

INFORMATION & MEDIA LITERACY

Online | Asynchronous | 3 credits | ITLS 3310

CONTACT INFO

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Office hours (Zoom or face-to-face):

By appointment OR Tuesdays 10-12pm

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COURSE DESCRIPTION

Within this course, students will learn principled practices in developing skills to locate, evaluate, synthesis, and use information and learn responsibility in creating, using, and sharing information and media ethically.

COURSE RESOURCES

Required Course Textbook:

1. Alewine, M. C. & Canada, M. (2017) *Introduction to Information Literacy for Students*. Wiley-Blackwell. ISBN-10: 9781119054757

Link to purchase: <https://amzn.to/331Du4h>

2. Potter, W. J. (2019). *Seven Skills of Media Literacy*. SAGE Publications. ISBN-10: 1544378564

Link to purchase: <https://amzn.to/3eYYYBi>

Additional materials will be posted within the modules on Canvas.

This syllabus design was inspired by Dr. Amy Nusbaum, access her materials at www.osf.io/cx63y

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.
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HOW WE CREATE A LEARNING ENVIRONMENT

You and I 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 the 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. Additionally, the Spring 2022 semester will more-than-likely require extraordinary amounts of flexibility and being able to adapt to adverse circumstances. Thank you in advance for your willingness to do so!

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 a conflict between the due date for a major assignment and your religious observances.

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) ([Links to an external site.](#)).

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) as early in the semester as possible (University Inn # 101, (435) 797-2444, 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.

Students are also encouraged to download the “SafeUT App” 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.

COURSE STRUCTURE

Everything you need is housed in our Canvas course. I will be giving short overview lectures that will be posted within Canvas modules. There will be some additional reading/video materials that may be posted 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. One of each component will be due each week.

Components will be due on Thursdays at 11:59pm each week. This is subject to change based on your feedback from the beginning of the semester survey! More information on component assessment can be found on the next page.

Component 1: Discussion posts

For this component, you will engage in discussions and activities about course readings, which will be graded. Discussions can be written posts, audio/video recordings, infographics, or other things that get you to interact.

Weeks of the course in which you will have discussions due:

Jan 10-15 (Week 1); Jan 30-Feb 5 (Week 4); Feb 6-12 (Week 5); Feb 20-26 (Week 7); March 13-19 (Week 9); April 3-9 (Week 12); April 17-23 (Week 14)

Component 2: Assignments

During these weeks of the course, you will complete assignments build towards a final project assignment that you can add to your portfolio. The assignments will ask you to choose an “area of emphasis” to research and pick media literacy skills to analyze that area of emphasis.

Weeks of the course: in which you have assignments due:

Jan 16-22 (Week 2); Feb 13-19 (Week 6); Feb 27-March 5 (Week 8); April 26 (Week 16)

Component 3: Quizzes

During these weeks of the course, you will answer short answer and/or multiple choice quiz questions that will be centered on information literacy skills from the *Introduction to Information Literacy for Students* book and media literacy skills from the *Seven Skills of Media Literacy* book .

Weeks of the course:

Jan 23-29 (Week 3); March 20-26 (Week 10); March 27-April 2 (Week 11); April 10-16 (Week 13)

LATE WORK POLICY: Due dates are flexible, to a point. I will accept late work one week after the due date. After that, each day that it is turned in late will be downgraded 10%.

For example, if you have an assignment due on Jan 7, I will accept work with no late penalty until Jan 14. Jan 15 will have an automatic 10% deduction, Jan 16, a 20% reduction, etc. Got it? Good!

If you need to discuss additional flexibility, please contact me ASAP (i.e. not at the end of the semester, please!)

COURSE COMPONENTS AND ASSESSMENT

COMPONENTS AND ASSESSMENT

You can earn up to 500 points in this course.

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

Assessment: Please see the rubric in Canvas. Please submit discussion posts by Thursday at 11:59pm Mountain of each week. Do not leave discussion posts to the deadline. Good conversations do not occur when you do the bare minimum. You can talk to people! I believe in you! Discussions will make up 40% of your grade and will be worth 200 points total.

Assignments: In this course, you will be learning to develop and apply information and media skills. You will (partially!) accomplish this in a semester-long project in which you will analyze a topic of interest to you using information and media literacy skills. This semester, you will be completing four assignments for this project:

Defining and developing a research topic (Assignment 1); Finding, assessing, and synthesizing sources related to your research topic (Assignment 2); Submitting a rough draft of your project and relating it to media literacy skills (e.g. outline, storyboard, etc) (Assignment 3); Writing and/or recording a final draft of your project (Assignment 4).

Assessment: Please see the assignment rubrics in Canvas. Assignments will make up 40% of your grade and have varied point values that will add up to 200 points total.

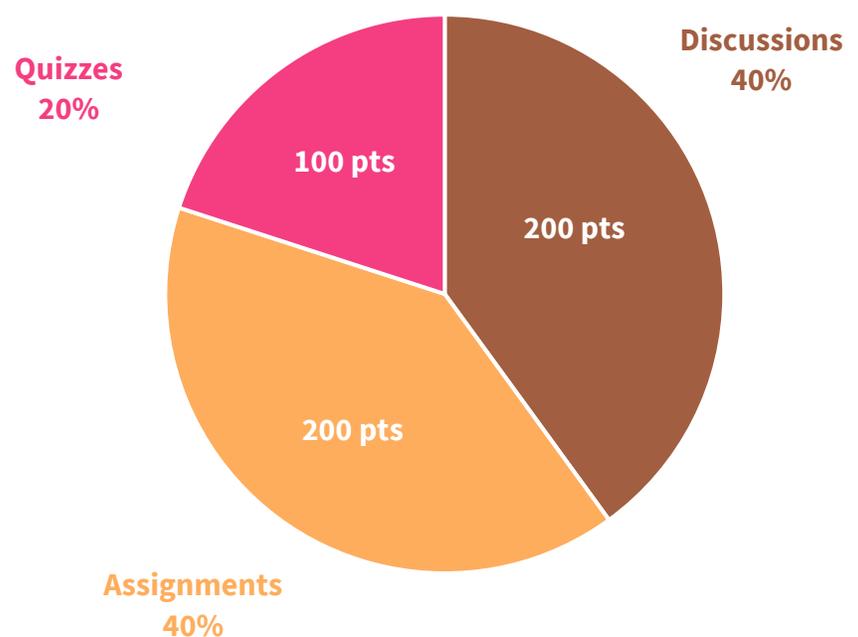
Quizzes: Each quiz will have varied numbers of items, is open-book, untimed and is not proctored. Quizzes will ask you to apply skills you are learning from this course to “real-life” scenarios, such as looking at a piece of media or text and using a media literacy skill to assess it.

Assessment: Quizzes make up 20% of your grade and will be worth 25 points each (100 points total).

The following grading standards will be used in this class:

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	<59.9%

Visual representation of graded components



Course calendar and reading assignments

<p>Class dates and graded components (due on Thursdays at 11:59pm)</p>	<p>Please complete readings/videos* prior to that week's Readings will be from our textbooks: <i>Introduction to Information Literacy for Students</i> <i>7 Skills of Media Literacy</i> Activities/Week's focus *This is a tenuous outline! Check Canvas modules for additional readings/videos</p>
<p>January 10 - 15 (Week 1). Introduction to the course, co-creating classroom norms discussion</p>	<p>Course survey</p>
<p>January 19 - 22 (Week 2). Assignment 1</p>	<p><i>Introduction to Information Literacy for Students</i> Chapters 1-2</p>
<p>January 23 - 29 (Week 3). Quiz</p>	<p><i>Introduction to Information Literacy for Students</i> Chapter 3</p>
<p>January 30 – February 6 (Week 4). Discussion</p>	<p><i>Introduction to Information Literacy for Students</i> Chapters 4, 8, 11-12, 14 (They are short, chill out)</p>
<p>February 6 - 12 (Week 5). Discussion</p>	<p><i>Introduction to Information Literacy for Students</i> Chapters 5, 9, 10, 13 (They are short, chill out)</p>
<p>February 13 - 19 (Week 6). Assignment 2</p>	<p><i>Introduction to Information Literacy for Students</i> Chapters 6-7</p>
<p>February 20 - 26 (Week 7). Discussion</p>	<p><i>Introduction to Information Literacy for Students</i> Chapter 15</p>
<p>February 27 – March 5 (Week 8). Assignment 3</p>	<p>NO READINGS</p>

MARCH 6 - 12 SPRING BREAK NO ASSIGNMENTS

Course calendar and reading assignments

Class dates and graded components (due on Thursdays at 11:59pm)	Please complete readings/videos* prior to that week's Readings will be from our textbooks: <i>Introduction to Information Literacy for Students</i> <i>7 Skills of Media Literacy</i> Activities/Week's focus *This is a tenuous outline! Check Canvas modules for additional readings/videos
March 13 – 19 (Week 9). Discussion	<i>7 Skills of Media Literacy</i> Chapters 1-2
March 20 - 26 (Week 10). Quiz	<i>7 Skills of Media Literacy</i> Chapters 3-4
March 27 – April 2 (Week 11). Quiz	<i>7 Skills of Media Literacy</i> Chapters 5-6
April 3 – 9 (Week 12). Discussion	<i>7 Skills of Media Literacy</i> Chapters 7-8
April 10 – 16 (Week 13). Quiz	<i>7 Skills of Media Literacy</i> Chapters 9-10
April 17 – 23 (Week 14). Discussion	NO READING
April 24 (Week 15). Assignment 4	NO READING

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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/rc.

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 (Links to an external site.) for more information

COVID-19 Classroom Accommodations: To ensure that you receive the appropriate accommodation for COVID-19 related challenges, the University requires you to fill out the [COVID-19 Questionnaire](#). Upon doing so, the University [COVID CARE Team](#) will contact you to determine your needs and how to support you. The CARE Team will also contact your instructors and provide important direction on how best to accommodate your needs. For additional reference, please see USU's [Attendance and Excused Absence](#) policy and the [COVID-19 Classroom Accommodations](#) page

Reducing COVID-19 Risk: You can help keep classes, events, and activities happening in person this semester by following these steps:

- **Get vaccinated if you're able.** Vaccines are the best available tool to help stop the spread of COVID-19. They are safe, free, and easy to access.
- **If you are vaccinated, let USU know.** Please [upload your proof of full vaccination](#) to AggieHealth. If you are exposed to COVID-19, USU's case containment will not require you to quarantine if they know you are vaccinated and you do not have symptoms.
- **Stay home if you're sick** and [get tested for COVID-19](#) if you have symptoms or have been exposed. It's important to not bring any illness to campus.
- **Wear a mask indoors.** Public health experts recommend that even vaccinated people wear masks indoors in high COVID-19 transmission areas, which includes most of Utah.

If USU's COVID Case Containment team identifies an uncontained situation in the classroom, you will be notified of any temporary changes to your course delivery method through a Canvas announcement. Please make sure you are receiving immediate notifications of new Canvas announcements. The situation will be handled according to protocols on the [COVID Classroom Exposure](#) page.

Class Seating Charts: In classes with more than 10 students, a seating chart will be used to track where you are sitting. After the first week of classes, your instructor will tell you how to enter your seat number in Canvas. **You must sit in the same seat for the rest of the semester.** This is extremely important for tracking cases of COVID-19 and helping classes remain in person.

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. Faculty Code Policy #403 (Links to an external site.) further defines academic freedom and professional responsibilities.

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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](#)

Sexual Harassment/Title IX: Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s [Office of Equity](#) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](#)) and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

UNIVERSITY POLICIES AND PROCEDURES | I

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.

Diversity Statement

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> (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services>, (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu>, (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <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>

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

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

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
- Academic Integrity (Links to an external site.)
- USU Academic Policies and Procedures (Links to an external site.)
- Academic Freedom and Professional Responsibility Policy (Links to an external site.)

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.

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.