

# Spring 2026 ITLS-3310-IO1 Syllabus

## ITLS 3310 Syllabus

### Course Description

Students learn principled practices in developing skills to locate, evaluate, synthesize, and use the information to learn responsibility in creating, using, and sharing information and media ethically.

### Instructor



**Dr. Lisa Lundgren (she/her)**

Instructor

✉ [lisa.lundgren@usu.edu](mailto:lisa.lundgren@usu.edu) (mailto:lisa.lundgren@usu.edu)

Office Hours: By appointment (zoom) or from 12pm-2pm on Tuesdays in EDUC 226

### Co-Instructor



**Zahra Jahani**

Co-Instructor

✉ [zahra.jahani@usu.edu](mailto:zahra.jahani@usu.edu) (mailto:zahra.jahani@usu.edu)

Office Hours: By appointment (zoom)

### Communication Policy

Dr. Lundgren and Zahra will respond to student emails within 48 hours during the week (Monday-Friday). We do not respond to emails/Canvas messages on weekends or holidays. Regular email is the best method of communication; Canvas' messaging system can be funky sometimes.

### Course Resources

**Required textbook:** *The Information Literacy User's Guide: An Open, Online Textbook* by Deborah Bernard, Greg Bobish, Jenna Hecker, Irina Holden, Alison Hosier, Trudi Jacobson, Tor Loney, and Daryl Bullis. It is edited by Greg Bobish and Trudi Jacobson.

This is an Open Educational Resource (OER) textbook, which means it is free for you to download and use. You can access it through the USU library, USU bookstore, or at the following link:

<https://open.umn.edu/opentextbooks/textbooks/190> (<https://open.umn.edu/opentextbooks/textbooks/190>)

### Course Objectives

By the end of this course, you will be able to:

1. Describe the fundamental components of information and media literacy.
2. Apply your newfound information and media literacy skills as well as course materials to improve rational thinking, problem solving, and decisions.
3. Analyze and critically evaluate ideas, arguments, and points of view presented in information and media literacy messaging.

## Course Structure

This is an online, asynchronous course. Each week of the course will be assigned a specific module and students will be required to read, view, or listen to resources and complete related assignments. The type of assignments varies each week.

The module for each week will open Monday morning and, in general, assignments will be due Sunday night. For assignments with group interaction, the original post or submission will be due Thursday night and the secondary post or submission will be due Sunday night. Any variation from this provided outline will be explicitly communicated via the specific assignment's page in Canvas and may be supported via class-wide announcements. Please review the instructions for each assignment and class announcements carefully.

## How We Create a Learning Environment

We are adults who will work together to co-create a learning environment that works for **you**. During the first two weeks of class, you will be asked to respond to a survey and discussion post about our online, asynchronous classroom environment. The survey will ask you about success/challenges of online learning, and a discussion post will ask you to brainstorm course norms. Throughout the course, I expect all students (and myself!) to strive to work together with these norms in mind.

## How I Can Help You Succeed

**Basic needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Additionally, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I can.

**Observation of Religious Holidays:** After reviewing the syllabus, please contact me if you foresee conflicts between the due dates for assignments and your religious observances.

## Course Structure

Everything you need is housed in here in our Canvas course. I will be giving short overview lectures that will be posted within Canvas modules. I will also post podcasts, videos, and additional readings in the modules as well that can help you understand course concepts. This course will follow a weekly schedule comprised of three graded components: discussions, assignments, and quizzes. Modules will open on Monday morning and **graded components will be due on Sundays at 11:59pm each week unless specified (e.g. some discussion posts)**.

The structure is subject to change at the discretion of the instructor to accommodate learning outcomes and class needs. Changes will be communicated via Canvas.

### Component 1: Discussion posts

For this component, you will engage graded discussions about the course content. These discussions might ask you to create something, read something and respond, and respond to your peers.

### Component 2: Assignments

During these weeks of the course, you will complete assignments that relate to research around a topic of interest. The assignments will ask you to choose an “area of emphasis” to research and pick media literacy skills to analyze that area of emphasis.

### **Component 3: Quizzes**

During these weeks of the course, you will answer short answer and/or multiple choice quiz questions.

## **LATE WORK POLICY**

Students must communicate with the instructor AT LEAST 24 hours prior to the component due date if they think they might need an extension. Extensions may not be possible for all components (e.g. group work; peer reviews). Late work is accepted at the discretion of the instructor. If late work is accepted, it is subject to a 5% downgrade for each day past the deadline UNLESS the student and instructor have decided on an extension.

If you need to discuss additional flexibility, please contact me ASAP. I cannot and will not be able to be flexible if you contact me at the end of the semester and ask me for accommodations on graded components that are incomplete and long overdue.

## **AI USAGE POLICY**

While you may use AI (see below), I encourage you to consider that a Chat GPT search uses 10x the electricity of a regular Google search (<https://www.unep.org/news-and-stories/story/ai-has-environmental-problem-heres-what-world-can-do-about>). You can search things on Google without Google's AI by typing -ai and -sponsored in your searches.

In this course, students are permitted to freely use AI tools such as ChatGPT, Dall-E, and others in their assignment work. However, students are expected to:

- Take full accountability for the quality and content of their submission in the final grade.
- Thoroughly review AI output for relevance, depth, inaccuracies, bias, omissions, and other issues, making corrections as needed.
- Refrain from inputting or producing imagery, video, or audio of another person's likeness or voice in an AI tool without their express permission.
- Refrain from submitting sensitive or private information about another person to an AI tool.
- Refrain from using AI to generate misleading or harmful content.
- Refrain from uploading copyright-protected or paywalled content to an AI tool without the creator's explicit written permission.
- Cite content that is created by or quoted from AI.

Include an acknowledgment statement with the submission stating 1) which AI tools were used and 2) for what purposes.

## **Course Components and Assessment**

**Discussions:** Discussions can be written posts, audio/video recordings, infographics, or other things that get you to interact with your classmates.

**Discussion Assessment:** Please see the rubric in Canvas. Please submit discussion posts by Sunday at 11:59pm Mountain of each week. Discussions will make up 35% of your grade.

**Assignments:** In this course, you will be learning to develop and apply information and media skills through structured note taking guides, short essays, and other means.

**Assignment Assessment:** Please see the assignment rubrics in Canvas. Assignments will make up 55% of your grade.

**Quizzes:** Each quiz will have varied numbers of items, is open-book, untimed and is not proctored.

**Quiz Assessment:** Quizzes make up 10% of your grade.

## Grade Scheme

The following grading standards will be used in this class:

Grade	Range
A	100 % to 93.0%
A-	< 93.0 % to 90.0%
B+	< 90.0 % to 87.0%
B	< 87.0 % to 83.0%
B-	< 83.0 % to 80.0%
C+	< 80.0 % to 77.0%
C	< 77.0 % to 73.0%
C-	< 73.0 % to 70.0%
D+	< 70.0 % to 67.0%
D	< 67.0 % to 60.0%
F	< 59.0 % to 0.0%

## Course Schedule/Outline

Class dates and

**graded components (due on  
Sundays at 11:59pm)**

Topic\*

\*See Canvas modules for course materials

January 5 - 11 (Week 1).

**Quiz, Discussion**

Introduction to Information and Media Literacy

January 12 - 18 (Week 2). <b>Assignment, Discussion</b>	Identifying and understanding your information needs
January 19 - 25 (Week 3). <b>Assignment</b>	Scoping and Information Gathering
January 26 – February 1 (Week 4). <b>Assignment</b>	Planning and developing search Strategies
February 2 - 8 (Week 5). <b>Discussion, quiz</b>	Gathering and finding what you need
February 9 - 15 (Week 6). <b>Assignments</b>	Basic Information for Evaluating Sources
February 16 - 22 (Week 7). <b>Discussion</b>	Managing and Organizing Information Effectively and Ethically
February 23 – March 1 (Week 8). <b>Assignment</b>	Present
March 2 – 8 (Week 9). <b>Assignment</b>	Visual Literacy – Applying Information Literacy to Visual Materials
March 10 – 15 (Week 10).	Spring Break
March 16 - 22 (Week 11). <b>Assignment</b>	Science Literacy – Information Literacy in the Sciences
March 23 – 29 (Week 12). <b>Discussion</b>	Media Literacy – Understanding Media Messages and Evaluating Emotional Information

March 30 – April 5 (Week 13).

Ethical Use of Information

**Assignment**

April 6– 12 (Week 14).

Course Reflection and Future Applications

**Discussion**

April 13 – 19 (Week 15).

Final Presentations

April 21-27 (Week 16)

End of course

**Final Project**

## **Attendance and Excused Absences Policy**

Since this course is completely online, there is no set time or place to meet as a whole class. However, the course will follow a weekly schedule--I will not be releasing the full course so you can complete modules randomly. The course is set up at a pace and in an order that should help you succeed. If you want to read ahead and complete assignments ahead of time, go for it, just know that you'll have to log in and check materials on the weeks that they are on the syllabus. Students are expected to devote sufficient time in their own schedule to complete work. I recommend logging in to Canvas at least weekly (3x a week is recommended) to complete the week's course material.

## **Library Services**

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at [libguides.usu.edu/statewide](http://libguides.usu.edu/statewide). (<http://libguides.usu.edu/statewide>)

## **Land Acknowledgment**

As a land-grant institution, Utah State University and all in-state Campuses and Centers reside on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge the historical context behind a painful history of genocide, forced removal and dispossession of tribal peoples' lands on which USU exists.

We acknowledge these lands on which we gather carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, experiences, and resiliency of the Native people who are still here today.

# Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 (<https://studentconduct.usu.edu/studentcode/article5>) for more information.

## University Policies & Procedures

### Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Policy 4002: Academic Freedom and Professional Responsibility (<https://www.usu.edu/policies/4002/>) further defines academic freedom and professional responsibilities.

### Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

*"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."*

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

### Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.

- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (<https://www.usu.edu/student-conduct/student-code/article6>)

## **Discrimination and Sexual Misconduct**

### **General Overview**

USU strives to provide an environment for students and employees that is free from discrimination (<https://www.usu.edu/equity/non-discrimination>) and sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>). If you experience sexual misconduct or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the USU Title IX Coordinator via Distance Education room 400 in Logan, 435-797-1266, [titleix@usu.edu](mailto:titleix@usu.edu) (<mailto:titleix@usu.edu>), or at [equity.usu.edu/report](https://www.usu.edu/equity/report) (<https://www.usu.edu/equity/report>). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect/) (<https://www.usu.edu/sexual-respect/>). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources) (<https://www.usu.edu/equity/resources>).

### **Required Reporting of Sexual Misconduct**

The instructor is designated by USU as a "reporting employee (<https://www.usu.edu/equity/sexual-misconduct/employees#reporting>)." This means that if you share information about sexual misconduct (<https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms>) (sexual harassment, sexual exploitation, sexual assault, relationship violence, or sex-based stalking) with the instructor, they *will report* that information to the USU Title IX Coordinator. The instructor is also required to tell you about designated confidential resources (<https://www.usu.edu/equity/sexual-misconduct/confidential-resources>), supportive measures (<https://www.usu.edu/equity/Supportive-Measures>), and how you can file a report (<https://www.usu.edu/equity/report>) with the USU Title IX Coordinator.

### **Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

### **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, [drc@usu.edu](mailto:drc@usu.edu) (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for accommodations.

## Respect for Diversity

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (<https://studentaffairs.usu.edu/>), (435) 797-1712, [studentservices@usu.edu](mailto:studentservices@usu.edu) (<mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://www.usu.edu/involvement/student-association/student-advocacy/legal-services> (<https://www.usu.edu/involvement/student-association/student-advocacy/legal-services>), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (<http://accesscenter.usu.edu/>), (435) 797-1728, [access@usu.edu](mailto:access@usu.edu) (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (<http://accesscenter.usu.edu/multiculture>), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (<http://accesscenter.usu.edu/lgbtqa/>), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (<https://www.usu.edu/provost/diversity/>), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> (<https://studentconduct.usu.edu/studentcode/>)

## Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (<https://studentconduct.usu.edu/studentcode/article7>).

## Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://studentconduct.usu.edu/studentcode/>)
- Academic Integrity (<https://studentconduct.usu.edu/studentcode/article6>)
- USU Academic Policies and Procedures (<http://catalog.usu.edu/content.php?catoid=4&navoid=546>)
- Academic Freedom and Professional Responsibility Policy (<https://www.usu.edu/policies/403/>)

## Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

## General Health Protocols

The cold, flu, COVID-19, and other illnesses can have an impact on the health of our university community. USU welcomes the wearing of masks in all university buildings and encourages taking measures to mitigate risk as recommended by federal and state public health officials: getting vaccinated, staying home if you are sick (even with mild symptoms), and frequent hand washing.

## Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS) (<https://counseling.usu.edu>).

Students are also encouraged to download the “SafeUT App” (<https://safeut.org/>) to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.