

MILESTONE 1

Total Labor: 12 - 15 hours

NAME: <insert_name_here>

CHECKLIST

Basic Stuff 1 hr

- ☐ Create a Google [account](#) if you don't already have one. Don't use your high school, work, or parent's or spouse's Gmail. This should be your own account that no one else can access.
- ☐ Activate your [COD library account/ID card](#)
- ☐ Complete [Course Questionnaire](#).
- ☐ Add your info to our [Class Roster](#) and "talk" to your classmates by commenting on their posts. Build community and connections with one another! 😊

Course Orientation 2 hr

- ☐ Read the English 1102 course [syllabus](#) and the [list of choices](#) for your final project
- ☐ Watch [Course Overview](#) explaining course setup and milestone assignments.

Reading, Writing, and Discussion Assignments 8 - 10 hr

- ☐ Complete READ, WATCH, AND RESPOND in Milestone doc
- ☐ Complete WEEK 1 DISCUSSIONS in Blackboard

↓ DUE WEDNESDAY ↓

- ☐ The Basic Stuff and Course Orientation
- ☐ WEEK 1 Discussion
 - ☐ Course Syllabus
 - ☐ Post-truth World

↓ DUE SATURDAY ↓

- ☐ Reading, Writing, and Remaining Discussions
 - ☐ READ, WATCH, AND RESPOND
 - ☐ WEEK 1 Discussion
 - ☐ Discourse Communities
- ☐ Submit your own copy of Milestone 1 in Blackboard.

READ, WATCH, & RESPOND

Purpose: These specific readings are intended to provide you a general background on research, what it means to be “information literate,” and how modern day media coverage and the Internet can manipulate consumers and make it increasingly difficult for children, teens, and adults to discern fact from fiction.

Instructions: Read and watch the materials I’ve assigned.

- Highlight and make comments while you read. Doing so will make the reading more enjoyable and will help you remember what you read.
- I don’t necessarily care about the length of your written responses, but I do care about quality.
- In your responses, **make direct references to your readings** (talk about authors, texts, dates, or ideas that stand out to you).
- Feel free to quote certain passages, or agree/disagree with certain claims made in these texts. Essentially, good responses will be critical, well-written, and will make reference to all of the required readings.
- Generally-speaking, those students who spend at least 30 minutes responding to these texts (which equates to about a page or so), will likely be the most successful on these responses.

READ

- ☐ [Basic Concepts in Information Literacy](#)
- ☐ [“A Threat to Democracy: Student Failure to Identify Misinformation on the Web”](#)
- ☐ [Discourse Communities and Conventions](#)
- ☐ [Chapter 1.2 Discourse Communities and Conventions](#)
- ☐ [Research and Positionality Slides](#)
- ☐ [Birds Aren't Real](#)
- ☐ [Evaluating Sources in a Post-truth World](#)

NOTE: You’ll be asked about the last two readings for the testing center assignment due by 7/17.



WATCH

- ☐ [Creating critical thinkers through media literacy](#)
- ☐ [How deepfakes undermine truth and threaten democracy](#)



RESPOND

Part I:

Review the International Standards of Information Literacy and the SCONUL model from the “Basic Concepts in Information Literacy” and compare them to your current research and information-gathering and evaluation skills. What are your strengths and what are your weaknesses?

Part II:

What, if anything, from the TED Talks and “A Threat to Democracy ” article surprised or alarmed you about how media, the Internet, and deepfakes impact children and adults’ interaction with information?

What are some of Quijada’s arguments in her TED talk, and what sorts of evidence does she provide to support them? And what were Citron’s arguments and the evidence she used in support of them? Incorporate passages or quotes from the article and TED talks in your response.

Write your response here. →