

IDS 804
Information Literacy
SYLLABUS

Course Description

The purpose of this course is to help graduate students hone their skills in analysis and synthesis, and to develop the ability to conduct independent scholarly research. For each of the texts assigned, students will practice skills in analysis and synthesis by writing to prompts in discussion board postings and more formal reading responses. In addition, students will conduct independent scholarly research on a topic of their choice, composing a final research paper. Students should plan to spend much time, beyond reading and writing, on independent research. Students who successfully pass this course will:

- think critically and logically about information, especially about the form and content of information;
- develop adaptability, flexibility, and creativity in using current technologies to facilitate lifelong learning;
- understand and identify the differences between quantitative and qualitative research and when and where each type of research is most appropriate;
- understand and apply the principles of source and text criticism as applied to practical problems of managing information;
- understand and discuss critically different concepts of information as used in different fields of knowledge or application;

Required Texts [All Available as Digital Texts]

Badke, William. *Research Strategies: Finding Your Way Through the Information Fog*. iUniverse.com, 2014.

Levitin, Daniel J. *A Field Guide to Lies: Critical Thinking in the Information Age*. Dutton, 2016.

Putnam, Robert D. *Our Kids: The American Dream in Crisis*. Simon and Schuster, 2015.

Zweig, Michael. *The Working Class Majority: America's Best Kept Secret*. 2nd Ed. ILR, 2012.

Course Requirements

Final Grade Breakdown (Based on 1000 total points)

A	1000-900
B	899-800
C	799-700
D	699-600
F	599-000

Discussion Board Postings: 24 @ 15 points each, or 360 points total

For each assigned reading, students will respond critically and analytically to a posted question on the discussion board. In addition, students will respond thoughtfully and analytically to a minimum of two other students on the discussion board. Discussion board postings will be graded holistically, based on depth and content of both the original post and the postings to other students. A discussion board posting should be at least two well-developed paragraphs and be

free of grammatical and typographic errors. Each response to another student must be a minimum of one well-developed paragraph.

Reading Responses (4 pages each): 3 @ 50 points each, or 150 points total

Students will author a formal reading response to each book assigned. Writing prompts can be found on the Blackboard course links for each reading response. Responses will be graded using the Writing Skills Rubric, focusing on the areas of Context/Purpose, Content/Ideas/Support, Organization, Synthesis of Sources, and Writing Mechanics. Rhetorically, I will be looking for a strong central argument backed by detailed and specific textual evidence. Ideas should be embedded within a coherent structure at the sentence and paragraph levels, and meaningful transitions should link ideas back to the central argument. Style and mechanics should follow APA guidelines. Each paper should be a minimum of four complete, typed, and double-spaced pages, formatted with 1" margins and written in Times New Roman 12-point font.

Research Question + 10 Scholarly Resources: 40 points

A concise and well-focused research question on a subject of interest to you is due on or before September 24. I recommend consulting William Badke's *Research Strategies*, Chapter 2, to assist you in forging a research question. In addition, you should include a minimum of ten scholarly sources properly documented and directly related to the research question. For the purposes of this class, a scholarly source is defined as one that has undergone academic peer review through an editorial board. All research should be documented in current APA style.

Research Proposal (2 page narrative + Works Cited): 100 points

A brief two-page proposal for the research paper is due on or before October 22, but students should begin independent research and paper drafting long before that time. Proposals should include a detailed paragraph of the central argument, a paragraph indicating how the parts of the paper will fit into the whole, and two to three paragraphs summarizing the research to be included in the final paper. In addition, in your Works Cited, you should include a minimum of twenty scholarly sources that will be cited in your paper. All research should be documented in current APA style.

Research Paper (15 pages): 350 points

After forging a focused research question on a subject of interest to you, students should conduct extensive research and forge a central argument based on the scholarly research found. Current scholarly research should drive this paper, so any and all assertions made within the paper should be backed by evidence derived from current scholarly sources. Each paper will have a minimum of twenty documented scholarly sources integrated into the paper. Final papers will be graded using the Writing Skills Rubric and the Research Skills Rubric. Papers will be graded upon the depth and fit of research used and the completeness and complexity of thought developed by the writer. Rhetorically, I will be looking for a strong central argument backed by detailed and specific evidence. Ideas should be embedded within a coherent structure at the sentence and paragraph levels, and meaningful transitions should link ideas back to the central argument. Style and mechanics should follow APA guidelines. Each paper should be a minimum of fifteen complete, typed, and double-spaced pages (not counting your Works Cited pages), formatted with 1" margins and written in Times New Roman 12-point font.

Attendance

Regular attendance and class participation are expected. I reserve the right to fail students who miss the equivalent of more than two-weeks of classes with excused or unexcused absences or who do not come to class prepared and ready to partake in class discussion and group work.

Plagiarism and Academic Integrity

All submitted work is expected to be the result of your own thought, research, and self-expression. When you submit work purporting to be your own, but which borrows ideas, organization, or wording from another source without appropriate acknowledgment of that fact, you are guilty of plagiarism, a serious academic offense. If you feel unsure over a question of plagiarism, you should consult with me before submitting the assignment.

Student Accessibility Services Statement:

If you have a disability that may have an impact on your ability to carry out assigned course work and if you wish to seek any accommodations for this course, you must contact the Student Accessibility Services office (SAS). SAS is located in the Kelly Center, Picken Hall, Room 111, 785-628-4401. SAS staff will review your documentation and determine, with you, what academic accommodations are necessary and appropriate. Documentation of your disability is confidential and will not be released by SAS without your written permission. Students can find more information at <http://www.fhsu.edu/accessibility/get-access/>

Academic Honest Policy:

All students are expected to adhere to the academic honesty policy, which can be found at <https://www.fhsu.edu/studenthandbook/>

Title IX Information:

FHSU is committed to fostering a safe, productive learning environment. Title IX makes it clear that violence and harassment based on sex, gender and gender identity are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. This includes all types of gender and relationship violence: sexual violence or harassment, domestic and dating violence, and stalking.

*If you wish to speak **confidentially** about an incident of gender and relationship violence, talk to someone at The Kelly Center, the Student Health Center, or the Options Sexual and Domestic Violence Campus Advocate who is housed in the Student Health Center.*

*If you wish to report an incident or have questions about school policies and procedures regarding Title IX issues, please contact Dr. Keegan Nichols, Associate Vice President for Student Affairs and the FHSU Title IX Coordinator. Or, you can report to Residential Life Staff or University Police, which are **non-confidential reporters**.*

If you are unsure about the reporting status of an individual, ask them directly before disclosing sensitive information. If they are non-confidential, they can direct you to someone you can talk to in complete confidentiality, which does not have to be officially reported.