

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Course Description/ Competencies, Syllabus		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> Information Sciences, Information Studies </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Information Sciences, Information Studies	Course Competencies, Syllabus, Assignments, Readings
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Information Sciences, Information Studies				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Course Competencies, Assignments, Readings		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Course Competencies, Assignments, Readings		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		• Courses with primarily arts, humanities, literary or philosophical content.			
		• Courses with primarily natural or physical science content.			
		• Courses with predominantly applied orientation for professional skills or training purposes.			
		• Courses emphasizing primarily oral, quantitative, or written skills.			

Course Prefix	Number	Title	General Studies Designation
IFS	201	Information in a Post-Truth World	SB

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The course explores "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." IFS 201 Information in a Post-Truth World describes the evolution of information from print to digital formats, examining how humans have communicated information via many means: from cave art to the printing press to Web 2.0 technologies..	MCCCD Official Course Description MCCCD Official Course Competencies (1, 4, 5) MCCCD Official Course Outline (I, IV, V) Sample Syllabus 1 : course overview Assignment: Week1: Assignment 3: "Reflections on Bullsh*t." Week2: Assignment 3: Creating Meaning in a WikiWorld (In this assignment, students participate in a discussion board about internet usage and their attitudes/behavior towards online privacy as compared to national survey results. They also then participate in the creation of information by adding to a Wikipedia article on a topic tied to our lesson.) Week5: Assignment1: Search Algorithms and Authority (In this assignments, students learn more about how search engines like Google shape the information we receive based on their "user context" method of information retrieval. We learn about how this skews our search results and also how this is an example of a large corporation controlling our access to information.)
2	This course draws on a multi-disciplinary perspective including the fields of economics, political science, sociology, cultural studies/anthropology, history and information studies.	MCCCD Official Course Outline (I, V) Sample Syllabus 1: Course overview Sample assignment: Week 1: Assignment 3 Sample assignment: Week 5: 1a Documentary Analysis Sample assignment: Week 5: Assignment 2: Deconstruct a Media Message Sample assignment: Week 6: Assignment 2: Hero or Hacker Sample discussion posts on Julian Assange, Edward Snowden, and privacy and social media Sample assignment: Week 2: Assignment 4: Event Interpretation & The Information Cycle Sample readings: -- "Locating the Foreign Correspondent at a

		<p>Demonstration" --"On Bullshit" Sample required viewing: --"America's Leading Dissenter: Noam Chomsky." --"Julian Assange: Why the World Needs WikiLeaks:</p>
3	<p>The course has a theoretical framework with regard to how to conduct analyses of various forms of human interactions. Learners participate in academic scholarship by understanding how to identify credible sources and the process of academic discourse. They differentiate between primary and secondary sources. Students also learn that inquiry is a cycle of exploration and discovery. This cycle is dependent on many variables and that to conduct successful inquiry requires a set of knowledge practices including the ability to determine the research need, the need to design and revise research strategies, and how to mine social sciences systems for the most relevant information.</p>	<p>MCCCD Official Course Competencies (1, 3, 4, 6) MCCCD Official Course Outline (II, III, IV, VI) Sample assignment: Week 3: Assignment 3: Using the Library OneSearch Sample assignment: Week 4: Assignment 1b: Evaluating Websites Using the CRAAP Test Sample Assignment: Week 4: Assignment 3: Article Analysis Using the 5Ws Sample Assignment: Final Week: Infographic and Corresponding Works Cited Sample Assignment: W3.2: Reliability Sample Assignment: W3.3: Citizen Journalism Sample Assignment: Week 2: Assignment 4: Event Interpretation & The Information Cycle</p>
4	<p>Course draws upon multiple disciplines in the social sciences. Issues are examined using real-world data, such as historical newspaper articles, government documents, classic social science readings, organizational and agency reports, clinical studies, statistical data, and cultural artifacts.</p>	<p>MCCCD Official Course Outline (III, IV, V, VI) Sample assignment: Week 1.3/Week 1.5 BRIC country analysis and global citizen research/analysis Sample assignment: Week 8 Sustainability Development Goals Dossier Sample assignment: UN Millennium Development Goals Project, including the Needs Analysis and Proposal Sample assignment: Week 2: Assignment 4: Event Interpretation & The Information Cycle Sample readings: --"Was Margaret Sanger a Racist" --"Women and Birth Control" --"The Transformation of Public Information in the United States" --STOP Online Piracy Act, Digital Millennium Copyright Act, USA Patriot Act</p>

Justification for Social-Behavioral Sciences [SB] for IFS 201

1. Social Scientific Theories, Perspectives, and Principles:

Information Science is an integral component of most disciplines, but it is particularly aligned with the social and behavioral sciences. It addresses the critical need for human beings to acquire information necessary to survive and thrive in a complex and evolving world.

Information access is a human right: it is essential to the functioning and growth of economies, and without it, social, political, technological, cultural, and scientific progress is at a standstill.

Information Science operates within a very specific research and practice paradigm encompassing the study of the gathering, organizing, storing, retrieving, analyzing, and disseminating of information. The discipline of Information Science investigates the properties and behavior of information including how people relate to, seek, and use information as influenced by social, political, cultural, and economic factors. Human engagement with information is reflected in this social science's deep concern with the origination, collection, organization, storage, retrieval, interpretation, transmission, transformation, and utilization of information.

2. The Use of Social-Behavioral Methods to Acquire Knowledge or Social Events and Processes:

Information Science uses a variety of social-behavioral inquiry and research methods including “empirical, experimental, ethnographic, conceptual, historical, socio-technical, policy-analytic, or critical-theoretical nature” (as outlined in the journal *JASIST, Journal of the Association of Information Science and Technology*).

IFS 201 students learn how to engage effectively with various types of social-science data and to become ethical contributors to the global information landscape. Assignments require students to learn how to identify and use authoritative information from social sciences disciplines to gain knowledge and to create projects that address real-world problems and issues.

3. The Impact of Social Scientific Understanding on the World:

Information sharing is closely related to social and economic progress. IFS 201 examines the role that information access plays in the development of complex societies. The class explores the “impact of culture and worldview on how information is understood, created, and disseminated.” (from MCCD Official Course Description) by studying the anthropological and psychological influence on information creation and dissemination. Students examine issues that have affected human conflict and peace over history, including the use of media manipulation, propaganda, and censorship. Students think critically about the consequences of

information disparity. For example, what happens in communities where information is withheld from the public, or if false information is disseminated? How does that disparity affect educational, economic, and health outcomes? These types of questions allow students to view the world through a multi-disciplinary social science lens, as a global citizen and as a resident of the United States.

Criteria 1: Course is designed to advance basic understanding and knowledge about human interaction.

Information shapes human behavior. This course examines how humans have used information as both a tool and a weapon from pre-historic times to the present. Information sharing (or withholding) has economic, legal, social, and cultural implications, which we explore in detail.

MCCCD Official Course Description

Development of critical thinking skills in using information. Exploration of how information can be used as a tool or weapon. Explanation of the role of information as a consumer and creator. Recognition of the impact of culture and worldview on how information is understood, created, and disseminated.

MCCCD Official Course Competencies (IV, V)

4. Illustrate that information has several dimensions of value, including legal, economic, social, and cultural. (IV,V)

5. Evaluate information with informed skepticism and recognize that various communities may acknowledge different types of authority. (IV)

MCCCD Official Course Outline (I, IV, V, VI)

- I. History and Structure of Information
 - A. Issues of access to information
 - 1. Information access as a human right
 - 2. Digital divide in the U.S. and abroad including social, economic, and political dimensions of gender, racial, ethnic, and/or linguistic minority groups
 - B. Information architecture

- IV. Authority and Context
 - C. Evaluation criteria
- II. Cultural and social basis of authority
- III. Objective indicators of authority
- IV. Roles in content creation
- V. Academic integrity & plagiarism
- VI. Information contributors and consumers
- VII. Social media
- VIII. V. Information Has Value: Economic, Legal, Social, and Cultural Issues

- A. Ethics & attribution
 - B. Censorship and freedom of speech
 - C. Information control
 - 1. Government information policies
 - 2. Copyright and intellectual property
 - 3. Commodification of personal information
 - 4. Privacy vs. national security
 - 5. Propaganda
-
- IX. VI. Information Presentation
 - X. Content organization and media manipulation
 - XI. Stereotypes
 - XII. Disguised advertising
 - XIII. Unequal representation in media
 - XIV. Oral and written communication standards

Sample Syllabus 1 : course overview

IFS 201 Online allows you to consider how information is generated and shared in a digital society. We will be thinking critically about fundamental issues tied to freedom of information, the ethical use of information, and the quality of information generated and consumed.

Modern day activists like Edward Snowden and Aaron Swartz provide us with a lens through which we can examine issues at the core of our democracy: access to information, personal privacy and ethics. These outspoken advocates encourage us to evaluate our conceptions of intellectual property, media bias, propaganda, and government surveillance. When do we give up fundamental freedoms and why? How do we protect our democracy and our collective safety?

Information equals power. This class not only encourages students to seek out varied and authoritative sources of information, it demonstrates that they are also creators of information, active participants in a scholarly dialogue in which they have more influence than they think. Concepts learned and internalized in this class, encourage the critical thinking skills necessary to navigate our personal and professional lives.

Sample assignment: Week 6 Propaganda

ASSIGNMENT WEEK 6: PROPAGANDA

We're going to apply the *Seven Strategies of Russian Propaganda* to an example of North Korean propaganda. Here are those seven strategies again, briefly:

1) To weaken critical thinking: by appealing to the audience's emotions, (e.g.: fear, pity for victims, anger, pain, panic, dread, etc.) which prevents rational thinking on the subject.

2) To create an image of the enemy: to prime the audience by preparing an image of the enemy or of the desired response. You don't have to consider a logical response to the problem -- the answer is provided for you.

3) To link all internal problems to external factors: understanding all the complexities of foreign relations is difficult, especially when accurate information is unavailable. So when a population like those in Russia or North Korea, are sheltered from the outside world by media censorship, they tend to blame external enemies for their plight.

4) To emphasize the consolidation of society in the face of a military threat: encourages a collectivist appeal to national interests, a "we're all in this together" mentality, which also means you have to trust the government to act in your best interests.

5) To create the image of YOUR leader as the only leader capable of withstanding the military threat: In this case, Supreme Leader, Kim Jong-un. His title alone suggests that he is the only leader who can keep North Koreans safe.

6) To prepare for the inevitable hardships of "wartime": If the only alternative is war, people will accept a wide variety of other hardships instead. Especially in this case, with the threat of nuclear war.

7) To create an image for the West of a united country ready for war: The intent of internal propaganda is obviously to influence one's own citizens. People need an enemy and may "take part in immoral activity simply through passively approving of it" (Kirillova). An imminent war justifies all the privations that North Koreans have to endure to escape the tyranny of Western values.

Your assignment:

1) **Read this article:** http://www.nytimes.com/2016/03/27/world/asia/north-korea-propaganda-video-nuclear-strike.html?_r=0

2) **Now watch the [North Korean Propaganda video](#):**

3) **Answer the following questions:**

a) What do you think is the purpose of this North Korean propaganda video? In other words, why was it created? Who is the audience?

b) Which of the *Seven Strategies of Russian Propaganda* are employed in this North Korean example? Explain your response giving examples from the video.

- c) Locate an example of propaganda created by the United States government. Explain which of the seven strategies listed above are used to manipulate the audience. Explain why you chose each strategy, using examples from the propaganda material (video, poster, pamphlet, etc.)
- d) Do you believe that the use of propaganda is ever justified? Why or why not?

Sample Assignment: Week 7: Whistleblowers

ASSIGNMENT WEEK 7: Whistleblowers: Traitors or Activists?

Your objective for this assignment, is to analyze the difference between these two whistleblowers, and to conclude whether or not you feel their actions were justified. To do so, you will be *closely reading* two articles from the New York Times, and answering questions about both.

Here are your readings:

[Ellsberg Yields, Is Indicted \(Links to an external site.\)](#)

[Ex- Worker at CIA. Says He Leaked Data On Surveillance \(Links to an external site.\)](#)

As you are reading, be prepared to answer these questions:

1. Why did Mr. Snowden say that he released classified documents to the press? What about Mr. Ellsberg?
2. How did each man decide to reveal himself to the public for the first time? How did they each choose to face the consequences of their decisions to leak classified documents?
3. How do you think these two men and their actions are similar? How are they different?
4. The [Whistleblower Protection Act \(Links to an external site.\)](#) defines “whistle-blowing” as “making a disclosure evidencing illegal or improper government activities.” To meet that standard, employees must “reasonably believe” they have evidence of wrongdoing. Can you make a case that Mr. Snowden is a whistle-blower? Can you make a case that he is not?
5. Is Edward Snowden a hero, a traitor or something else? Use evidence from the two articles, the video above and any other sources to support your position.

You will submit, two files for your homework. 1) Your answers to the questions above. 2) You will also submit this [double entry chart for close reading \(Links to an external site.\)](#). It will help you to read these articles more closely. (You should fill in all the blanks of this worksheet). Then, either scan a copy of this worksheet or submit a photo of this worksheet, with your answers to the questions above. (10 points for the worksheet and 30 points for your answers to the questions)

Criteria 2: This course draws on a multidisciplinary perspective including the fields of economics, political science, sociology, cultural studies/anthropology, history and information studies.

MCCCD Official Course Outline (I, IV, V, VI)

Sample Syllabus 1: Course overview

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Sample assignment: Evolving Nature of Information Interpretation

ASSIGNMENT WEEK 5: Evolving Nature of Information Interpretation


In Week 2, we discussed the importance of the information cycle in determining how we interpret and perceive events. Our culture is ever-evolving, and as such, our attitudes about events changes based on expanding social norms. For example, in the United States in 1800 it was inconceivable for women to have the right to vote. Now, it would be inconceivable to revoke that right. Below are three documents on the topic of birth control in the US. Your homework will be to determine which of these documents are primary/secondary sources, and which are popular/scholarly. You will also determine the attitudes/opinions of the authors of each article.


For each of these documents, complete the following:

1) Write a brief, 2-3 sentence annotation for each document (e.g. what is the main point of the article?)

2) Analyze the *perspective* of the article - is it in favor of birth control and/or Margaret Sanger? Why or why not? What social forces were in play that may have had an effect on the outlook of the article's author?

3) Indicate if the source is primary or secondary

4) Indicate if the source is popular or scholarly. Use [this template](#)  to complete your assignment, and then upload in the Assignments area of Canvas.

[Doctors Vote Down Birth Control](#)  by Staff reporters, New York Times, Dec 27, 1916.

[Women and Birth Control](#)  by Margaret Sanger

[Was Margaret Sanger A Racist?](#)  by Charles Valenza

Sample assignment: Free Culture Marketplace Dossier Research Project

ASSIGNMENT WEEK 8: FREE CULTURE MARKETPLACE DOSSIER

Create a visual multi-media dossier (A collection of documents, images, media on a particular person, event or subject) that presents your chosen aspect of one of the following larger topics:

[Free Culture Movement \(Links to an external site.\)](#) - 2600: The Hacker Quarterly, Access to Knowledge Movement, Commodification, Free Education, Open-Source Movement, Sharing Economy, The Virtual Revolution or any other aspect you discover while researching.

[Free Culture Forum \(Links to an external site.\)](#) - Pick a topic from within - for example, 2014's The Influencers or one of 2015's Outcomes - you will need to explore the website to hit on a topic of interest.

[Students for Free Culture \(Links to an external site.\)](#) - Their overarching objective of bottom-up, participatory structure to society and culture.

[Information Activism \(Links to an external site.\)](#) - Information wants to be Free, Librarians without Borders, Access to Information as Human Right and the rise of fake news to name a few ([The Challenge Facing Information Seekers \(Links to an external site.\)](#)).

Your presentation needs to include the issues and goals which you deem imperative for educating your fellow classmates on what is essential. In addition, how do they play a role for change and how does this topic impact our society? Preparing a dossier can be a challenge because you will need to attend to both the "big picture" and the minutia. Additionally, it can be hard to continually bear the readers'/viewers' needs in mind. Your audience can only consider materials included in your dossier, so make sure you thoroughly present your topic. Provide your audience with some background about the significance of your topic as well as what you deem to be most critical in educating your classmates. Your dossier is your opportunity to summarize and communicate clearly to those who

need and want to know about the myriad aspects of freedom of information.


You can create a PowerPoint, [Prezi, \(Links to an external site.\) \(Links to an external site.\)](#) or any other visual production that will get your message across. Convince us why we should consider your chosen topic to be the most critical for initiating transformation and what is being done related to the issue.

Questions to consider for your presentation:

- What is the impact on governmental or societal policies and programs?
- What is being done that contributes to the success or awareness of your topic?
- What is the scope of your topic and how does it connect to other issues?
- Why is involvement or awareness important?
- How can we get involved?

You are required to include the following sources, but certainly not limited to, and be sure to include citations and/or URLs for your source(s).

Use keywords and Boolean (AND, OR, etc.) to find 5 sources that you will include in your dossier - for full points you must include 3 sources from the following with 2 additional sources of your choice AND share your WK8.1 Free Culture RefWorks Folder with your professors:

- 1 ebook (try [EBSCO ebook collection](#) database)
- 1 digital encyclopedia article (try [Gale Virtual Reference](#), [Credo Reference](#))
- 1 magazine article (you can use the Library's [Academic Search Premier](#) and the limit results under "Publication Type" by "periodical" to get magazine articles)
- 1 newspaper article (try [National Newspapers](#) or [Ethnic Newswatch](#))
- 1 scholarly peer reviewed journal (you can use the Library's [Academic Search Premier](#) and then limit results by ""scholarly peer reviewed" to get journal articles)
- 1 CRAAP-free web site (remember advanced Google techniques to search by .edu, .gov, and .org. Remember to apply the [CRAAP](#)  criteria)
- 1 video and/or audio file (try [Films on Demand](#), [Alexander Street Video](#), [Opposing Viewpoints](#), [Ted Talks \(Links to an external site.\)](#), something passing the CRAAP test from YouTube, NPR, PBS, CNN, etc.)

Remember when using library databases, you have to login with your MEID.

NOTE: To use RefWorks with websites, you'll need to download the tool to your browser - see [Save to RefWorks \(Links to an external site.\)](#).

Sample assignment: Week 6: Freedom of Information and the “Terrain of Struggle.”

ASSIGNMENT WEEK 6: Freedom of Information and the “Terrain of Struggle”

There are various justifications for access to information including social, psychological, democratic, law and order and economic motivations. There is also a wide range of justifications for the denial of access to information. These include sectional interests, concern of privacy, and the assurance of some degree of order in the processes of economic development, and of government. FOI ([Freedom of Information](#)) has been focused mainly on government. The private sector has successfully avoided being subjected to the same rigors, partly through the exercise of economic power, and partly because of the economic philosophies of political parties.


Many of the features that have ensured a progressive balance between data protection and freedom of access to data have already been seriously eroded. The new balance that emerges from the current period may be far less friendly to public access and more like a New Dark Ages. Confusion ensues because one of the implications of information being readily available is that it does tend to become gratis. Consider the following "food for thought:"

- What is meant by the ubiquitous term "freedom of information?"
- Would you agree/disagree that the word "free" primarily implies "without constraint?"
- Could this then imply "without payment?"

Your Assignment:

Part 1

Read the following:

1. [Net Neutrality \(Links to an external site.\)](#)
2. [Digital access to knowledge: Research chat with Harvard's Peter Suber \(Links to an external site.\)](#)
3. [Browse Free or Die.pdf](#)  in conjunction with the [Library Freedom Project \(Links to an external site.\)](#)

Part 2

This is where your creative juices are allowed to flow in BOTH word and image. You will choose **ONE** of the previous articles/websites listed above and expand on the topic in a presentation. You choose how you want to present your material, be it [Prezi \(Links to an external site.\)](#), [GoAnimate \(Links to an external site.\)](#), [Picktochart \(Links to an external site.\)](#), or **PowerPoint**. You must be clear with the following in your presentation:

1. Clearly define how your chosen topic (eg Net Neutrality, Digital Access to Knowledge or Browse Free or Die/Library Freedom Project) correlates to "freedom of information";
2. Comment on the provided article/website and what you learned from that material;

3. Broaden the topic with your own research;
4. How does this fit within the "terrain of struggle"? Review Chomsky's statement:

*The Internet is a very important case . . . So far it's been impossible to control . . . But there are major efforts being made by the corporate owners and advertising to shape the Internet, so that it will be mostly used for advertising, commerce, diversion and so on. Then those who wish to use it for information, political organizing, and other such activities will have a harder time. Now, that hasn't happened yet, and it's really **a terrain of struggle**.*

--Noam Chomsky, 2005

Please upload or post the link to your presentation in the discussion area. Be sure to comment on at least one of your fellow classmate's presentation for full points.

Rubric:

10 Pts. - Clearly defines topic and the relation to "freedom of information."

10 Pts. - Clearly explains topic using the information provided (eg Net Neutrality, Digital Access to Knowledge or Browse Free or Die/Library Freedom Project)

10 Pts. - Topic is well researched with provided content that is organized and supportive. In addition, the product speaks to the "terrain of struggle".

10 Pts. - Images create a distinct tone that matches the text provided – together both communicate a strong message and add to understanding the topic.

10 Pts. - Product shows a large amount of original thought. Ideas are creative and inventive.

5 Pts. - Civil Comment



Information in a Post-Truth World

Course: IFS201	Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: 2017 Fall	Course Type: Academic
Final Term: Current	Load Formula: S - Standard Load

Description: Development of critical thinking skills in using information. Exploration of how information can be used as a tool or a weapon. Explanation of the role of information as a consumer and creator. Recognition of the impact of culture and worldview on how information is understood, created, and disseminated.

Requisites: Prerequisites: A grade of "C" or better in ENG101 or ENG107.

Course Attributes:

General Education Designation: Literacy and Critical Inquiry - [L]

MCCCD Official Course Competencies

1. Analyze how the method of information delivery changes the interpretation of its message. (I)
2. Determine the scope of the investigation, including the need for a process that includes inquiry, discovery, persistence, and serendipity. (II, III)
3. Differentiate between various information delivery systems and best practices for using and applying them. (III, IV)
4. Illustrate that information has several dimensions of value, including legal, economic, social, and cultural. (IV, V)
5. Evaluate information with informed skepticism and recognize that various communities may acknowledge different types of authority. (IV)
6. Synthesize and communicate information effectively to accomplish a specific purpose. (VI)

MCCCD Official Course Outline

- I. History and Structure of Information
 - A. Issues of access to information
 1. Information access as a human right
 2. Digital divide in the U.S. and abroad including social, economic, and political dimensions of gender, racial, ethnic, and/or linguistic minority groups
 - B. Information architecture
- II. Information Needs Analysis - Question Formulation
 - A. Appropriate scope of investigation
 - B. Synthesis of multiple sources
 - C. Assessment of information gaps or weaknesses
- III. Information Tools and Research Strategies
 - A. Information Tools and Systems
 1. Free and fee-based sources
 2. Methods and perspectives on inquiry
 - B. Strategic Searching and Information-seeking Behavior

1. Search language (e.g.) controlled vocabulary v. natural language
 2. Critical thinking
- IV. Authority and Context
- A. Evaluation criteria
 1. Cultural and social basis of authority
 2. Objective indicators of authority
 - B. Roles in content creation
 1. Academic integrity and plagiarism
 2. Information contributors and consumers
 3. Social media
- V. Information has Value: Economic, Legal, Social, and Cultural Issues
- A. Ethics and attribution
 - B. Censorship and freedom of speech
 - C. Information control
 1. Government information policies
 2. Copyright and intellectual property
 3. Commodification of personal information
 4. Privacy vs. national security
 5. Propaganda
- VI. Information Presentation
- A. Content organization and media manipulation
 1. Stereotypes
 2. Disguised advertising
 3. Unequal representation in media
 - B. Oral and written communication standards
-
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Last MCCCD Governing Board Approval Date: **April 25, 2017**

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

Course: IFS201 Information In a Post-Truth World: 8-week, Online

Section: Section 18890, Fall 2017 (08/21/2017- 10/13/2017)

Instructors:

Paula Crossman, 602-787-7203 or paula.crossman@paradisevalley.edu

Office: Buxton Library, E173. Hours: 8am – 3pm Monday-Friday (Call or e-mail for appointment).

Dede Elrobeh, 623-845-3108 or dorothy.elrobeh@gccaz.edu

Office: L119 - Glendale Community College Library. (Call or e-mail for appointment).

Expectation for Student Work Hours: For this 8-week class, 3 period course, students should expect to spend **18 hours/week outside of class**. However, hours may vary based on student's own skill levels. Students will be required to complete course work both during and outside of class. Online classes take a great deal of personal motivation and discipline. It is very easy to fall behind if you do not check into this class every day.

Textbook: None. This course embeds library and open access digital content directly into Canvas.

Course Description: Development of critical thinking skills in using information. Exploration of how information can be used as a tool or a weapon. Explanation of the role of information as a consumer and creator. Recognition of the impact of culture and worldview on how information is understood, created, and disseminated. Prerequisites: A grade of "C" or better in ENG101 or ENG107..

Course Competencies: The official course competencies and outline can be found here:

<https://aztransmac2.asu.edu/cgi-bin/WebObjects/acres.woa/wa/freeForm2?id=105353>

The competencies include:

1. Analyze how the method of information delivery changes the interpretation of its message.
2. Determine the scope of the investigation, including the need for a process that includes inquiry, discovery, persistence, and serendipity.
3. Differentiate between various information delivery systems and best practices for using and applying them.
4. Illustrate that information has several dimensions of value, including legal, economic, social, and cultural.
5. Evaluate information with informed skepticism and recognize that various communities may acknowledge different types of authority.
6. Synthesize and communicate information effectively to accomplish a specific purpose.

Course Content:

The course consists of 7-8 modules over 8 weeks. Some modules are longer and may take one week or longer to complete. Modules will contain some or all of the following components:

- Announcements (check here regularly for time-sensitive announcements, reminders and changes)
- Notes and Readings/Viewings: These are comparable to lectures in an onsite class.

IFS modules will be released on a weekly basis and are worth between 50 and 100 points each. Students are given one to two weeks to complete, depending on the particular module. Exact due dates and point values are posted directly in the assignments. 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

Late work (24 hours after posted due date) constitutes a zero in the grade book unless prior authorization has been given (24 hours prior to posted due date). Three consecutive weeks of late work will result in a DROP from the course. As always, prior and early communication with your instructor about questions and extenuating circumstances is important. ***NOTE: If you were attending a face to face class on campus, your seat time would constitute 6 hours per week not including homework, this course is designed to meet these same requirements.***

Attendance

Only persons who are registered for a class at any of the Maricopa Community Colleges may attend that class. Students who fail to complete the first assignment, a syllabus quiz and class introduction, within the first four days of class may be withdrawn from the course. Although this is an online class, and as such your attendance at a specific time is not required, the late submission of class assignments will be indicative of your lack of class "attendance." Any more than three late assignments will result in a withdrawal from the course.

Course Overview:

IFS 201 Online allows you to carefully consider how information is generated and shared in a digital society. From cave art to cloud computing, humans have been communicating and sharing information with each other. This class looks at the various types of literacy that are necessary to survive in today's fast-paced, information-rich world. You'll learn valuable research skills that will make writing assignments for future classes much easier, effective, and efficient. Lastly, we'll examine the economic, social, legal, and ethical uses of information as it directly relates to our daily lives.

The content in this class is cumulative, building from one module to the next. Therefore, assignment submission is expected in order and in a timely manner based on the due dates indicated within Canvas. All assignments will be graded and returned with instructor feedback within one week of the posted due date.

Semester Schedule:

Week One: Introductions, Reaction to Bullsh*t, and Pondering Critical Thinking

Week Two: Literacies & the WikiWorld

Week Three: Role of Information in a WikiWorld

Week Four: Information Not for Public Consumption

Week Five: Media Literacy: Who Can You Trust?

Week Six: Media Messages: The Language of Persuasion & Propaganda

Week Seven: Information as a Public Good in a WikiWorld

Week Eight: Open Access & Social Justice

Canvas Learning Management System

This course uses the Canvas learning management system, where where you can access course documents (such as the syllabus). To access “Canvas,” go to

<https://maricopa.instructure.com/login>.

You have 24/7 Canvas support at the toll-free number: 1-888-994-4433. Help also is offered at the PV Helpdesk: 602-787-7780 or website: <http://www.pvc.maricopa.edu/cc>

Student Maricopa E-Mail Policy & Email Naming Convention

Your MEID@maricopa.edu email account is the official form of communication between PVCC and you. You are responsible for reading college messages and responding accordingly.

Please, use Canvas to submit all your assignments, rather than emailing them to me directly. It is advised that students keep a copy of each assignment submitted in case of server failure or other technical difficulties.

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 eight 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.

Withdrawals -- If, unfortunately, you need to withdraw from this course, please consider the following: You have until June 4th to withdraw with a guaranteed pass-withdrawal (W). After that, I will be willing to sign you a pass-withdrawal (W) if you have a passing average grade (no effect on your GPA), or a fail-withdrawal (Y) if you don't (Y counts as an F in your GPA). Do the paperwork: don't just drop out. At any point in the semester, if you do not withdraw officially but simply stop attending class or completing assignments, I will withdraw you (with either a W or a Y, depending on your average). It is therefore advisable that you withdraw officially, rather than simply stop attending class.

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 instructor is 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 instructor when adjustments to the syllabus are required.

This class will follow the policies of “Academic Misconduct” and the “Student Disciplinary Code” as 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.

General Education Assessment @ PVC

An important part of the learning experience at PVCC is developing general education skills that are essential for personal, academic, and professional success.

This class will provide opportunities to further develop information literacy, critical reading, critical thinking, civic engagement, diversity and global awareness, and technology skills. PVCC encourages assessment in these areas to stimulate reflective thinking and growth. The ability to articulate the mastery of these learning outcomes is a highly marketable skill. To learn more

<https://www.paradisevalley.edu/employees/assessment-learning/general-education-assessment>

Student Services

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

Online Support: <http://www2.pvc.maricopa.edu/online/>

Computer Commons: <http://www.pvc.maricopa.edu/cc/>

PVCC Library: <http://www.pvc.maricopa.edu/library/>