

**Fall 2017 – INF 386E**

Welcome to

**Information and Culture: Media and Literacy**

**(Unique Number: 28362)**

**Instructor: Dr. Lorienne Roy, Professor**

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

**Syllabus**

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](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/](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](http://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](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](mailto: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](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](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
	<b>TOTAL: 908/1000</b>
	<b>Final Grade: A-</b>

#### 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](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](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?  
Link available on Canvas.
3. History of Concern about Facts  
Link available on Canvas.
4. LibGuide and/or Other Online Resource(s) of the Week  
Link available on Canvas.

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!

Link available on Canvas.

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

Link available on Canvas.

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, Mizrachi, 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:

Link available on Canvas.

### **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!

Link available on Canvas.

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

Link available on Canvas.

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!

Link available on Canvas.

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

Link available on Canvas

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!

Link available on Canvas.

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

Link available on Canvas.

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!

Link available on Canvas.

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

Link available on Canvas.

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!

Link available on Canvas.

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

Link available on Canvas.

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!

Link available on Canvas.

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

Link available on Canvas.

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

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

Link available on Canvas.

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

Link available on Canvas.

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!

Link available on Canvas.

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!

Link on Canvas

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, 16<sup>th</sup> 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](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:**

Content is available on Canvas.