GENERAL STUDIES COURSE PROPOSAL COVER FORM  
(ONE COURSE PER FORM)  

<table>
<thead>
<tr>
<th>1.) DATE: 02/05/10</th>
<th>2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District</th>
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<tr>
<td>3.) COURSE PROPOSED: Prefix: IFS  Number: 101  Title: Information Skills in the Digital Age  Credits: 3</td>
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<td>CROSS LISTED WITH: Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:</td>
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<td>Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:  ; Prefix:  Number:</td>
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<td>4.) COMMUNITY COLLEGE INITIATOR: KANDICE MICKELSEN  PHONE: 623-787-6692</td>
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ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:
- The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
Core Areas: Literacy and Critical Inquiry (L)  Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
- Course Description
- Course Syllabus
- Criteria Checklist for the area
- Table of Contents from the textbook required and/or list or required readings/books
- Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
- DEC prefix
- Elective

Current General Studies designation(s): L

Effective date: 2010 Spring  Course Equivalency Guide

Is this a multi-section course?  yes  no

Is it governed by a common syllabus?  yes

Chair/Director: Nikol Price  Chair/Director Signature: 

AGSC Action: Date action taken:  
- Approved  
- Disapproved  

Effective Date:
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

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<tr>
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<th>Identify Documentation Submitted</th>
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**CRITERION 1:**

At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. *Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.*

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

**CRITERION 2:**

The composition tasks involve the gathering, interpretation, and evaluation of evidence

1. Please describe the way(s) in which this criterion is addressed in the course design

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

**CRITERION 3:**

The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".
### ASU - [L] CRITERIA

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<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed</em></td>
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1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please **circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process—and label this information "C-4".

C-4
## 2009-10 Mandatory Review Checklist for IFS101

<table>
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<tr>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
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<tr>
<td>IFS</td>
<td>101</td>
<td>Information Skills in the Digital Age</td>
<td>L</td>
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### Criteria (from checksheet)

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<tr>
<th>Criterion 1</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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</table>
| At least 50 percent of the grade in the course should depend on writing, including prepared essays, speeches, or in-class essay examinations. Please describe the assignments that are considered in the computation of course grades -- and indicate the portion of the final grade that is determined by each assignment. | Over 50% of this course constitutes written research assignments reflecting each week's objectives. These assignments comprise a blended electronic written portfolio (8-10 pages) – **560 Points or 54% of the 1035 Total Points for Weeks 1-14**. A final research project to include a multi-media presentation and 3-5 page thesis research paper constitutes an additional **275 Points or 20% of the overall grade**. | See Syllabus: Writing Assignments—Pages 3-5  
See IFS101 Week #3 Burn It Assignment |

### Criterion 2

The composition tasks involved the gathering, interpretation, and evaluation of evidence. Please describe the way(s) in which this criterion is addressed in the course design.

| The gathering, interpretation, and evaluation of evidence are major components of this course. It is based on helping students conceptualize and develop advanced research skills. This course can be considered as a microcosm model of the Literacy designation’s research/writing expectations of college students: assignments move students through stages of increasingly sophisticated analysis and critical thinking so that skill levels increase from novice toward more expertise and certainly more confidence in the critical use of information. | The course competencies (2, 3, & 4) | |

### Criterion 3

The syllabus should include a minimum of two substantial writing or speaking tasks, other

| Writing Assignments: Electronic Portfolio: A Critical Thinking Research Document (8-10 pages) — This cumulative | See Syllabus: Writing Assignments—Pages 3-5  
See Week #3 Burn It Assignment | |
than or in addition to in-class essay exams. Provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

<table>
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<tr>
<th>than or in addition to in-class essay exams. Provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.</th>
<th>writing portfolio addresses the objectives covered throughout the semester; in addition, this portfolio will also include a research paper from another content area providing working examples of the IFS101 objectives and an annotated bibliography. Final Project: A multi-media presentation with an additional 3-5 page research paper interpreting, demonstrating, examining, integrating and justifying a position to the IFS101 thesis: “Is information really free?”</th>
<th>2009-10 Mandatory Review Submission for IFS101 p. 2</th>
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</table>

Criterion 4
These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

Describe sequence of course assignments -- and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

Given the course design intent for moving students through increasing levels of proficiency, timely feedback is essential. As noted in the sample syllabus, students cannot accelerate through course content beyond two assignments graded by the instructor nor can assignments be submitted out of sequence.

Students will receive their graded assignments within 2 weeks of the due date. These graded assignments will contain comments from the instructor relating to each lesson’s objectives; comments will also include highlights of mastery while denoting specific areas for development so that the students gain knowledge for future improvement—in addition, opportunities for remediation are provided through the resubmission of assignments.

Syllabus, section “Course Overview”—pg. 2
IFS 101 was created to give students the skills they need in order to research effectively and to communicate that information in both written and verbal form. This application contains detailed materials about the IFS 101 course which give complete information about how the course is taught. As you can see, IFS 101 meets each of the [L] Criteria because:

1. At least 50% of the grade in the course depends upon writing. In fact, in the sample course submitted, 54% of the grade comes from written assignments, so this easily meets the requirement.
2. The composition tasks involve the gathering, interpretation, and evaluation of evidence. The activities for this course involve researching and evaluating information every week, and this is an essential part of this curriculum.
3. The syllabus includes a minimum of two substantial writing tasks. As you can see from the attached syllabus, it includes two substantial writing tasks: one is a 3-5 page paper; and the other is an 8-10 page paper.
4. The substantial writing assignments are arranged so that students get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Students get ongoing feedback on each writing assignment throughout the semester, which allows for continuous improvement.
Official Course Description: MCCCD Approval: 06/22/04

IFS101 20046-99999

Information Skills in the Digital Age

Development of skills and competency in accessing, evaluating and using information resources while examining the social and historical context, as well as the technological implications of the use and organization of information. Prerequisite: ENGI01, or ENGI07, or equivalent.

MCCCD Official Course Competencies:

IFS101 20046-99999 Information Skills in the Digital Age

1. Describe the evolution and integration of information from print to digital formats. (I)
2. Determine the nature and extent of the information needed. (II)
3. Access needed information effectively and efficiently. (III)
4. Evaluate information and its sources critically and incorporate selected information into a knowledge base and value system. (IV)
5. Describe the economic, legal, and social issues surrounding the use of information. (V)
6. Synthesize and communicate information effectively to accomplish a specific purpose. (VI)

MCCCD Official Course Outline:

IFS101 20046-99999 Information Skills in the Digital Age

I. History and Structure of Information
   A. History of information
   B. Literacy in the digital age
   C. Promises and the myths of the information age
   D. Organization of information
   E. Information architecture and digital technology tools

II. Information Need
   A. Information needs analysis
      1. Issue/topic selection from academic major field(s)
      2. Definition and focus of a topic
   B. Types and scope of information
      1. Synthesis of Print and digital formats

III. Information Access
   A. The research process & research portfolio
   B. Information Systems
      1. Library electronic information systems/catalogs
      2. E-books
      3. Subscription and statistical databases
      4. Internet
         a. Search tools
         b. Invisible web
      5. Computer mediated communication

6. Emerging technologies
C. Search strategies, logic and information seeking behavior
D. Retrieval techniques and tools
E. Data manipulation and formatting

IV. Evaluation of Information Resources
A. Summary of main ideas
B. Evaluation Criteria
   1. Authority
   2. Accuracy
   3. Currency
   4. Content
   5. Objectivity

V. Economic, Legal, and Social Issues
A. Ethics & plagiarism
B. Copyright and Intellectual property
   1. Fair use
   2. Downloading
C. Censorship and freedom of speech
D. Digital divide and inequality of information literacy proficiency internationally
E. Legal and commercial issues
   1. Digital Millennium Copyright Act
F. Information accuracy, propaganda and misinformation
G. Information policies
   1. Patriot Act

VI. Information Communication and Presentation
A. Content organization
B. Oral and written communication standards/requirements
C. Source citation and annotation
D. Authoring and presentation tools
E. Final project presentation and electronic publishing
IFS101 Information Skills in the Digital Age
Section 54808 Online
Spring 2010

Instructors:
Sheila Afnan-Manns, 602-787-6691, sheila.afnan-manns@pvmail.maricopa.edu
Kande Mickelsen, 602-787-6692, kandice.mickelsen@pvmail.edu

Offices: Paradise Valley Community College Library, E-Building

Office Hours: By appointment.

Textbook: This course uses a OneClick Digital© framework, embedding scholarly digital content directly into Blackboard. As such, students are not required to purchase textbooks.

Course Description
Development of skills and competency in accessing, evaluating and using information resources while examining the social and historical context, as well as the technological implications of the use and organization of information. Prerequisite: ENG101, or ENG107, or equivalent.

Course Competencies
The official course competencies and outline can be found here: http://www.maricopa.edu/curriculum/D-L/046ifs101.html. Competencies include:

1. Describe the evolution and integration of information from print to digital formats. (I)
2. Determine the nature and extent of the information needed. (II)
3. Access needed information effectively and efficiently. (III)
4. Evaluate information and its sources critically and incorporate selected information into a knowledge base and value system. (IV)
5. Describe the economic, legal, and social issues surrounding the use of information. (V)
6. Synthesize and communicate information effectively to accomplish a specific purpose. (VI)

Course Overview
IFS101 Online is all about the remixing of information from credible sources to create new knowledge in ways that are ethical and efficient. Over the semester you will gain 21st Century critical thinking and research skills to succeed academically and professionally through a Rip-Mix-Burn instructional approach:

- *Rip It*: Learn new skills and concepts from a variety of sources to empower your digital research;
- *Mix It*: Synthesize new learnings through weekly assignments;
- **Burn it**: Apply what you've learned in a real world context to produce new knowledge—for example assignments in other courses, your field of study, or careers of interest.

This online course consists of subject-driven modules containing readings and assignments interspersed with periodic "coffee breaks." The content is cumulative, building from one module to the next, so please submit the assignments in order based on the dates indicated. Students will receive their graded assignments within 2 weeks of the due date (See Semester Breakdown below). These graded assignments will contain comments from the instructor relating to each lesson's objectives; comments will also include highlights of mastery while denoting specific areas for development so that the students gain knowledge for future improvement—in addition, opportunities for remediation are provided through the resubmission of assignments. Coffee break weeks include lighter content in order to provide students a chance to catch up, synthesize learnings to date, and take a breath.

**SEMESTER BREAKDOWN:**

**Week 1 – Jan. 16**: Introductions: Syllabus Acknowledgement / Introduction to Logic— DUE: Jan. 23:

- Rip/Mix—50 Points
- Burn & Discussion—50 Points

**Week 2 – Jan. 23**: Foundations: Critical Thinking and Precise Language—Keywords, Boolean Logic, Broaden/Narrow Topic and the Information Cycle— DUE: Jan. 30

- Rip—25 Points
- Mix—25 Points
- Burn & Discussion—50 Points

**Module One: Media Literacy**

**Week 3 -- Jan. 30**—Critical Thinking & Point of View: Author's Purpose and Persuasion —DUE: Feb. 6:

- Rip—25 Points
- Mix & Burn—60 Points

**Week 4 – Feb. 6**—Censorship & Access to Information — DUE: Feb. 13:

- Rip—25 Points
- Mix—25 Points
- Burn & Discussion—50 Points

**Week 5 – Feb. 13**—Who Owns the Web & DUPED — DUE: Feb 20:

- Rip—25 Points
- Mix—25 Points
- Burn—35 Points

**Week 6 – Feb. 20**: Coffee and a Krispy Krème—Media Literacy Wrap – Information Caught in the Crossfire — DUE: Feb. 27:

- Burn—35 Points
Module Two: Information Literacy

Week 7 – Feb. 27—Diving into the Deep Web/Advanced Web Research — DUE: Mar. 6:
Week 8 – Mar. 6—Identifying Subject Specific Databases & Journals — DUE: Mar 20:
Week 9 – Spring Break – March 13
Week 10 – Mar. 20—Primary/Secondary Sources & Plagiarism—DUE: Mar. 27:
Week 11 – Mar. 27—E-Books, E-Reference & Open Access Repositories—DUE: Apr. 3:
Rip—25 Points x 4 Weeks = 100 Total Points
Mix—25 Points x 4 Weeks = 100 Total Points
Burn—35 Points x 4 Weeks = 140 Total Points

Week 12 – Apr. 3: Coffee and a Krispy Krème—Apply Information Literacy Skills to a Content Area Paper—DUE: Apr. 10:
Burn—35 Points

Module Three: Visual Literacy

Week 13 – April 10—Stats, Maps, & Graphs/What are you really seeing? — DUE: Apr. 17:
Rip—25 Points
Mix—25 Points
Burn—35 Points

Week 14 – April 17: Coffee and a Krispy Krème—E-Portfolio Reflection/Analysis—DUE: Apr. 24:
Burn—35 Points

TOTAL POINTS for Weeks 1-14 = 1035

Weeks 15 & 16 – April 24 & May 1: Final Project: Is information really free? Construct a multi-media presentation with a 3-5 page written component that addresses the way in which the social, political, legal, and economic schema within a society impact the definition, production, dissemination and access to information both domestically and within a global society. Drawing on concepts and skills learned over the course of the semester, the student will address Media Literacy, Information Literacy and Visual Literacy as they interpret, demonstrate, select, examine, integrate and justify their response to the overarching thesis: Is information really free?

Week 15 – April 24: Final Project Startup – Written Outline – 75 Points
Week 16 – May 1: The Grand Finale – Final Project Review – Due: May 7
3-5 Page Research Paper – 200 Points
Multi-Media Presentation—100 Points

TOTAL POINTS for Weeks 15 & 16 = 375

Electronic Portfolio (8-10 Pages): The student will demonstrate understanding of IFS101 concepts through weekly writing assignments that address:
✓ Determining an information need based on each week’s objective(s) and research question(s),
✓ Evaluate information based on the critical thinking skills practiced in each week’s lessons and reflected in the readings,
✓ Access specific information (databases, Internet, e-reference, Open Access, etc.) to complete the writing assignment based on skills learned in each week’s activities.

The weekly writing assignments will culminate in an electronic portfolio to include:
✓ A 1-2 page written analysis of learning acquisition from the Media Literacy, Information Literacy and Visual Literacy modules as well as further reflection on one weekly writing assignment.
✓ In addition, a content-area paper demonstrating correct use of the Information Literacy objectives with annotated bibliography will comprise the final component of the writing portfolio.

Samples of the weekly activities/objectives are as follows:
• Research, evaluate and annotate an information event from initial spark to scholarly resources.
• Research, analyze and produce a “teaching lesson” on censorship within the following categories—literature, art, politics, science, music, all aspects of speech, the press, video games, community selection, government content filtering
• Identify and describe propaganda and persuasive techniques used by the media and found within information sources
• Review and evaluate diverse news sources located on the web analyzing point of view to include advanced web searching techniques
• Describe the construction of the “deep web” to include scholarly research and Open Access Repositories
• Describe the way in which scholarly resources or research citations found on the Web may be leveraged into Library databases to identify original research, often in full text
• Describe advanced search techniques utilized and results achieved by leveraging one scholarly source into many, for example setting journal and search alerts and citation searching
• Characterize primary and secondary sources and assess their importance to the research process to include interpreting these resources as the “thought world of the past.”
• Define, examine and explain how bias and viewpoint play a role in the construction of information.
• Within the context of visual literacy, interpret the “power of images” and explain visual rhetoric as it speaks to how culture and meaning are reflected, communicated and altered by images; integrate visual cues within student’s own research
• Provide a keen understanding and working examples of summarizing, paraphrasing and quoting using signal phrases and in-text citations, and
• Provide analysis of the IFS Modules as well as Boolean Logic, narrowing a topic, the use of subject specific databases within the research and writing process to a core content paper including an annotated bibliography

TOTAL POINTS—560
Final Project: Is information really free? Construct a multi-media presentation with a 3-5 page written component that addresses the way in which the social, political, legal, and economic schema within a society impact the definition, production, dissemination and access to information both domestically and within a global society. Drawing on concepts and skills learned over the course of the semester, the student will address Media Literacy, Information Literacy and Visual Literacy as they interpret, demonstrate, select, examine, integrate and justify their response to the overarching thesis: Is information really free?

Outline – 75 Points
3-5 Page Research Paper – 200 Points
Multi-Media Presentation – 100 Points
TOTAL POINTS – 375 Points

Email Naming Convention
When emailing assignments, please include “IFS101 Your Name” in the subject line. Sometimes the email address does not include the student’s name, especially when it is sent directly from Blackboard. You may email assignments or other communications to your instructors at the email addresses above. It is advised that students keep a copy of each assignment submitted in case of server failure or other technical difficulties.

Grading
Each week’s components are worth the following points:

Rip = 25 points
Mix = 25 points
Burn = 35 points
Discussion Board (participation) = 15 points

This results in a total of 100 potential points depending on which components are included. Coffee Break weeks are worth 50 points. Grading will be based on the completeness of assignments and the extent to which assignments and participation demonstrate an understanding of the topic and its application for this college level course with credits transferable to a four year university. Grading is as follows:

A: 90% to 100%
B: 80% to 89.9%
C: 70% to 79.9%
D: 65% to 69.9%
F: 64% or less

Extra Credit
Extra credit is not offered. However, any assignment may be resubmitted to earn a higher grade. To exercise this option, assignments must be resubmitted within two weeks of receiving the original grade. Furthermore, all assignments must be resubmitted within the sixteen week time frame for the course.
Important Policies

Incomplete Grade – An INC grade will be given only for situations involving serious personal emergency or illness. An INC grade may be given only if ALL of the following conditions are met: 1) The student must have completed at least one half of the course requirements; 2) the student must request an Incomplete prior to the last class; and 3) a written contract must be filled out and signed indicating what work must be completed and the scheduled completion date. The contract must be filled out and signed no later than the last class session.

Special Needs – Students with special needs, including invisible disabilities like chronic diseases and learning disabilities, are encouraged to call the instructor to set an appointment to discuss appropriate accommodations that might be helpful to them. Students can also contact the Disability Resource Center at 602-787-7171 to request assistance.

Academic Dishonesty – Plagiarism will not be tolerated. Students are expected to do their own assignments without any but the most casual of help from others. The instructors are available through office hours to help students with any problems or difficulties with their assignments.

Changes to the Syllabus – Course content may vary from the syllabus to meet the needs of this particular class. Students will be notified by the instructors when adjustments to the syllabus are required.

This class will follow the policies of “Academic Misconduct” and the “Student Disciplinary Code” that are stated in the Student Handbook.

Note: All students are expected to know and comply with all current published policies, rules, and regulations as printed in the college catalog, class schedule, and/or student handbook.

Student Services

You are welcome to ask us any questions. However, if you require technical assistance above and beyond the content of this course (e.g. software, connectivity), please contact the following:

Blackboard support: http://www.pvc.maricopa.edu/choices/helpfullinks.html
Distance learning support: http://www.pvc.maricopa.edu/choices/
Computer Commons: http://www.pvc.maricopa.edu/cc/
PVCC Library: http://www.pvc.maricopa.edu/library/
Using material you discovered while researching your Information Event topic from Week 2 or any current news event (this can be print, video, or audio found on the Internet or in the databases (Remember to exercise your Foundation skills)), analyze how the information is constructed (IFS Week 3 Lecture Question #1), the why behind the information (IFS Week 3 Lecture Question #2) and explore the information for omissions as well as point of view (IFS Week 3 Lecture Question #3). Include the following in this 2-page paper:

Take your piece of information and locate at least 2 propaganda techniques employed (Name Calling, Glittering Generalities, Euphemisms, etc.). Analyze the technique by answering (complete sentences with examples) the Questions for Consideration for that specific technique found with the Language of Reason PowerPoint.

Detail the why behind the information including how information participation (Jenken's article outlined the use of e-mail, video, websites, blogs, speaking with family & friends, personal experience, international media coverage, etc.) has or might play a role. In addition, expound on each Questions for Consideration when looking at the why found in IFS101 Week 3 Lecture.

Detail what information was omitted as well as conduct research into discovering the “missing” pieces—summarize this new information. In addition, expound on each Questions for Consideration when considering omissions found within the IFS101 Week 3 Lecture.

Lastly provide an overview of what you learned this week including your viewpoint on the techniques of persuasion.

Include the original information when you send this 2-page response to your instructors—Due by Saturday, February 13.
IFS101 OneClick Digital© E-Textbook (Selected Readings):


“The Information Cycle.” University of Illinois at Urbana-Champaign. Web.


Compilation of resources the intellectual property of Sheila Afnan-Manus and Kandice Mickelsen for IFS101 Spring PVCC