utexas.edu. You will also find the free Quick Guide to the Chicago Manual of Style at http://www.chicagomanualofstyle.org/tools_citationguide.html

Make sure that you provide a citation to your style manual, Chicago: The Chicago Manual of Style. 16th ed. Chicago: The University of Chicago Press, 2010. And add a note that indicates you have used NoodleBib. See how to do this on the sample cover sheet: SampleCoverSheetFall2017.

Class Etiquette

Kindly wait for the class break to send or receive text messages or phone calls. Please place your phone on silent mode during class. You are welcome to use your laptops for note taking or for accessing course relevant information. Please save other uses for the break or outside of face-to-face class meetings.

Please limit your snacking in class breaks unless you have a medical reason for in-class snacking. Feel free to partake of liquids unless there is a no-liquid restriction on the classroom setting.

Class participation is encouraged and important, but please do not engage in side conversations during class time. Please save this for breaks or outside of class.

Group Work

Group work will largely be limited to work in class and to conversations on the Canvas Forums. Be a responsible team member: follow through with correspondence and negotiated work. See the note under “Attendance and Participation” about the impact that not working with your group will have on your participation assessment. Students may be asked to provide peer and self-evaluations of their group work experiences.

Here is an article I co-wrote with an iSchool alumna on working on class assignments with others.

Roy, Loriene, and Sarah E. Williams. “Reference Education: A Test Bed for Collaborative Learning.” *The Reference Librarian* 55, no. 4 (2014): 368-374. RoyWilliamsGroupWork.pdf

Please treat any client with respect. This includes providing the client with advance notice regarding input on class work and reducing their burden of compliance with the class

assignments. Communication with clients should be fair and accurate; please copy me in your communication.

Incompletes

A grade of incomplete will NOT be given except in extremely exceptional circumstances of a nonacademic nature. Generally, an incomplete is given only if a student cannot finish the last assignment due to illness or a family emergency.

Drops

A student should consider dropping the class if the quality of his/her work indicates that he/she will receive a C grade or lower. Please keep track of the points you earn in your assignments. While you have until the last class day at the University to submit a drop form, you will want to do this earlier.

Credit/No Credit

Students enrolled in the class on a credit/no credit basis must still complete all assignments and receive the equivalent of a B as a final grade. Note that courses taken on a credit/no credit basis do not count toward the 40 credit hours needed for the MSIS degree.

Conditional or Probational Status

You may tell me if you are on conditional or probational status and 'need' to make an A grade in the class. I can attempt to provide additional encouragement to assist you.

Students with Disabilities

Any student with a documented disability (physical or cognitive) may submit an academic accommodation request. See the Division of Diversity and Community Engagement, Services for Students with Disabilities for more details at <http://ddce.utexas.edu/disability/>. You can also contact this office by phone at 512-471-6259, by videophone at 1-512-410-6644, or by email at ssd@austi.utexas.edu.

UT Honor Code and Academic Integrity

I adhere to the University Honor Code. Students should review UT-Austin's information about Academic Integrity (http://deanofstudents.utexas.edu/sjs/acint_student.php). For information about plagiarism, see the link to "A Brief Guide to Avoiding Plagiarism" (http://www.utexas.edu/cola/centers/cwgs/_files/pdf-4/ai2012.pdf).

Writing Support Through UT-Austin

You might be interested in availing yourself of the services of the University Writing Center. For more information, check: <http://uwc.utexas.edu/>.

Behavior Concerns Advice Line

UT-Austin's Campus Safety & Security offers the "Behavior Concerns Advice Line (BCAL) service. For more information see <http://www.utexas.edu/safety/bcal/> or call 512-232-5050.

Emergency Evacuation Policy

When a fire alarm is activated or an emergency announcement is made, occupants of buildings on the campus of UT-Austin must evaluate the buildings and assemble outside. Students can plan for such events by familiarizing themselves with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one used to enter the building. Students who might require assistance during an evacuation should inform their instructor in writing during the first class week. Students should follow the instructions of the instructor of record and should not re-enter the building until they have received instructions to do so by a representative of the Austin Fire Department, UT-Austin Fire Department, or the Fire Prevention Services office.

Instructor Behavior

As your instructor, I will endeavor to:

- return assignments promptly;
- negotiate an office meeting time with you upon your request;
- grade fairly and consistently;
- tell you in advance what I expect of you;
- encourage individual class participation while preventing any one student from monopolizing the discussion, from treating other students without respect or from otherwise making class discussion disagreeable;
- make explicit a rationale for assigning grades;
- help maintain an atmosphere of learning in the classroom;
- serve as 'fairness monitor' or otherwise mediate in difficulties students might be having related to the class;
- come to class prepared and organized;
- maintain confidentiality concerning student grades and information you give me in confidence;
- apply class policies fairly and consistently.

Useful Documents:

1. **Sign-Up Lists:**
2. **Sample Cover Sheet:** SampleCoverSheetFall2017.docx
3. **Peer Review Form:** If you do work on a group effort I will ask you to please send me a completed form for each member of your group within 24 hours of the completion of your task. Send your form to me through Canvas. PeerEvalF2017.doc
4. **Self-Evaluation Form:** Please email me a completed form within 24 hours of presenting your final paper and submitting your final paper. SelfEvalFormF2017.doc

5. **Each week of class:** For a week-by-week summary of our work: look at the “Modules” on Canvas. Or, just scroll down!
6. **Assignments:** For details about any assignment: look under “Assignments” on Canvas. Or, just scroll down!

Student Responsibilities. You will need to:

- Attend each class.
- Read over the course policies and refer to them as needed.
- Read the assigned readings; view the assigned viewings.
- Participate and lead in-class activities, including volunteering to report out on small group discussion or activities and contributing to online discussion.
- Sign-up for your paper topic.
- Contribute to class discussions including frequent and prompt postings to Canvas.
- Meet the deadlines for your class paper assignment.
- Review your classmates’ work when needed as part of your class participation.
- Prepare an original in-depth paper on some aspect of media literacy with an overlap in the information professions.
- Present it in class with accompanying PowerPoint slides.
- Submit a self-evaluation of your paper presentation and final paper.
- Note: We will NOT have examinations.

Assignments:

Grading

(Note: details on any one assignment are provided, below. Just scroll down. You can find the same content under “Assignments.”)

Grades will be based on:

- Participation [210 points] [15 points per week]
- Draft abstract [50 points]
- Full abstract [50 points]
- Working bibliography [30 points]
- Working outline [40 points]
- Draft of paper [150 points]
- Full paper [330 points]
- PowerPoint slides [40 points]; and
- Presentation of paper [100 points]

No letter grades are assigned to individual assignments. That is, no grade on an assignment will be translated to an A, A-, B+, and so forth. Instead, each assignment will be worth a certain number of points, as designated above. Points will be totaled at the end of the semester.

Grade Calculations

You will receive points for each of your assignments. You can find your score by logging into Canvas with your UTEID and password.

Points on all assignments total 1,000 points. I do not assign letter grades to any individual assignment. Here is how I will calculate your letter grade at the end of the semester:

950-1000 points = A; 900-949 points = A-; 870-899 points = B+; 830-869 points = B; 800-829 points = B-; 770-799 points = C+; 730-769 points = C; 700-729 points = C-; 670-699: D+; 630-669 = D; 600-629 = D-; Below 600 points: F.

Note: UT-Austin does not award a final grade of A+.

I will award partial credit when possible. Totals are not rounded up: for example, cumulative scores of 899.5 points receive a grade of B+. I neither grade on a curve nor use a “quota system” (where a set number of A’s or B’s are given). Remember that you can check the points you receive for individual assignments on Canvas and your final grade online.

Your TA and I will endeavor to return graded work to you within a week of the assignment’s deadline. I typically grade assignments one-by-one, so sometimes some students will receive their grade before others.

If you have chosen to take the class as credit/no credit (CR/F or pass-fail), you will need to complete all assignments and earn a final point total of at least 700 out of 1000 points.

Sample Grade Calculation

Assignment	Points Received/Points Possible
Participation	190/210 points (missed one class)
Draft abstract	40/50 points
Full abstract	48/50 points
Working outline	36/40 points
Working bibliography	25/30 points
Draft of paper	137/150 points
Full paper	300/330 points
PowerPoint slides	37/40 points
Presentation of paper	95/100 points
	TOTAL: 908/1000
	Final Grade: A-

A Note About Plagiarism

You will see these two paragraphs on our course policies:

I adhere to the University Honor Code. Students should review UT-Austin's information about Academic Integrity (http://deanofstudents.utexas.edu/sjs/acint_student.php). For information about plagiarism, see the link to "A Brief Guide to Avoiding Plagiarism" (http://www.utexas.edu/cola/centers/cwgs/_files/pdf-4/ai2012.pdf).

Make sure that you cite sources, including sources for key phrases. When in doubt, use quotation marks and provide a citation.

It is sometimes difficult to have a conversation about plagiarism. It might make you feel as though you have already done something wrong, that my role in the class is more of that of a monitor than of an educator. Still, it is important; cases arise each semester in the iSchool. And they are treated very seriously. The outcome is that a student will receive a lower grade; in this class this would mean that the student would receive an F for the entire class (not just the affected assignment). I would have to report the student to Student Judicial Services. This results in report associated with your permanent record at UT-Austin. And, of course, impacts your relationship with me; I could never write a reference for a student who has plagiarized. And this takes a lot of time, usually at a busy time at the end of the semester. We feel badly when this happens.

The most common type of plagiarism involves cutting and pasting words that other people have written. In many cases you can 'cite' those words to make it clear that you are acknowledging that someone else has written the text and you are providing the source where others can look to see who.

This is a good time to look at the Brief Guide, cited above.

- Read the "Forms of Plagiarism" on page two of the Brief Guide.
- Read the rest of the Brief Guide!

Tentative Course Schedule

**This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.

See the modules. Scroll down to see details about assignments. These details are also available under "Assignments."

Week 1 (Tuesday, 5 Sept): Welcome to the class! Orientation to Class Focus, Assignments, and Class Structure

1. Overview of the class: assignments, requirements, Canvas, review of course policies

2. Quick introduction: What is media literacy?

A. Media Literacy Now. 2017. "What is Media Literacy?" Accessed 15 August.

<https://www.youtube.com/watch?v=GlaRw5R6Da4> [3 minutes 19 seconds]

3. History of Concern about Facts

A. Brown, Damon. 2017. "How to Choose Your News." Accessed 15 August.

<https://ed.ted.com/lessons/how-to-choose-your-news-damon-brown> [4 minutes 48 seconds]

4. LibGuide and/or Other Online Resource(s) of the Week

A. Arresting Knowledge. 2017. "Mind Your Media. Tips to Live By." 15 August.

<https://www.arrestingknowledge.com/media-literacy>

B. European Association for Viewers Interests (EAVI). 2017. "Beyond 'Fake News': 10 Types of Misleading News." Accessed 15 August. https://eavi.eu/wpcontent/uploads/2017/08/beyond-fake-news_PDF_poster.pdf

C. European Association for Viewers Interests (EAVI). 2017. "5 Concepts & Questions for Media Literacy." Accessed 15 August. <https://www.arrestingknowledge.com/media-literacy>

D. Watson, Tennessee. 2017. "To Test Your Fake News Judgment, Play This Game." Accessed 15 August. [http://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-](http://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-game?utm_campaign=storyshare&utm_source=facebook.com&utm_medium=social)

[game?utm_campaign=storyshare&utm_source=facebook.com&utm_medium=social](http://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-game?utm_campaign=storyshare&utm_source=facebook.com&utm_medium=social)

[game?utm_campaign=storyshare&utm_source=facebook.com&utm_medium=social](http://www.npr.org/sections/ed/2017/07/03/533676536/test-your-fake-news-judgement-play-this-game?utm_campaign=storyshare&utm_source=facebook.com&utm_medium=social)

E. American University. JoLT Team. 2017. "FACTITIOUS." Accessed 15 August.

<http://factitious.augamestudio.com/#/>

F. Muller, Karen. 2017. "Evaluating Information: Home." Accessed 15 August.

<http://libguides.ala.org/InformationEvaluation>

5. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 2 (Tuesday, 12 Sept): Key Concepts, Initial Questions

What are: Digital Literacy, Information Literacy, and Media Literacy?

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. Center for Media Literacy. 2017. "Media Literacy: A Definition and More." Accessed 14 August. <http://www.medialit.org/media-literacy-definition-and-more>

B. Kamerer, David. 2013. "Media Literacy." *Communication Research Trends* 32, no. 1: 4-25.

C. Spiranec, Sonja, Mihaela Banek Zorica, and Denis Kos. 2016. "Information Literacy in Participatory Environments." *Journal of Documentation* 72, no. 2: 247-264.

<http://ezproxy.lib.utexas.edu/login?url=https://search-proquest-com.ezproxy.lib.utexas.edu/docview/1768178840?accountid=7118>

D. Walton, Graham. 2016. "'Digital Literacy' (DL): Establishing the Boundaries and Identifying the Partners." *New Review of Academic Librarianship* 22, no. 1: 1-4.

E. Jaegar, Paul T., et al. 2012. "The Intersection of Public Policy and Public Access: Digital

Divides, Digital Literacy, Digital Inclusion, and Public Libraries,” Public Library Quarterly 31: 1-20.

F. Belshaw, Doug. 2012. “The Essential Elements of Digital Literacies: Doug Belshaw at TEDxWarwick.” Accessed 14 August 2017. <https://www.youtube.com/watch?v=A8yQPoTcZ78>

G. The Audiopedia. 2017. “What is Digital Literacy? What Does Digital Literacy mean? Digital Literacy Meaning & Explanation.” Accessed 14 August. <https://www.youtube.com/watch?v=ytWuiGXJxhE>

2. LibGuide and/or Other Online Resource(s) of the Week

A. Newseum.ed. “Is This Story Share-Worthy?” NEWSEUM_SHARE WORTHY_Infographic.pdf

B. Thomas Nelson Library. 2017. “Fake News.” Accessed 15 August.

<http://libguides.tncc.edu/fakenews>

3. Post a Weekly Comment about one or more of these sources on this week’s Forum in Canvas by Friday, noon. Reply to one or more of your classmates’ postings prior to our next class meeting.

Week 3: (Tuesday, 19 Sept): Guest speaker: Dr. Roy is at the European Conference on Information Literacy (ECIL) in St. Malo, France

1. Here is an article about this conference:

A. Roy, Lorie, Kurbanoglu, Serap, Mizrahi, Diane and Sonja Špiranec. 2017. “The European Conference on Information Literacy: An International Research-Practice Nexus,” College & Research Libraries News, 78, no. 3: 131-134.

2. Here are some extra tasks for you to complete this week:

A. Listen to the 1 August 2017 Dewey Decibel Podcast: “Fighting Fake News.” Follow the link on American Libraries Direct: <https://ala-publishing.informz.net/informzdataservice/onlineversion/ind/bWFpbGluZ2luc3RhbmNlaWQ9NjgwODExMSZzdWJzY3JpYmVyaWQ9MTAyNjg5NjY3MQ==>

Abstract about this podcast:

In Episode 16 of the Dewey Decibel podcast, American Libraries magazine looks at the “fake news” phenomenon—its history, how we become susceptible to it, and how we can fight it. Host and AL Associate Editor Phil Morehart talks with Joanna Burkhardt, fake news expert, professor and director of the University of Rhode Island branch libraries, and author of

Teaching Information Literacy Reframed: 50+ Framework-Based Exercises for Creating Information-Literate Learners, about the history of fake news and how and its pernicious presence in today’s media landscape.

Next, Dewey Decibel Senior Game Show Correspondent and AL Associate Editor Terra Dankowski quizzes librarians on fake news headlines and talks with them about news literacy

at their libraries.

Finally, Morehart talks with Marnie Shure, managing editor of The Onion, about the satirical Newspaper's very specific brand of fake news, the role of comedy in truth telling, and how current US politics affects its work."

B. Once you listen to the podcast, post a 100+ word response to one or more of these questions on Canvas by Friday, 22 Sept. Then, enter into conversations with your classmates, responding to their posts!

1. What did you think of the historical coverage of fake news?
2. What do you think of bots increasing popularity of messages?
3. What do you think the responsibility of social media platforms is regarding fake news?
4. What can librarians do to help prevent the spread of fake news?
5. What can individuals do to help prevent the spread of fake news?
6. Do you agree with the statement that people are more confident about topics they know little about?
7. Could you pick the real headlines in the Dewey Decibel Senior Game Show?

Week 4: (Tuesday, 26 Sept): Ethics and Professional Guidelines. Organizations

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. American Library Association. 2017. "New Resolution Addresses Accurate Information and Media Manipulation." Accessed 13 August. <http://www.ala.org/news/member-news/2017/02/new-resolution-addresses-accurate-information-and-media-manipulation>

B. American Library Association. 2017. Accessed 13 August. "Resolution on Access to Accurate Information."

<http://www.ala.org/advocacy/intfreedom/statementspols/ifresolutions/accurateinformation>

C. American Library Association. 2005. Accessed 13 August. "Resolution on Disinformation, Media Manipulation & the Destruction of Public Information."

<http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/governance/policymanual/updatedpolicymanual/ocrpdfofprm/52-8disinformation.pdf>

D. American Library Association. Association of College & Research Libraries. 2016. "Framework for Information Literacy for Higher Education." <http://www.ala.org/acrl/standards/ilframework>

E. Hobbs, Renee. 2010. "Digital and Media Literacy: A Plan for Action." Washington, DC: The Aspen Institute. Accessed 14 August 2017.

https://www.knightfoundation.org/media/uploads/publication_pdfs/Digital_and_Media_Literacy_A_Plan_of_Action.pdf [read over pages 16-20 for this week; read the entire document over the semester]

F. United Nations Educational, Scientific and Cultural Organization (UNESCO). 2017. "Global Alliance for Partnerships on Media and Information Literacy." Accessed August 12.

<http://www.unesco.org/new/en/communication-and-information/media-development/media-literacy/global-alliance-for-partnerships-on-media-and-information-literacy/about-gapmil/>

G. United Nations Educational, Scientific and Cultural Organization (UNESCO). 2017. "Five Laws of Media and Information Literacy (MIL)." Accessed August 12.

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/Events/mil_five_laws_english.png

H. Center for Media Literacy. 2005. "Five Key Questions of Media Literacy. Five Concepts." Accessed 14 August 2017.

http://www.medialit.org/sites/default/files/14B_CCKQPoster+5essays.pdf

2. LibGuide and/or Other Online Resource(s) of the Week

A. International Federation of Library Associations and Institutions. 2017. "How to Spot Fake News." Accessed 14 August. <https://blogs.ifla.org/lpa/files/2017/01/How-to-Spot-Fake-News.pdf>

B. Pace University. 2017. "Real News Vs. Fake News." Accessed 15 August. <http://libguides.pace.edu/fakenews>

3. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 5: (Tuesday, 3 Oct): Bias, Values, and Behaviors

Assignment Due: Submit Your Draft Abstract

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. Gottfried, Jeffrey and Elisa Shearer. 2016. "News Use Across Social Media Platforms 2016." Accessed 14 August. <http://www.journalism.org/2016/05/26/news-use-across-social-media-platforms-2016/> file:///C:/Users/Loriene%20Roy/Downloads/PJ_2016.05.26_social-media-and-news_FINAL-1.pdf

B. Walczyk, Jeffrey J., et al. 2008. "The Creativity of Lying: Divergent Thinking and Ideational Correlates of the Resolution of Social Dilemmas." *Creativity Research Journal* 20, no. 3: 328-342.

C. Nalwai, Nalani. 2014. "Approaching the Inquiry Process from a Cultural Perspective." *Knowledge Quest* 43, no. 2: 38-41.

D. Rheingold, Howard. 2010. "Attention, and Other 21st-Century Social Media Literacies," *EDUCASE Review* 45, no. 5: 14-24. Accessed 14 August 2017.

<http://er.educause.edu/articles/2010/10/attention-and-other-21stcentury-social-media-literacies>.

E. Frantzolas, Tasos. TEDxAthens. "Everything You Hear on Film is a Lie." February 2016. Accessed 14 August 2017.

https://www.ted.com/talks/tasos_frantzolas_everything_you_hear_on_film_is_a_lie

F. Vydiswaran, V. G. Vinod. 2015. "Overcoming Bias to Learn about Controversial Topics," *Journal of the Association for Information Science & Technology* 66, no. 8: 1655-1672.

2. LibGuide and/or Other Online Resource(s) of the Week

A. On the Media. "Breaking News Consumer's Handbook. Fake News Edition." Accessed 14 August 2017. <http://www.wnyc.org/story/breaking-news-consumer-handbook-fake-news-edition/>

B. Cornell University Library. 2017. "Evaluating News Sources." Accessed 15 August. http://guides.library.cornell.edu/evaluate_news

3. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 6: (Tuesday, 10 Oct): Human Abilities: Discernment and Other Attributes

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. Mihailidis, Paul and Benjamin Thevenin. 2013. "Media Literacy as a Core Competency for Engaged Citizenship in Participatory Democracy." *American Behavioral Scientist* 57, no. 11: 1611-1622.

B. Walton, Geoff. 2017. "Information Literacy is a Subversive Activity: Developing a Research-Based Theory of Information Discernment." *Journal of Information Literacy* 11, no. 1: 137-155.

C. Kahan, Dan M., et al. 2017. "Science Curiosity and Political Information Processing: Curiosity and Information Processing." *Political Psychology* 38, Suppl. 1: 179-199.

D. Lloyd, Annemaree. 2012. "Information Literacy as a Socially Enacted Practice: Sensitising Themes for an Emerging Perspective of People-in-Practice." *Journal of Documentation*, 68, no. 6: 772-783. Accessed 13 August 2017. <https://doi.org/10.1108/00220411211277037>

2. LibGuide and/or Other Online Resource(s) of the Week

A. Newseum.ed. 2017. "E.S.C.A.P.E. Junk News Poster." Accessed August 13.

https://newseumed.org/wp-content/uploads/2017/07/NEWSEUM_ESCAPE_Poster_FINAL.jpg

B. Harvard Library. 2017. "Fake News, Misinformation, and Propaganda." Accessed August 15. <http://guides.library.harvard.edu/fake>

3. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 7: (Tuesday, 17 Oct): Fake News!

Assignment Due: Submit Your Full Abstract

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. Alvarez, Barbara. 2016. "Public Libraries in the Age of Fake News." *Public Libraries* 55, no. 6: 24-27. Accessed 13 August 2017. <http://ezproxy.lib.utexas.edu/login?url=https://search-proquest-com.ezproxy.lib.utexas.edu/docview/1853303770?accountid=7118>

B. Cooke, Nicole A. 2017. "Posttruth, Truthiness, and Alternative Facts: Information Behavior and Critical Information Consumption for a New Age." *Library Quarterly* 87, no. 3: 211-221.

C. Frederiksen, Linda. 2017. "Fake News." *Public Services Quarterly*, 13, no. 2: 103-107. Accessed 13 August. DOI: 10.1080/15228959.2017.1301231

D. Noah Tavlin. 2015. TED-Ed. "How False News Can Spread." Accessed August 12. https://www.youtube.com/watch?v=cSKGa_7XJkg [3 minutes 41 seconds]

E. Velshi, Ali. 2017. TEDxQueensU. "How Fake News Grows in a Post-Fact World." Accessed 15 August. <https://www.youtube.com/watch?v=nkAUqQZCyrM> [18 minutes 23 seconds]

2. LibGuide and/or Other Online Resource(s) of the Week

A. Mikkelson, David. 2017. "Snopes.com." Accessed 14 August. <http://www.snopes.com/>

B. Annenberg Public Policy Center. 2017. "FactCheck.org." Accessed 14 August. <http://www.factcheck.org/>

C. Tampa Bay Times. 2017. "Politifact." Accessed 14 August. <http://www.politifact.com/>

D. Tampa Bay Times. 2017. "PunditFact." Accessed 14 August. <http://www.politifact.com/punditfact/>

E. "Procon.Org." 2017. Accessed 14 August. <http://www.procon.org/>

F. Robins-Early, Nick. 2016. "How to Recognize a Fake News Story." Accessed 14 August 2017. http://www.huffingtonpost.com/entry/fake-news-guide-facebook_us_5831c6aae4b058ce7aaba169

G. Christensen, Brett. 2017. "Hoax-Slayer." Accessed 14 August. <http://hoax-slayer.com/>

H. "Allsides.com." 2017. Accessed 14 August. <https://www.allsides.com/>

I. "TruthOrFiction." 2017. Accessed 14 August. <https://www.truthorfiction.com/>

J. Loyola Marymount University. William. H. Hannon Library. 2017. "Keepin' It Real: Tips & Strategies for Evaluating Fake News." Accessed 15 August. <http://libguides.lmu.edu/fakenews>

3. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 8: (Tuesday, 24 Oct): Criteria and Strategies. Audience: General Public

Assignment Due: Submit Your Working Outline

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. American Library Association. 2017. "ALA, Center for News Literacy Announce Plans to Create Media Literacy Training for Public Libraries." Accessed 14 August.

<http://www.ala.org/news/member-news/2017/07/ala-center-news-literacy-announce-plans-create-media-literacy-training-public>

B. Batchelor, Oliver. 2017. "Getting Out the Truth: The Role of Libraries in the Fight Against Fake News." Reference services Review 45, no. 2: 143-148.

A. Pew Research Center. 2015. "Libraries at the Crossroads." Accessed 14 August 2017.

<http://www.pewinternet.org/2015/09/15/libraries-at-the-crossroads/>

2. LibGuide and/or Other Electronic Resource(s) of the Week

A. California State University Chico. Meriam Library. 2010. "Evaluating Information – Applying the CRAAP Test." Accessed 15 August. ChicoState_CRAAPtest_eval_websites.pdf

B. Washington State University Libraries. 2017. "Evaluating News: 'Fake News' and Beyond." Accessed 15 August. <http://libguides.libraries.wsu.edu/fakenews>

3. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 9: (Tuesday, 31 Oct): Criteria and Strategies. Audience: College/University Students

Assignment Due: Submit Your Working Bibliography

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. American Library Association. Office for Information Technology Policy. 2013. "Digital Literacy, Libraries, and Public Policy." Accessed 14 August 2017.

http://www.districtdispatch.org/wp-content/uploads/2013/01/2012_OITP_digilitreport_1_22_13.pdf

B. Jolls, Tessa. 2017. "Media AND Information Literacy: Evolving Together Part 2," Connect!ons: Med!aLit Moments, June: 2-12.

2. LibGuide and/or Other Electronic Resource(s) of the Week

A. University of West Florida Libraries. 2017. "Fake News." Accessed 15 August.

<http://libguides.uwf.edu/fakenews>

3. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 10: (Tuesday, 7 Nov): Criteria and Strategies. Youth, their Parents, Educators, and Caregivers

Guest speaker: Sarah E. Morris, Learning and Assessment Librarian, University Libraries, UT-Austin

I. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. American Association of School Librarians. 2007. "Standards for the 21st-Century Learner." Accessed 14 August 2017.

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/guidelinesandstandards/learningstandards/AASL_LearningStandards.pdf

B. Hobbs, Renee. 2011. "Empowering Learners with Digital and Media Literacy." *Knowledge Quest* 39, no. 5: 13-17.

C. The Lamp. 2017. "Media Literacy Tools to Comprehend & Critique Fake News." Accessed August 13. <http://thelamp.org/watch-webinar-media-literacy-tools-comprehend-critique-fake-news/>. [58 minutes 45 seconds]

D. Richardson, Philina, et al. 2016. "What We Know: Planning, Implementing, and Assessing a Media Literacy-Themed Summer Camp." *Journal of Research on Libraries & Young Adults* 7, no. 3: 1-14.

E. Spratt, Hannah E. and Denise E. Agosto. 2017. "Fighting Fake News: Because We All Deserve the Truth: Programming Ideas for Teaching Teens Media Literacy." 15, no. 4: 17-21.

F. See also: American Library Association. Office for Information Technology Policy. 2013. "Digital Literacy, Libraries, and Public Policy." Accessed 14 August 2017.

http://www.districtdispatch.org/wp-content/uploads/2013/01/2012_OITP_digilitreport_1_22_13.pdf [from week 9 of the class]

2. LibGuide and/or Electronic Resource(s) of the Week

A. University of California Berkeley. Library. 2017. "Real News/Fake News: About Fake News." Accessed 15 August. <http://guides.lib.berkeley.edu/fake-news>

3. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 11: (Tuesday, 14 Nov): News Graph: Constructing and Presenting in Class

Assignment Due: Submit Your Draft Paper

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. Gray, Jonathan. 2017. "Call for Collaborators: 'A Field Guide to Fake News.'" Accessed 15

August. <http://jonathangray.org/2017/03/01/field-guide-fake-news/>

B. Bounegru, Liliana. 2017. "A Field Guide to Fake News." Accessed 15 August 2017.

<https://fakenews.publicdatalab.org/download/SAMPLE-field-guide-to-fake-news.pdf>

2. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Week 12: (Tuesday, 21 Nov): Paper Presentations

Assignment Due: Present Your Paper

Assignment Due: PowerPoint Slides

1. Post a Weekly Comment on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.
2. Remember to return a completed self-evaluation form within 24 hours of delivering your presentation. SelfEvalFormFall2017.docx

Week 13: (Tuesday, 28 Nov): Paper Presentations

Assignment Due: Present Your Paper

Assignment Due: PowerPoint Slides

1. Post a Weekly Comment on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.
2. Remember to return a completed self-evaluation form within 24 hours of delivering your presentation. SelfEvalFormFall2017.docx

Week 14: (Tuesday, 5 Dec): Summary; the Future; Wrap Up

1. To prepare for class, please complete the following readings/viewings and arrive in class ready to discuss them!

A. Horrigan, John B. 2014. "Digital Readiness: Nearly One-Third of Americans Lack the Skills to Use Next-Generation 'Internet of Things' Applications." Accessed 14 August 2017.

http://jbhorrigan.weebly.com/uploads/3/0/8/0/30809311/digital_readiness.horrigan.june2014.pdf

2. Post a Weekly Comment about one or more of these sources on this week's Forum in Canvas by Friday, noon. Reply to one or more of your classmates' postings prior to our next class meeting.

Friday, 8 December, Assignment Due: Final Paper

1. Remember to return a completed self-evaluation form within 24 hours of submitting your final paper. SelfEvalFormFall2017.docx

2. By Friday, 8 Dec: Last participation evaluation: Based on in-class participation and comments on Canvas over the semester. Especially note attendance and participation creating the News Graph and audience participation during student paper presentations.

Assignment Descriptions

Students will have two main assignments: (1) participation and (2) a class paper.

Assignment: Participation

First, review the details on participation in the policies area of this syllabus! Participate in class. In addition, each week please post comments about one or more of the readings/viewings on Canvas and respond to the comments of other students.

Assignment: Class Paper

Your main assignment involves writing a paper in response to a call for possible publication in the journal. Sample 'calls' are included, below.

Students will write separate papers. Remember to follow the class policies. For example, please submit all assignments as .doc or .docx files, not as .pdf files or google doc files. This will make it easier for me to add comments using track changes. Remember to add a cover sheet to all of your assignments. Please submit your work to me via Canvas. SampleCoverSheetFall2017.docx And send me a completed self-evaluation within 24 hours of submitting your final paper. SelfEvalFormFall2017.docx

The paper assignment involves a number of steps. Deadlines are shown in the Course Schedule, Assignment Descriptions, and in the Modules.

Each student will:

- (1) submit a draft abstract [50 points]
- (2) submit a full abstract [50 points];
- (3) submit a working outline [40 points];
- (4) submit a working bibliography of at least 5 sources [30 points];
- (5) submit a draft of the paper [100 points];
- (8) present the paper in an in-class mini-conference [100 points];
- (9) prepare PowerPoint slides for the presentation [40 points];
- (10) submit a full paper [300 points]; and
- (11) submit a completed self-evaluation within 24 hours of submitting your final paper. SelfEvalFormFall2017.docx

Choosing Your Paper Topic and Publication Venue

The topics of media literacy, especially as it relates to 'fake news', are in the news. Your main assignment is to prepare a paper on some aspect of the course content while tying the content to the information professions. You will present your paper in class. Each of you will prepare your paper for possible publication.

Below you will find some recent relevant calls for paper. I do not expect you to respond to any of these calls. In most cases the deadline for submission has already passed. Instead, refer to them for examples of how journal editors and event planners are currently viewing media literacy/digital literacy/fake news. These calls not only provide instructions on how to submit work such as abstracts or full papers, they also will provide you with some examples of topics to explore. Make sure that you follow our own class guidelines for formatting and preparing your paper.

Remember these general guidelines:

1. **Word length:** your final paper should be from 15-30 (3750-7599 words) pages long where one page equals 250 words.
2. **Word length:** the required word length refers to the body of the paper and does not include the cover page, bibliography, or any tables, figures, or appendices.
3. **Tables or figures:** include any tables or figures at the end of your paper. Indicate in your paper where they might be placed, e.g., <Insert Table 1 here.>
4. **Voice:** you may use the first person voice in your writing. Avoid passive voice.
5. **General Writing Mechanics:** become familiar with the writings mechanics sections of the evaluation forms.
6. **Topic:** The topic of your paper must be connected in some way both to the focus of the class and to the information professions.
7. **Unique Paper:** Each student will write a unique, separate paper. While you might have explored the topic in other courses or in your personal reading, your paper submission for this course must be unique and reflective of work worthy of graduate course credit.
8. **Submission through Canvas:** Please submit all assignments as .doc or .docx files, not as .pdf files or as google doc files. This will make it easier for me to add comments using track changes.
9. **Cover Sheet:** Remember to add a cover sheet to each of your assignments when you submit the assignment to me. Your cover sheet should be a separate unnumbered page that includes: your name, the date, the title of the assignment (e.g., Draft Abstract or Working Outline), and the title of your paper. SampleCoverSheetFall2017.docx
10. **Style manual:** Remember to follow the Chicago Manual of Style, 16th ed.
11. **Double spaced:** Your paper submission to me should be on double-spaced pages. Please use a 12-point font.
12. **Steps:** The paper assignment involves a number of steps that have different deadlines but each requires the submission of a text document or your PowerPoint slides (up to the last assignments which also includes your presentation).

Assignment: Submit a Draft Abstract [50 points] Date due: 3 October 2017.

Submit a draft of your plan for your paper. Drafts should be 200-500 words in length. Remember to add a cover sheet! Remember to show page numbers (but do not number your cover sheet). And, remember that this, as with all of your other documents, should be a .docx file, not a .pdf or google doc file. SampleCoverSheetFall2017.docx

Evaluation form for your Abstract Draft

HIGH	MIDDLE	LOW	TOTAL
5	4 3	2 1	0

EVALUATION OF ABSTRACT CONTENT:

- 1. Is the topic relevant to media literacy?
- 2. Is the topic relevant to the information professions?
- 3. Does the student provide a title?
- 4. Does the abstract address the purpose of the paper?
- 5. Is sufficient background provided?
- 6. Does the abstract address design/methodology/approach?
- 7. Does the abstract address research limitations (if applicable)?
- 8. Does the abstract address practical implications (if applicable)?
- 9. Does the abstract address social implications (if applicable)?
- 10. Does the abstract address originality/value?

Writing Mechanics

- 11. Is the abstract of sufficient length? (250-500 words)
- 12. Does the student avoid run-on sentences, such as those using semi-colons to connect two or more concepts? (Deduct: -1.0 for each run-on sentence.)
- 13. Is there a cover sheet attached to the abstract? (Deduct: 5 points if missing)
- 14. Is the cover sheet unnumbered? (Deduct: -1.0)
- 15. Are abbreviations and acronyms explained when needed?
- 16. Spelling
- 17. Punctuation
- 18. Grammar
- 19. Word choice
- 20. Word usage
- 21. Clarity
- 22. Organization
- 23. Does one idea logically follow another?
- 24. Sentence variety
- 25. Are contractions spelled out?

- 26. Does the student avoid “etc.”? (Deduct: -1.0 point for each)
- 27. Does the student avoid “however” as a weak connective?
(Deduct: -1.0 for each occurrence)
- 28. Cliches (not desirable)
- 29. Are section headings used?
- 30. Does the student avoid using “which” instead of “that”?
- 31. Is the text left justified only?
- 32. Is the text double spaced?
- 33. Does the student avoid over relying on other writing
without attribution? (Deduct: -5.0 points for each sentence
(5 or more words) unattributed
- 34. Are any references proved as end notes?
- 35. Are headers avoided?
- 36. Are section headings used as needed?

Assignment: Submit a Full Abstract [50 points] Date due: 17 October 2017 (or before)

Make revisions to your draft abstract and submit your final abstract! Remember that abstracts should be 250- 500 words. Follow the same evaluation form as used with the draft abstract.

Assignment: Submit a Working Outline [40 points] Date due: 24 October 2017

Provide a 1 to 2 page outline of your paper that will help you make progress. Outlines follow a hierarchical structure a look very much like a list. A typical outline style calls for listing content in levels, with roman numerals (e.g., I, II) demarcating the highest level, followed by capital letters (e.g., A, B), then numbers (e.g., 1, 2), and lower case letters (e.g., a, b). Your outline may include key words or phrases, full sentences or partial sentences, whatever works best for you to help you order the content and organization of your paper. Remember to add a cover sheet! This is a separate document than the working bibliography. SampleCoverSheetFall2017.docx

Assignment: Submit a Working Bibliography of at Least 5 Sources [30 points] Date due: 31 October 2017

Identify at least 5 sources that you are using in writing your paper. Submit the list with a cover sheet. Remember to use NoodleTools! Follow Chicago Manual of Style 16 as your style manual. Cite Chicago at the top or bottom of your bibliography:

The Chicago Manual of Style. 16th ed. Chicago: The University of Chicago Press, 2010.

Do not count your style manual as one of your five sources. Criteria: quality of sources and quality of citation format. Remember that you will also find the free Quick Guide to the Chicago Manual of Style at http://www.chicagomanualofstyle.org/tools_citationguide.html Use the notes and bibliography system rather than the author-date system.

Assignment: Draft of Paper (150 points) Date due: 14 November 2017

Submit a draft of at least five pages (1250 words). Make sure that you add a cover sheet and a bibliography, although these documents will not be included in your word count.

SampleCoverSheetFall2017.docx

Metrics for Your Paper Draft

HIGH	MIDDLE	LOW	TOTAL		
5	4	3	2	1	0

EVALUATION OF PAPER CONTENT:

1. Is the topic relevant to media literacy?
2. Is the topic relevant to the information professions?
3. Does the student provide a title?
4. Does the student address the purpose of the paper?
5. Is sufficient background provided?
6. Does the student provide specific examples, as needed?
7. Does the student incorporate brief quotations as needed?
8. Does the student address design/methodology/approach?
9. Does the student address research limitations (if applicable)?
10. Does the student address practical implications (if applicable)?
11. Does the student address social implications (if applicable)?
12. Does the student address originality/value?
13. Is an adequate introduction provided? (Deduct: 10 points if not)
14. Is an adequate summary /closure provided? (Deduct: 10 points if not)
15. Does the paper address findings?

MECHANICS AND WRITING STYLE

16. Is the narrative of sufficient length: 15-30 pages. [In final paper: deduct for words under or above limits]
17. Does the student avoid run-on sentences, such as those using semi-colons to connect two or more concepts? (Deduct: -1.0 for each run-on sentence.)
18. Is there a cover sheet attached to the abstract? (Deduct: 5 points if missing)
19. Is the cover sheet unnumbered? (Deduct: -1.0)
20. Are abbreviations and acronyms explained when needed?
21. Spelling
22. Punctuation
23. Grammar
24. Word choice
25. Word usage
26. Clarity
27. Organization

28. Does one idea logically follow another?
29. Sentence variety
30. Are contractions spelled out?
31. Does the student avoid "etc."? (Deduct: -1.0 point for each)
32. Does the student avoid "however" as a weak connective?
(Deduct: -1.0 for each occurrence)
33. Cliches (not desirable)
34. Are section headings used?
35. Does the student avoid using "which" instead of "that"?
36. Is the text left justified only?
37. Is the text double spaced?
38. Does the student avoid over relying on other writing without attribution?
(Deduct: -5.0 points for each sentence (5 or more words) unattributed
39. Are any references proved as end notes?
40. Are headers avoided?
41. Are section headings used as needed?

Assignment: PowerPoint Slides (40 points) Date due: 21 or 28 November 2017

Create some PowerPoint slides to accompany a public presentation of your paper. Start with an introductory slide showing your name, the title of your paper, and the calendar date on which you would present your paper. Add one or more slides that support your content, one slide of your resources (citations), and a slide to invite audience questions. Do not provide too much text on any one slide: imagine that your audience will need to read the content from the back of a room. If you use images, make sure that the images are very sharp and include attribution of their source(s). Use your slides during your presentation and submit them to Dr. Roy prior to your presentation through Canvas.

Assignment: Paper Presentation (100 points) Date due: 21 or 28 November 2017

Present the paper in an in-class mini-conference. Use this opportunity to practice delivering your class paper in a conference setting.

My rough rule of thumb is that it takes me 2 ½ minutes to read one page (250 words) of text aloud. If your paper is 3000 words you might need 30 minutes to present your paper.

Tips for Your Presentation

- Make sure that you introduce yourself by name.
- Speak loudly and clearly.
- Avoid disfluencies (ums/ahs). I will do a rough tally and you may receive deductions for 10 or more disfluencies.
- Rehearse smooth transitions.

- Make sure that the text on your slides is large enough to be seen from the back of a room.
- Invite audience questions.
- Avoid interrupting people who ask questions.
- Listen to hear if your voice drops at the end of sentences.
- Provide clear structure or organization. This may be an overview or outline of your presentation.
- Provide a clear closure to your presentation.

Take a look at the “LectureDeliveryContract” document for other presentation behaviors you might be mindful of. LectDeliveryFall2017.doc Remember to submit a completed self-evaluation within 24 hours of your presentation. SelfEvalFormFall2017.docx

Assignment: Full Paper (330 points) Date due: 8 December 2017

Reflect on the comments I have provided on your paper draft. Incorporate my suggestions that make sense and contribute to an improved paper. I will use the same metrics as those I used in reviewing your paper draft. Remember to submit a completed self-evaluation within 24 hours of submitting your final paper. SelfEvalFormFall2017.docx

Your Methods and Human Subject Research

You may follow any one of a number of methods in gathering information for your paper. You might write a literature review. You could write one or case studies of events or locations. If you plan to gather information from people you will need to secure approval from UT-Austin. This involves completing training in conducting human subjects research and submitting a proposal to UT-Austin’s IRB, Institutional Review Board. See the attached set of PowerPoint slides describing this process. See these slides that my fall 2016 GRA prepared about the IRB process. IRB ProcessGRAFall2017.pptx

Below are sample Calls for Papers (CFPs). You can also read each as a separate document:

CFP#1_ReferenceServicesReview.docx CFP#2_FloridaACRL.docx
 CFP#3_JoCommFakeNewsFraudulentMediations.docx CFP#4_GlendaleCC.docx
 CFP#5_UNESCO.docx CFP#6_NEMLA.docx CFP#7_GenZ.docx CFP#8_NewMedia&Society.docx
 CFP#9_CARLDIG.docx CFP#10_Croatia.docx

Call for Papers/Presentations, Sample 1: <http://www.emeraldinsight.com/loi/rsr>

Reference Services Review

Call for Papers for Theme Issue on Emergent Literacies in Academic Libraries

Reference Services Review is seeking authors to write on the theme of emergent literacies in academic libraries. Articles in this issue will explore emergent literacies, intersections of multiple literacies, and ideas around the language used to describe, implement, and assess

these literacies. We are interested in innovative interpretations and intersectional research around ideas, theory, and practice.

Examples of stand-alone and intersectional topics include, but are not restricted to,:

- Cultural Literacies (International, Indigenous, Economic)
- Spatial Literacies (How do we create physical and virtual spaces for intellectual pursuits?)
- Emotional Literacies (Changing demographics of higher education, Inclusivity)
- Life Skill Literacies (Finance, Self-advocacy, Speaking, Privacy)
- Narrative Literacies (How do we tell our story? How do students share their stories?)
- Oral Literacies (Listening, Speaking)
- Written and Expressive Literacies (Writing, Visual, Performance)
- Digital & Multimedia Literacies (Social Media, Copyright, Digital media authoring)
- Literacies across the arc of K-20 education
- Methodology, pedagogy, and assessment of emergent literacies
- Forthcoming technologies or developments may create new emerging literacies
- Intersection of Emergent Literacies & Digital Humanities

Proposed manuscripts may take many forms, including (but not limited to) innovative applications of best practices, literature reviews, or conceptual papers that explore the future of emerging literacies.

We wholeheartedly welcome submissions on emergent literacies and/or approaches not listed above. We encourage manuscripts that explore innovative intersections of various literacies, approaches, and pedagogical approaches.

The theme issue, Volume 46 Issue 2, will be published in June 2018. Manuscripts must be submitted by February 24, 2018. Submitted manuscripts are evaluated using a double-blind peer review process. Authors can expect to work on revisions in February and March 2018. Final manuscripts will be due by April 7, 2018.

Proposals/abstracts due: October 15, 2017.

Send proposals/abstracts or inquiries to both:

Tammy Ivins (ivinst@uncw.edu), Transfer Student Services Librarian at the University of North Carolina Wilmington and Sylvia Tag (sylvia.tag@wwu.edu), Librarian for Colleges/Departments/Programs at Western Washington University

Call for Papers/Presentations, Sample 2:



Final Call for Proposals

Fake News and Digital Literacy: The academic library's role in shaping digital citizenship

The Florida Chapter of ACRL (FACRL) is seeking proposals for presentations and poster sessions for the 2017 FACRL Annual Conference to explore digital literacy in higher education and the library's responsibility to lead the charge toward the creation of learners with the requisite skills to engage critically and ethically with information in an open knowledge society. As proven authorities on information literacy, librarians are well positioned to lead learners through a politically and digitally polarized environment and advocate for the development of digital citizenship. The annual conference will be held on Friday, October 20, at the Tampa Bay History Museum, Tampa, FL.

Proposals are due by Monday, August 14, 2017, and should be submitted via the following link: <https://www.surveymonkey.com/r/FACRL2017>. Presentations should be 45 minutes in length with additional time provided for questions. Acceptance emails will be sent on or before August 25, 2017.

Presentations and posters of superior quality may be considered for future publication in a special issue of *The Reference Librarian*, a major refereed journal published by Taylor and Francis.

Presentations and posters may address the following, but all proposals relevant to academic librarianship and digital literacy will be considered:

- Institutional initiatives showcasing librarians as leaders, teachers, and supporters of digital citizenship at their respective institutions.
- Innovative applications of the ACRL Framework and corresponding instructional strategies that help students explore and understand the concepts of digital literacy.
- Case studies highlighting libraries capitalizing on the sensationalism of fake news to convene and lead, insightful community conversations on the moral and ethical implications of digital literacy.
- Digital collection development and how using electronic library resources can promote critical thinking, improve reading skills, and help learners better understand the research process.
- Legislative advocacy initiatives involving broader campus communities to inform and inspire action supporting the principles of digital literacy, freedom of information and efforts to ensure equal access to information.
- Other topics relevant to academic libraries and digital literacy. Need additional information to supplement your proposal? Check out the resources provided by the Digital Citizens Alliance and the Digital Citizenship Institute.

Inquiries may be sent to the FACRL Program Selection Committee Chair, Michelle Demeter at mdemeter@fsu.edu or 850-645-2707.

Kimberly A. Copenhaver

President, Florida Chapter of ACRL
Behavioral Sciences Librarian/Associate Professor of Reference, Instruction and Access Services
Eckerd College | 4200 54th Avenue South | St. Petersburg, FL 33711
copenhka@eckerd.edu | (727) 864-7518 | <http://eckerd.edu/library>

Call for Papers/Presentations, Sample 3: <https://call-for-papers.sas.upenn.edu/cfp/2017/06/03/fake-news-and-fraudulent-mediations>

“Fake News and Fraudulent Mediations”

deadline for submissions: September 30, 2017

full name / name of organization: Journal of Communication: Media Watch

contact email: mediawatchjournal@gmail.com

Call for Papers: Journal of Media Watch

Issue Editor: Dr. Sony J. Raj
Editor-in-Chief, The Journal of Media Watch
Department of Communication
MacEwan University, Edmonton, AB, Canada

Email: sonyjraj@gmail.com
www.mediawatchjournal.in

September 30, 2017 (Full paper submission)

Global media empires are now in the grey shades of fake news. News manufactured for propaganda. World leaders were the targets. Misleading, deceptive, hoaxes, misinformation, malicious, and fraudulent news are propagated in media. Still motives are political; via for business. “The onion scaling” model of news creation makes the world most misinformed. Right and freedom for information is clearly at stake. News manufactured in the hideous editorial factories for feeding the millions, who are out of the powerhouses of information verification.

Neologism in the media world is making targets from Donald Trump to Narendra Modi. From beef to bomb explosions, fake news is becoming the buzzword of the Journalism spectrum. Imposter content, fabrication, tampering, concealing, manipulating, magnifying.....all at news as the locus point. Journal of Media Watch dedicates the forthcoming issue on the enigma of fake news and fraudulent media practices. We invite research articles/papers for the January 2018 issue on the following sub-themes:

- Fake news/Neologism
- Manufacturing news

- Agenda Setting and Framing
- News casting/Lying press
- Propaganda and News
- Internet meme
- Trolling/Disambiguation
- Impersonating news
- Internet/News manipulation
- De-individuation/Ad-hominem

Contributors are encouraged to query the editors (editor@mediawatchjournal.in; mediawatchjournal@gmail.com) in a short e-mail describing their paper to determine suitability for publication. Journal of Media Watch will only accept true, original and pure fundamental and empirical research papers which were not published before in any publications.

Abstract: The abstracts should define objectives, theoretical framework and methodological approach, as well as possible contributions for the advancement of knowledge in the field. As a length measure, each submission should have an abstract of 100-150 words. Authors should provide five or six keywords for their abstract to facilitate online searching.

Length: As the journal is primarily print-based, we encourage articles or manuscripts, including references, tables, and charts, should range between 20-30 pages (7000-8000 words).

Style: References should also follow APA style (6th Edition).

Guidelines for submission are available in the journal website: www.mediawatchjournal.in

Title: Maximum 12 words

Review Process: Authors are informed when manuscripts are received. Each manuscript is pre-viewed prior to distribution to appropriate reviewers. Manuscripts are anonymously reviewed. Once all reviews are returned, a decision is made and the author is notified. Manuscripts should consist of original material, and not currently under consideration by other journals. Author(s) have to submit the copyrights declaration permission to Media Watch before final consideration of the paper.

Cover Page: (for review purposes): Include title of manuscript, date of submission, author's name, title, mailing address, business and home phone number, and email address. Please provide a brief biographical sketch and acknowledge if the article was presented as a paper or if it reports a funded research project.

Software Format: Submit papers in both Word (.doc) and Pdf.

Indexing & Citations: Journal of Media Watch is indexed and cited in 25 international database, citation and indexing agencies including SCOPUS, CrossRef, EBSCOS, Ulrich, Ebscos, J-Gate, Proquest, Google Scholar, ResearchBib, MIAR etc. Journal of Media Watch is subscribed in major university library data base in Asia, Europe and USA. Journal of Media Watch is considered for inclusion by the famous database such as ISI, Thomson Reuters and Nature.

Plagiarism Check: All the submitted papers will undergo mandatory online plagiarism check through plagiarism software's such as Turnitin and Safe Assign. Contributors are encouraged to do plagiarism check before they submit for the publication. Any submitted paper with more than 10 % match will be rejected without any feedback from the editorial board.

Submission & Acceptance: Paper published in any journals, book chapters, monographs or abstracts presented in any conference or published in any conference proceedings will not be considered for publication. We strongly discourage on the submission of any such.

We strongly recommend you share this call for papers among researchers who you think may be interested in submitting papers for the issue of the journal.

Information: For further information and inquiries about the proposed issue and journal, in case of need, please do not hesitate to contact the editor-in-chief of the journal, Dr. Sony Jalarajan Raj via e-mail: sonyjraj@gmail.com

Visit the journal website: <http://www.mediawatchjournal.in>

E-mail your submission to:
editor@mediawatchjournal.in
mediawatchjournal@gmail.com

Call for Papers/Presentations, Sample 4: <https://call-for-papers.sas.upenn.edu/cfp/2017/04/07/fake-news>

Fake News

deadline for submissions: May 11, 2017

full name / name of organization: Documenting the Media Revolution through Fake News

contact email: willmelikyancfp@gmail.com

Given the current developments in our society, Glendale Community College has decided to host their very first Call for Papers in a discussion of fake news. There is a prompt provided below, but you are not limited to the provided discussion points. This conference serves not only as a presentation of facts, but also a platform to express opinions and beliefs on the possible solutions to recognizing and avoiding fake news. Please submit a brief one paragraph summary of your essay describing the topics you will cover as well as an additional bit of background information about yourself. If your presentation requires any technological accommodations, please make note of it in your background information. If you have any questions, feel free to email willmelikyancfp@gmail.com for further assistance.

FAKE NEWS

- 1) In 2016, deliberately untrue news articles became a cause for concern. What are some examples of fake news articles, and what damage are they believed to have done?
- 2) Do fake news articles have First Amendment protection? Is there, legally speaking, any difference between fake news and satire?

- 3) What are large internet companies, government, and other major institutions doing to lessen or eliminate fake news?
- 4) What can you do to make sure that the news articles you read are grounded in fact.

Call for Papers/Presentations, Sample 5: <http://en.unesco.org/news/global-media-and-information-literacy-mil-week-2017-unesco-calls-papers-and-presentations>

13 April 2017

The Global Media and Information Literacy (MIL) Week will be celebrated from 25 October to 1 November 2017 under the theme “Media and Information Literacy in Critical Times: Re-imagining Ways of Learning and Information Environments”. UNESCO and partners launch this call for academic papers and case study/project-related presentations for the Global MIL Week 2017 feature event, the Seventh MIL and Intercultural Dialogue Conference, which will be held from 24 to 27 October 2017 in Kingston, Jamaica, hosted by the University of the West Indies.

People around the world face many challenges and major alterations taking place in the realms of politics, economics, development and social life. On one hand, people have not fully grasped the increasing value of information and media of all forms. On the other hand, it has become more difficult than ever before to make sense of the abundance of information, misinformation, and fake news, charged with agendas and hidden messages.

This does not concern only media but all forms of information including research findings on which important policy and decisions are based. Therefore, understanding the media and making sense of information environments, which together form the core of MIL, becomes an essential aspect of the learning and education of all people.

The feature conference of Global MIL Week will discuss how MIL can bridge the gap between learning in formal education environments and learning in other information environments. In other words, building bridges between learning outside of the classroom and learning inside the classroom. It will explore how stakeholders interpret ways of educating citizens in MIL. It will focus on the global status of research and practice about the significance of MIL to transform present and future information and learning environments, and related policies. In addition, the conference will contribute to making learning a process of social change, which fosters human rights online and offline and enables global citizenship based on critical civic participation and intercultural dialogue.

UNESCO invites all stakeholders including researchers, practitioners, information, media and technology professionals, educators, leaders of NGOs or associations/networks, and decision makers etc., across the world who are interested in participating in the Global MIL Week feature conference to submit papers or presentation about MIL-related research, initiatives, programmes, policies and other types of work and new ideas.

Topics for papers and presentations should be within the fields of MIL and its connection to information and learning environments; media development, ICTs, freedom of expression and hate speech, human rights and violent extremism, education and youth, sustainable development, research, policy development, creative cities, music as a powerful media of communication etc. Papers submitted for the 2017 MILID Yearbook Call for Papers can also be presented in connection with this feature conference's call for papers/presentations.

To submit an abstract and find detailed instructions, [click here](#).

The deadline for submissions is 20 June 2017. A diverse scientific committee will evaluate and select papers and presentations based on relevance to the themes outlined. The authors of selected papers and presentations are invited to present at the Global MIL Week 2017 feature event in Jamaica.

Call for Papers/Presentations, Sample 6: <https://networks.h-net.org/node/73374/announcements/187294/nemla-teaching-fake-news>

NEMLA: Teaching 'Fake News'

Type: Call for Papers

Date: April 12, 2018 to April 15, 2018

Location: Pennsylvania, United States

Subject Fields: Composition & Rhetoric, Childhood and Education

Over the last several years, the issue of “fake news” – misleading or outright deceptive reporting designed to advance a particular agenda – has become a prominent feature of our media ecology. The Oxford Dictionary chose “post-truth” as its Word of the Year for 2016, Time Magazine ran a full-cover headline in 2017 asking the question “Is Truth Dead?,” and the term “fake news” has been employed liberally by both spokespeople for the Trump administration and its critics. The debate has particular ramifications for higher education, and particularly for instructors of Composition and Humanities classes, which generally provide college students with their most explicit training in how to evaluate sources of information. The proliferation of fake news threatens the very foundations of a liberal education, even as the same phenomenon demonstrates the urgent demand for the kind of media literacy skills that such an education is intended to promote.

This panel seeks to advance the ongoing conversation about how college instructors are incorporating lessons about fake news into their curricula. Proposed papers may consider the theoretical implications of fake news, describe lesson plans or activities that require students to engage with the problem of fake news, speculate on how the mainstreaming of fake news influences the role of higher education, or approach the phenomenon of fake news from any other related perspective.

Please submit a 300 abstract or proposal by 9/08/2017 to: pfox@goodwin.edu. A follow-up date for full paper or lesson plan will follow. The panel will actually occur at the 2018 NeMLA conference, April 12-15.

Call for Papers/Presentations, Sample 7: <http://librarywriting.blogspot.com/2017/02/cfp-generation-z-fake-news-and.html>

CFP: Generation Z: Fake News and Information Literacy, the New Horizon. (Western Balkan Information Literacy Conference - June 2017 Bosnia & Herzegovina)

WESTERN BALKAN INFORMATION LITERACY CONFERENCE

JUNE 6th-9th 2017, Juni na Uni 2016 , Hotel Opal, Bihać, Bosnia & Herzegovina.

Conference website: <http://www.wbilc2017.com/en/>

Call for Papers

Theme: Generation Z: Fake News and Information Literacy, the New Horizon.

Papers should be prepared using WBILC template and submitted electronically to this email address: wbilc2017@gmail.com

After the second cycle of Peer-Review, selected papers will be published in the WBILC proceedings book and in the Peer Reviewed Education for Information (indexed by SCOPUS) ISSN print: 0167-8329; ISSN online 1875-8649.

Conference main themes and topics

A. Information literacy in the modern world

- Fake News and Information Literacy
- Action Literacy
- Information literacies (media literacy, digital literacy, visual literacy, financial literacy, health literacy, cyber wellness, infographics, information behaviour, trans-literacy, post-literacy)
- Information Literacy and academic libraries
- Information Literacy and adult education
- Information Literacy and blended learning
- Information Literacy and distance learning
- Information Literacy and mobile devices (M-learning)
- Information Literacy and Gamification
- Information literacy and public libraries
- Information Literacy in Primary and Secondary Schools
- Information literacy and the Knowledge Economy
- Information literacy and the Information Society

- Information Literacy and the Multimedia Society
- Information Literacy and the Digital Society
- Information Literacy in the modern world (e.g trends, emerging technologies and innovation; growth of digital resources; digital reference tools; reference services).
- The future of information literacy
- Workplace information literacy
- B. Librarians as support to the lifelong learning process
 - Digital pedagogy and Information Literacy
 - Integrating information literacy into the curriculum
 - Putting information literacy theory into practice
 - Information Literacy training and instruction
 - Instructional design and performance for information literacy (e.g. teaching practice, session design, lesson plans)
 - Information Literacy and online learning (e.g. self-paced IL modules)
 - Information Literacy and Virtual Learning Environments
 - Supporting users need through library 2.0 and beyond
 - Digital empowerment and reference work
 - Information Literacy across the disciplines
 - Information literacy and digital preservation
 - Innovative IL approaches
 - Student engagement with Information Literacy
- C. Media and information literacy – theoretical approaches (standards, assessment, collaboration, etc.)
 - Information literacy theory (models, standards, indicators.)
 - Information literacy and Artificial intelligence
 - Information Literacy and information behaviour
 - Information literacy and reference services: cyber reference services, virtual reference services, mobile reference services, expert crowd sourcing, global reference volunteers
 - Information literacy cultural and contextual approaches
 - Information Literacy and Threshold concepts
 - Information literacy evaluation and assessment
 - Information literacy in different cultures and countries including national studies
 - Information literacy project management
 - Measuring in information literacy instruction assessment
- D. New aspects of education/strategic planning, policy, and advocacy for information literacy in a digital age
 - Branding, promotion and marketing for information literacy
 - Cross –sectorial; and interdisciplinary collaboration and partnerships for information literacy
 - Information literacy policies and development
 - Leadership and Governance for information literacy

- Strategic planning for IL
- Strategies in e-learning to promote self-directed and sustainable learning in the area of information literacy skills.

Paper submission

Submissions in any of the following forms are accepted:

- Full paper to be published in conference proceedings
- Presentation
- Roundtable discussion
- Poster session
- Train-the-trainers workshop
- PechaKucha

Important Dates

Abstracts submission deadline April 24, 2017

Notification of Abstract acceptance April 30, 2017

Full Paper submission deadline May 15, 2017

Notification of acceptance May 30 2017

Dissemination of final programme June 02 2017

Abstracts & papers are to be sent to wbilc2017@gmail.com

For further information: please see the Western Balkan Information Literacy Conference website for additional details at: <http://www.wbilc2017.com/en/>

Please note: all expenses, including registration for the conference, travel, accommodation etc., are the responsibility of the authors/presenters. No financial support can be provided by the Conference Committee, but a special invitation can be issued to authors.

Regards, Pdraig Kirby MSc (LIS) BA (Hons) HdipLIS, Limerick Institute of Technology,
Padraig.Kirby@lit.ie

Call for Papers/Presentations, Sample 8: <http://culturedigitally.org/2017/06/cfp-truth-facts-fake/>



CFP: New Media & Society special issue — “Truth, facts, and fake: The shifting epistemologies of news in a digital age”

SETH LEWIS · JUNE 22, 2017

I'm pleased to announce the following call for papers for a special issue of *New Media & Society*, as well as a related online workshop. Submission information is at the bottom of the call, and inquiries may be directed to ekstrom.lewis.westlund@gmail.com.

Truth, facts, and fake: The shifting epistemologies of news in a digital age

Co-editors: Mats Ekström, University of Gothenburg; Seth C. Lewis, University of Oregon; Oscar Westlund, University of Gothenburg

Tentative timeline:

- * Abstract submission deadline: Monday, October 2, 2017
- * Notification on submitted abstracts: Friday, October 20, 2017
- * Online workshop focusing on the special issue theme: in early February 2018
- * Article submission deadline: Thursday, March 1, 2018

Verified, fact-based information is presumed to be an important feature in society, for citizens individually and for democratic governance as a whole. During much the 20th century, legacy news media enjoyed a prominent position in attempting to fulfill that role, reporting on happenings near and far. Journalists professionalized over time, developing standards, norms, methods, and networks of sources that enabled them to make knowledge claims. Such epistemological practices—presumed to provide factual and reliable public information—have made journalism one of the most influential knowledge-producing institutions in society.

However, both slow and sudden changes are challenging the role of journalism in society. There is an ongoing but gradual shift from legacy media to digital media. On the one hand, this shift has opened new pathways for news access and distribution across an array of platforms—social, mobile, apps, and the like. On the other hand, this shift has generally undercut the business models of legacy news media organizations, resulting in the weakening and downsizing of newsrooms and the fragmenting of collective audiences for news—altogether raising questions about the continued viability of journalism to produce reliable information. Meanwhile, the more sudden change in the information landscape is the rapid expansion of actors that, in some cases, are intent on providing “alternative facts” or otherwise questioning the accounts of news media. This comes at a moment when many people, particularly in developed countries, appear to have little confidence in the press. While some of these sources seek to verify facts in a journalistic fashion, others pursue a deliberate strategy of disinformation for political or financial purposes. The success of such “fake news” has led to widespread debate about what some are calling a “post-truth” era.

Altogether, these developments point to many opportunities for research and theory. A general question concerns how the epistemologies of journalism—knowledge claims, norms, and practices—are shaped by the changes and challenges in digital news production. How do journalists know what they know, and how are their knowledge claims articulated and justified? To understand the destabilization of the epistemic status of journalism articulated in current

debates, what is needed are empirical studies, historical explanations, and theoretical developments. Moreover, it is essential to better understand how news consumers perceive news, “fake” or otherwise; e.g., how do they evaluate and act upon such claims? Citizens also need media literacy skills to assess the quality of information; what constitutes such literacy, and how does it respond to the knowledge conditions of the contemporary digital environment? As a response to the rise of fake news, several groups have mobilized to investigate information. The functioning and implications of such mobilizations (such as fact-checking movements), as well as digital media tools that aid citizens and professionals in verifying information, are important to analyze to develop our understanding of the production and consumption of more or less verified and non-verified information in a changing news media landscape.

For this special issue, the guest editors welcome two kinds of article submissions: theoretically informed and empirically rigorous articles (using quantitative, qualitative, computational, and/or mixed methods), as well as conceptualizations involving systematic and relevant literature reviews. Contributors may address issues including, but not limited to, the following:

- * The epistemology of different forms of journalism—such as data journalism, which conveys news through the analysis and visualization of numerical data, and participatory journalism, which involves audiences and communities in news construction;
- * Knowledge-oriented norms, values, and practices applied when publishing and distributing news, accordingly to varying socio-cultural, political, organizational, and technological contexts;
- * The shifting networks of sources on which journalists and other information professionals rely;
- * The discursive construction of “truth” and “facts” in the context of news production, distribution, and consumption;
- * Notions of “fake news,” “post-truth,” and related controversies brought to light by the 2016 U.S. presidential election, and which are applicable also in many other countries and contexts;
- * The knowledge-oriented practices of news consumers as they encounter purportedly “fake news” and propaganda online (and, by extension, questions of and conceptualizations for media literacy);
- * Verification on/for social media as well as related forms of technologically driven means of information assessment;
- * Perceptions and practices of professional footage vis-à-vis amateur footage, including issues of authenticity and authority;
- * The formation, vision, and practices of initiatives, groups or organizations working toward identifying “fake news,” on behalf of professionals, the public or both;
- * Comparative perspectives on news consumers and their relative trust in different forms of media processes and products;
- * The development, appropriation, and use of technological systems and tools for verification.

Information about submission:

Proposals should include the following: an abstract of 500-750 words (not including references) as well as background information on the author(s), including an abbreviated bio that describes previous and current research that relates to the special issue theme. Please submit your proposal as a PDF to the e-mail address ekstrom.lewis.westlund@gmail.com no later than Monday, October 2, 2017. Later that month, by October 20, authors will be notified whether their abstract has been selected, and consequently if they will be encouraged to develop and submit an article for peer review.

Please note: Authors whose abstracts are shortlisted for full-paper submission to the special issue also will be committing to take part in an online workshop, hosted by the University of Gothenburg, to be held in early February 2018. This experimental approach will allow for the sharing and commenting on drafts as well as the discussion of more general theoretical issues, future research opportunities, and networking among scholars. Live sessions will be held for portions of two days, in addition to a week period for open commenting and discussion. Further details will be conveyed to shortlisted authors.

Finally, full articles will be due Thursday, March 1, 2018, for full blind review, in accordance with the journal's peer-review procedure.

Call for Papers/Presentations, Sample 9:

Date: Thu, 17 Aug 2017 16:34:34 +0000

From: Annette Young <Annette.Young@chaffey.edu>

To: "rusa-l@lists.ala.org" <rusa-l@lists.ala.org>

Subject: [rusa-l] Call for Proposals: CARLDIG-S 2017 Fall Program: Agents of Change in the Age of Alternative Facts

California Academic Reference Librarians Interest Group-South (CARLDIG-S)

2017 Fall Program

Agents of Change in the Age of Alternative Facts

CALL FOR PROPOSALS

CARLDIG-S is hosting its annual fall program titled "Agents of Change in the Age of Alternative Facts" at California Lutheran University on Friday, December 1, 2017 from 9:00am-2:00pm. We are seeking proposals from reference librarians who have implemented engaging, innovative reference programs or collaborations that address fake news, digital literacy, social justice, or diversity, equity, and inclusion.

Are you leading efforts to bring about change at your institution? Have you created campaigns or programs to improve student digital literacy? Or worked with campus partners to connect with diverse student populations? Submit a proposal today through our online application.

Speakers will give a 15-minute presentation and participate in a moderated panel discussion.

Proposal Guidelines:

- Proposals should be no longer than 500 words
- Proposals must be submitted through the online application
- Proposals will be subject to a peer-review process. The deadline to submit a proposal is Friday, September 22.

All presenters must register and pay for the program.

For more information, visit the CARLDIG-S

Casey<mailto:kcasey@vcccd.edu>.

Annette Young, Reference Librarian
Chaffey College, 5885 Haven Avenue
Rancho Cucamonga, CA 91737
annette.young@chaffey.edu<mailto:annette.young@chaffey.edu>
(909) 652-6809

Call for Papers/Presentations, Sample 10: Croatia

CALL FOR PAPERS

Under the High Auspices of the President of the Republic of Croatia Prof. Ivo Josipović

Centre for Croatian Studies, Department of Communication Sciences, in Cooperation with the Electronic Media Council

is Organizing an International Scientific Conference

“Media Literacy in Digital Age – Cultural, Economic and Political Perspective”

Zagreb, June 6-7, 2014

Media literacy - as a concept of empowering the citizens to efficiently deal with the world of traditional and new media, has been in the centre of interest of the international institutions, media experts and scientists for several decades already. UNESCO's Declaration on Media Education set the framework in the early eighties. Nineteen countries accepted the implementation and improvement of the concept of education for the new digital age, but this did not result in the expected inclusion of media literacy in the national educational systems.

The European Union documents emphasize the importance of media literacy for the accomplishment of economic development and social cohesion of Europe by the year 2010, with the focus on the necessity of development of national public policy for the education of citizens in media. European citizens, notwithstanding their age and gender should be medialiterate for their active involvement in the exchange of cultural goods and digital economic processes. In the field of human rights, media literacy should contribute to the

divergence of freedom in society, political culture and democracy, as well as to the strengthening of the economic system and creative discourse.

In the process, key role is played by the public media services, regulatory bodies and educational institutions which are invited to participate and enable the public a better understanding and awareness of the media contents, processes, technologies and the system of regulation of traditional media such as radio, television, printed media as well as the Internet and the converged media (Ofcom, 2004).

We proudly invite you to participate in the discussion on these issues and to send us your theoretical or empirical research for the conference „ Media Literacy in the Digital Age –

Cultural, Economic and Political Perspective”. Your scientific and professional contributions may involve the following issues:

- What is media literacy and what is its position in relation to information literacy, digital literacy, media education, and media culture?
- What is digital gap and is it possible to overcome it using media literacy?
- Media education for children, parents, teachers and kindergarten teachers.
- Media and information literacy and competitiveness on the European job market.
- The future of traditional media.
- The ethics of communication and the role of media literacy in the protection of privacy, the right to information and the freedom of public speech.
- Participatory journalism.
- The meaning of active use of media.
- The meaning of critical use of media and the ability to critically analyse media contents.
- The role of media literacy in the competitive digital economy.
- Media literacy as the base of social involvement and the quality of life of the citizens of European Union.
- The role of public media in the promotion of media literacy.
- The role of non-profit media in the promotion of media literacy.
- Media literacy in the educational system.
- Media literacy and the protection of copyright.
- Media literacy and the political culture of citizens.
- Media literacy and the crises of society.

The official languages of the meeting are Croatian and English. Conference fee is 350 HRK (€50). Deadline for the submission of summaries in Croatian and English (250 – 300 words) is February 28, 2014. Please send the summaries to media.literacy@hrstud.hr. We will notify the participants on the acceptance of the paper by March 15, 2014. Full papers should be sent in English by June 30, 2014 to media.literacy@hrstud.hr. Papers will undergo double blind peer

review and will be published in the conference collection of papers. Guide for authors will be available on the website of the conference. Selected papers will be published in the special edition of the Media Research journal (indexed in Sociological Abstracts (SA), Linguistic and Language Behavior Abstracts (LLBA) and Social Planning/Policy & Development Abstracts (SOPODA), Current Index to Journals in Education (CIJE), and SCOPUS).

The application form, information on accommodation, conference programme and other information will be available on the Centre for Croatian Studies website www.hrstud.unizg.hr.
Conference Board: Nada Zgrabljic Rotar, Damir Hajduk, Jelena Jurišić, Danijel Labaš. Scientific Programme Board: Nada Zgrabljic Rotar, Jelena Jurišić, Danijel Labaš, Tomislav Janović, Ivan Burić, Blanka Jergović, Damir Hajduk. Organization Assistance: Ifigenija Račić, Anja Raguž, Lana Ciboci, Mirta Seferović, Matea Horvat. IT Assistance: Tomislav Knežević.
