

IC 102 A-Introduction to Information Literacy & Critical Thinking-Spring 2025

Mondays | 9:00 A.M.–9:50 A.M. | Schewe Library 303 (upper floor)

Instructor: Dr. Bree Kirsch (she/her/hers)

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Student Drop-in Hours: Mondays 11:00 A.M.–2:00 P.M., other days and times by appointment.



Course Introduction

Welcome to IC 102: Introduction to Information Literacy & Critical Thinking! My name is Bree Kirsch and I'm the Director of Schewe Library. In this course, you will learn: (1) how to research successfully at a college level, and (2) how to evaluate the information and sources you encounter. The purpose of this course is to give you the skills needed to successfully meet the higher research demands of college-level research. Information is everywhere and in this modern information age, it can sometimes be difficult to delve through the plethora of information and determine what is usable and trustworthy and what isn't. This class will help you develop the necessary skills to help make a little more sense of the information around you, both academically and in everyday life. If I am ever going too fast for anyone in the class, please let me know. We are here to make sure **all** students can do college-level research by the end of the course!

Course Description

This course will teach students the ins and outs of college-level research. It will ensure students are prepared to meet their professors' research expectations when it comes to preparing papers, presentations, speeches, and other projects. Students will learn a variety of searching techniques and information evaluation strategies. Taught by a librarian who will work closely with students throughout the course.

Course Goals

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

1. Generate actionable research topics and questions
2. Determine what types of sources of information you need
3. Find the information effectively through the Schewe Library Catalog, Schewe databases, Google, and other Internet sources
4. Cite sources accurately
5. Understand how to begin and work through a research project, using annotated bibliographies and essay outlines
6. Evaluate information well, being able to tell the difference between misinformation, disinformation, and trustworthy sources

Academic Support Services

Center for Academic Excellence

The Center for Academic Excellence (CAE) is located in the HUB in Lincoln Hall. The Center is your academic partner on campus and provides services to help you meet your academic goals. Services include 1-on-1 academic coaching and advising, tutoring, and study skills development. Services are free of charge and open to all students. To make an appointment with an academic coach, call 217-245-3575 or email academic.excellence@ic.edu.

Disability Resources

Illinois College is committed to creating a successful community of inclusive excellence as we prepare students to live, learn, and work among people who experience the world in fundamentally different ways. For students with documented disabilities, it is the goal of the College to provide an environment that encourages equal access and participation to its various programs through a variety of services and accommodations. Reasonable accommodations are provided in accordance with the various policy statements of the College and in compliance with all applicable provisions of the Americans with Disabilities Act (ADA), as amended, and Section 504 of the Rehabilitation Act of 1973. In order to receive disability-based academic accommodations, a student must self-identify and register with Disability Resources. Accommodations are not retroactive; therefore, it is important that students contact Disability Resources as soon as possible to begin the process. All accommodations must be approved through Disability Resources. To make an appointment, please contact Anna Anderson, anna.anderson@ic.edu in the Center for Academic Excellence, 217-245-3575.

Bias Incident Reporting

Illinois College strives to provide a supportive and welcoming environment for all students. If you encounter or observe a concerning situation relating to a student's identity (such as race, gender, sexuality, religion, ethnicity, neurodiversity, or physical ability) please report it using the Bias Incident Report portal on Single Sign On. You may also reach out (as you feel comfortable) to faculty or staff members.

Sexual Misconduct (Title IX)

Illinois College is committed to creating, fostering, and maintaining a campus environment that is free of discrimination on the basis of sex, including sexual misconduct. Such discrimination will not be tolerated in all aspects of college life consistent with the College's Mission Statement, Vision Statement, Values Statement, and Strategic Plan as well as the provisions of Title IX of the Education Amendments of 1972 and all other applicable state and federal laws. All faculty at Illinois College are designated as mandated reporters for Title IX offenses. As such, if you inform me of an issue of sexual harassment, assault, or discrimination, directly or indirectly (i.e. disclosing in written assignment), I am required to report this information to the College's Title IX Coordinator.

If you wish to report sexual harassment, assault, or discrimination, but would like your information to remain confidential, you may choose to report to any of the individuals listed on the website at www.ic.edu/sexualmisconduct/report.

It is prohibited for the College or any member of the College's community to take materially adverse action by intimidating, threatening, coercing, harassing, or discriminating against any individual who makes a report under the College's Policy on Discrimination, Harassment, and Title IX Sexual Misconduct.

Peer-to-Peer Learning Programs

Through collaboration with the **Center for Academic Excellence**, there are many ways students may connect with their peers to achieve academic success within their respective courses: peer tutoring, the Campus Writing Center, and the Speech Communication Center are a few examples of free programs that IC students can use to take ownership of their learning.

Peer Tutoring

One-on-one tutoring is available for many courses at different levels, subject to availability of peer tutors. To schedule a tutoring appointment, use the P2P@IC link on the main IC Single Sign-on Portal Page (look for the Brain). Generally, our tutoring coverage includes introductory courses (or 100-level equivalents); however, if you have a tutoring request that does not appear within the tutors available, feel free to email academic.excellence@ic.edu with your request. A representative will attempt to pair you with a student with study strategies for that course or connect you with an academic coach to discuss general study skills.

Campus Writing Center

For consultation on planning, writing, and revising your written assignments for any class across the curriculum, make use of the Campus Writing Center (CWC) consultants. To make an appointment, use the P2P@IC link on the main IC Single Sign-on Portal Page. Consultations will be conducted in person in the Tech Center or via Zoom (works best on laptops or PCs). You can make an appointment from Sunday to Friday, including hours in the morning, afternoon, and evening (except for holidays); there are special hours during Finals Week. It is best to make an appointment early because the CWC gets backed up around popular due-dates, especially midterms and finals. At your appointment, you will talk over your writing, the specific requirements of your assignment, and any other related questions you may have. For further information, please use the P2P@IC link on the SSO Portal and navigate to the Campus Writing Center page on the P2P site to find information and the You Can Book Me links for consultants or email academic.excellence@ic.edu.

Schewe Library

The Schewe Library provides research assistance and access to books, movies, laptops and other equipment, and databases where you can find scholarly articles and more. Library spaces include community puzzle tables, a variety of study spaces, a free coffee and tea station, the Khalaf Al Habtoor Archives, and the digital learning center. Everyone is welcome in the library. Contact the library faculty and staff at 217-245-3020 or schewe@ic.edu.

Speech Communication Center

The Speech Communication Center (SCC) is a service provided to students who want to receive practical advice and suggestions (including verbal, written, and video feedback) for improving their presentations. Students enrolled in CO 101: Speech Fundamentals or other Speaking Extensive Experience courses are particularly encouraged to make an appointment. SCC appointments will be conducted in person in Whipple. Speech Center Advisors working for the SCC are trained to help individuals not only improve their presentational skills, but also reduce their anxiety about public speaking. To make an appointment, use the P2P@IC link on the SSO Portal and navigate to the Speech Communication Center page on the P2P site. If you have questions or would like further details about the SCC, please contact academic.excellence@ic.edu. The SCC opens for appointments after the fourth week of classes.

Transfer students

If you are a recent transfer student and are unfamiliar with any language or policies in this syllabus that are unique to Illinois College, or otherwise have questions or concerns that are unclear in your transition to the institution, please don't hesitate to approach any of your professors after class or during student/office hours. Your academic advisors and academic coaches are also happy to help. For additional support, feel free to reach out to connect@ic.edu to get in touch with professional staff connected to the First Year and Transfer Student Experience.

DACA and DREAMers students, friends, family members, and/or any immigration concerns

If you have any questions, concerns or need information and/or support regarding DACA for you, friends, family members, or acquaintances, or if you need help with your own renewal process (finding resources such as legal assistance, monetary assistance, moral support or any other support with respect to DACA), please contact our campus DACA and DREAMers students' advocate: Olivia Raya (olivia.raya@ic.edu). We are here to help!

Campus Support

Chesley Health and Wellness Services (Health & Counseling)

If you feel poorly, want to get a flu shot, or have other medical questions, contact the Chesley Health & Wellness Center located in Lincoln Hall. For an appointment, call 217-245-3038 or email Health@ic.edu.

Students Experiencing Emotional Distress

During the semester, if you find that stress or anxiety are interfering with your academic or personal success, consider the counseling services provided through Chesley Health & Wellness. All services are free and confidential. Chesley Health & Wellness is located in Lincoln Hall and can be contacted by phone (217-245-3038) or Health@ic.edu.

Students Worried About A Friend's Distress

Contact Chesley Health & Wellness. All contacts are confidential. Referrals can also be made anonymously via the [Safe IC form](https://www.ic.edu/safeic/referral) in single sign on at <https://www.ic.edu/safeic/referral>.

Institutional Mission, Community, and Diversity Statements

Illinois College Mission Statement

True to its founding vision in 1829, Illinois College is a community committed to the highest standards of scholarship and integrity in the liberal arts. The College develops in its students qualities of mind and character needed for fulfilling lives of leadership and service.

Illinois College Statement of Community Responsibility

To ensure that all members of our community live, work, and learn in an environment where they can thrive, we affirm four guiding virtues: commitment, curiosity, clarity, and civility.

- With commitment, we will work diligently to support our community and pursue excellence.
- With curiosity, we will be eager to learn, open to new information, ready to take risks, and earnest in our pursuit of growth.
- With clarity, we will be open and honest with each other, and act with integrity at all times.
- With civility, we will treat one another with respect and care, and seek justice and understanding within and beyond our community.

Through commitment, curiosity, clarity, and civility, we pledge to uphold the mission and vision of Illinois College, ensuring that, both individually and collectively, we do all we can to make a positive difference in our world.

Institutional Diversity Statement

Illinois College is committed to providing an environment in which all members of the college community will find support for their individual growth and development whatever their race/ethnicity, gender, sex, sexual orientation, age, disability, religion, national/geographic origin, language use, socio-economic status, first generation status, veteran/military status, or political ideology. As we shape our campus community, the importance of diversity, equity, and inclusion is expressed within policy, practices, programming, decision-making, strategic planning, and pedagogy. Under this multidimensional framework, Illinois College will strive to develop a pluralistic community that directly supports our commitment “to the highest standards of scholarship and integrity in the liberal arts” and to developing in our students “qualities of mind and character needed for fulfilling lives of leadership and service.”

Behavioral Expectations

Persistent and deliberate disregard for the faculty and campus policies intended to promote a respectful, safe, and inclusive learning environment may lead to disciplinary action up to and including dismissal from the College. Sanctions for not abiding by expectations of classroom behavior include:

- **Disciplinary Probation:** Official notice placed in a student's permanent file that the student has been found to have violated College rules and regulations and a warning that further violation of rules and regulations will result in possible suspension or expulsion. Probation may include restriction from participation in College activities for a specified period of time.
- **Deferred Suspension:** Deferred suspension allows the student to remain on campus and continue attending classes. However the student may not hold any leadership positions, participate in Literary Societies, and/or be a member of an athletic team. Any additional policy violations will result in immediate suspension from the College.
- **Suspension:** Exclusion from the College for a specified period. A student who is suspended shall be denied all academic and social privileges and is expected to be absent from College grounds and buildings during the period of the suspension.
- **Dismissal:** A student who is dismissed is no longer part of the Illinois College community and barred from readmission.

If you have concerns about these policies or adherence to them, contact Dane Wendell, Dean of Faculty (dean.faculty@ic.edu) through the Office of Academic Affairs (217-245-3010). Faculty and staff must also adhere to these guidelines.

Attendance

We are a community of learners. Class attendance and participation are key to your successful learning. While there are many ways to access course information to engage with course material outside of class times, these do not take the place of in-person class attendance. We have found that attendance is a major predictor of student success; important learning happens in the classroom in collaboration with your professors and your peers.

Final exam policy: All courses have a scheduled “final exam” time, although the final assessment in a course may take a form other than an exam. You should plan to be present at Illinois College for all of your assigned finals, so make sure to plan your end-of-semester travel accordingly and to inform your family of this expectation. According to College policy, finals are to be taken when scheduled. Faculty members cannot schedule alternate times or make exceptions to the schedule. Any requests for exceptions to this schedule, if absolutely necessary, must be approved by the Dean of Faculty, Dane Wendell (dean.faculty@ic.edu, 217-245-3010). Requests should be made as early in the semester as possible.

Academic Integrity

Academic integrity is a fundamental component of the mission of Illinois College. Academic integrity is the completion of course tasks with one's own ideas and accurately acknowledging sources as appropriate to the field of the course. Violations of academic integrity include plagiarism and all other forms of cheating on any class-associated activity including assignments, quizzes, tests, and exams. These include, but are not limited to:

- use of information or text without appropriate citation as determined by the course instructor;
- submitting someone else's work as your own;
- using sources not permitted by the instructor including books, notes, internet sources, contact with other individuals, and other students' work;
- use of cell phones, smart watches, or other electronic devices when not expressly permitted by the instructor;
- use of internet services such as translators and grammar checkers when not expressly permitted by the instructor;
- use of artificial intelligence applications when not expressly permitted by the instructor;
- submitting your own work from different courses without the instructors' permission.

The Illinois College Code of Conduct makes no difference between giving and receiving aid; *all* students involved in violations of academic integrity are culpable. This means that providing your work to other students so that they can

submit as their own is a violation of academic integrity; this policy applies regardless of your current enrollment in the course.

We are committed to your professional development and a component of this development is learning to collaborate effectively. If you have questions about sharing your work with your peers, please ask your instructor.

The [Illinois College Code of Conduct](https://www.ic.edu/studenthandbook/policies) can be found on the IC website at <https://www.ic.edu/studenthandbook/policies>. More information on the [Academic Integrity policy](https://www.ic.edu/codeofintegrity) is available at <https://www.ic.edu/codeofintegrity>.

Instructors who encounter a violation of Academic Integrity will contact the Office of Academic Affairs. If it is the first time the student has violated the honor code, the instructor will determine appropriate consequences.

The consequences for violating academic integrity in my class are a zero on the assignment for a first offense. For a second offense, the Office of Academic Affairs will investigate the incident and determine the punishment, which is generally harsher than the punishment for first offenses. If the student(s) does not agree with a punishment, the student(s) may make an appeal to the Honor Board.

If the student(s) does not agree with the finding of a violation of the Code of Integrity, the student(s) may make an appeal to the Honor Board. Information regarding the appeals process is provided to students by the Office of Academic Affairs.

For a second or subsequent offense, a representative of the Office of Academic Affairs (usually the Dean of Faculty) will investigate the incident. If the instructor's finding of academic dishonesty is upheld, the representative of the Office of Academic Affairs will determine and administer additional consequences. The goal of these additional consequences is to provide resources, education, and redirection to prevent any further violations of academic honesty.

The consequences for repeated violations of the Code of Integrity are typically progressively more serious than the consequences for first violations and may culminate in dismissal from the college.

Recording Policy

The use of any photography, audio, or video recordings is prohibited during the class period without institutional consent from **either** the instructor or Disability Resources. This is to help maintain a safe learning environment. Students may not publicly post or disseminate any course materials to individuals outside of this course (including videos and slides). Violating these policies could result in disciplinary or legal action. If you have concerns about this policy, please contact the instructor immediately.

Generative AI Policy

AI can be a valuable tool to help you develop ideas, constructively question sources, and integrate sources effectively. However, the use of AI must be done responsibly and ethically. While AI can assist you in completing assignments, the majority of your insights and arguments should be your own. Students shall give credit to AI tools whenever used, even if only to generate ideas.

Here are the specific guidelines for using AI in your assignments:

Use Real Sources.

- Generative AI has limitations. You are responsible for all material you submit, including any inaccurate, biased, or otherwise unethical content whether generated by you, another source, or a generative AI model.
- Fact check and critically evaluate all AI output.

- Always ground your work in credible and authentic sources. AI can help you understand and work with these sources, but it should not replace them.

Cite AI Use.

- If you use Generative AI to help draft or edit any part of your assignment, you must cite this. Treat the AI as you would any other source. **Remember that using AI doesn't excuse plagiarism.**
- If you use ChatGPT-4 or a similar tool, maintain a copy or screenshots of the thread used (the input you provided and the output you received). This must be available upon request to validate your work and process.
- In your bibliography or works cited page, include a summary of how you used the AI. For example: "Used ChatGPT-4 to help rephrase and condense background information on [topic]."
- For every paragraph or section where Generative AI was used in crafting or editing the content, include an in-text citation. For example: (ChatGPT-4, 2025).

Use AI Responsibly.

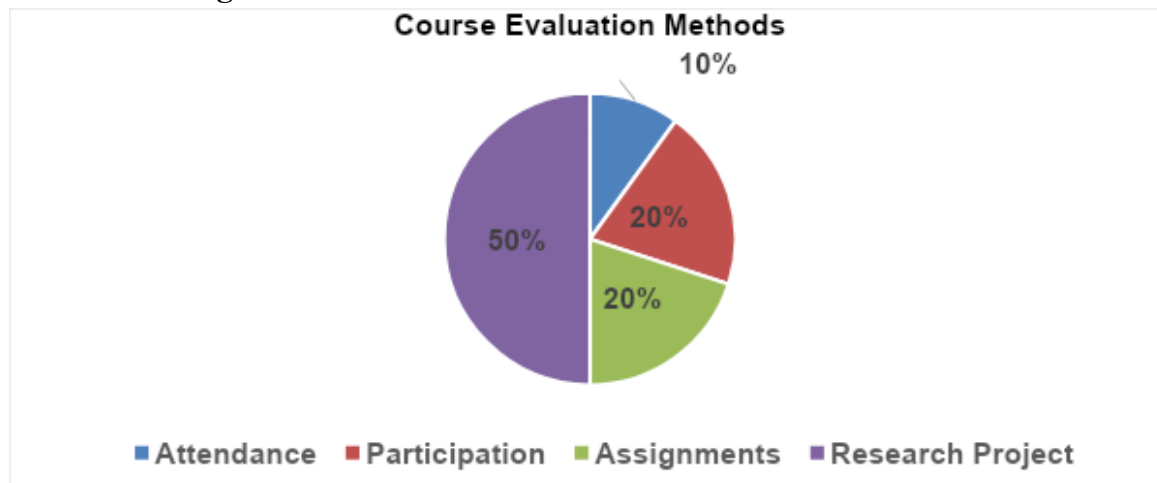
- AI is a tool, not a crutch. Use it to enhance your thinking and writing, not to bypass the critical thinking and creative processes that are central to academic work.

Ask for guidance if you are unsure.

Grading Scale

Percentage	93-100	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Course Grading

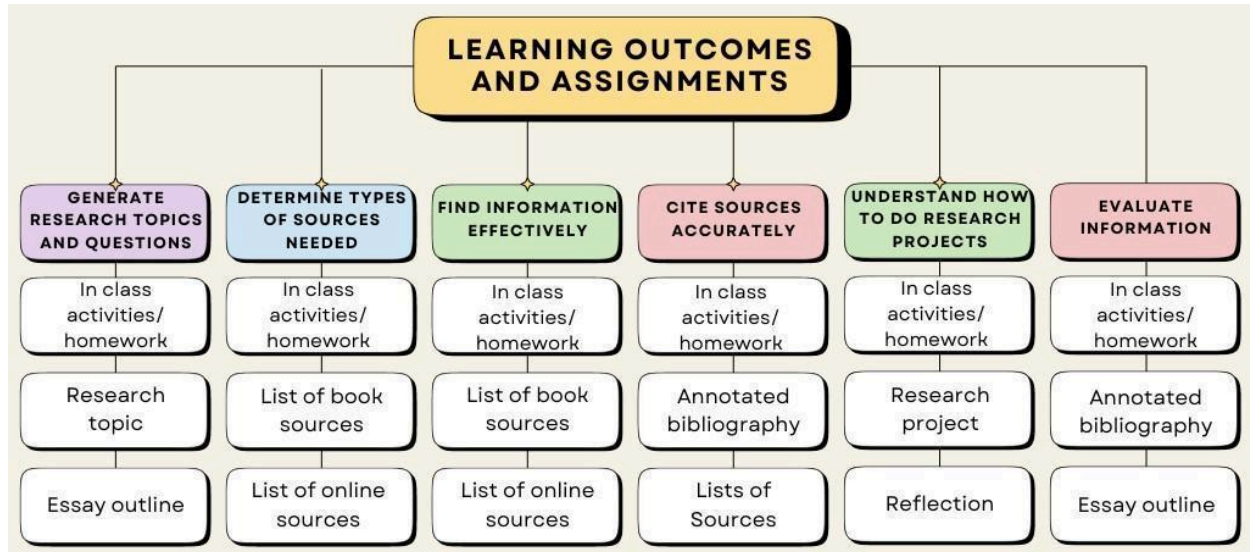


Your course grade will consist of:

- Attendance: 10%
- Participation in in-class activities and discussion: 20%
- Assignments (Homework and Moodle Forums): 20%
- Research Project (breakdown is as follows): 50% total
 - Research Topic (10%)
 - List of book sources (10%)
 - List of online sources (10%)

- Annotated Bibliography - First Draft (10%)
- Essay Outline - First Draft (10%)
- Final Annotated Bibliography (20%), Essay Outline (20%), and Reflection (10%)

Course Goals and Related Assignments



Research Project

Throughout the course, we will break down the steps of the research process. We will focus on the different types of resources you can use for a research project, how to find information, and the different ways to evaluate those sources with the goal of finding useful, trustworthy information. The research project will be broken down into several stages throughout the semester:

- Submit a research topic with 3 questions you have about the topic
- Search for and gather physical and electronic book sources using the Schewe databases
- Search for and gather online scholarly articles using the Schewe databases and other reputable online databases/sources
- Evaluate the sources in an annotated bibliography
- Write an outline of your research project to show how you would use these sources in a paper
- Short reflection on the process

Moodle Forum Posting

Over the course of the semester, there will be various Moodle forums that you are required to post to. As we have a limited amount of time together in class, these assignments will give you another opportunity to reflect upon and discuss what we are learning with your classmates. Moodle posting topics are detailed in the schedule below and are due at the beginning of class.

You will also sometimes be asked to reply and interact with the posts of your classmates. These can be short 1-2 sentence replies reflecting on the post, relating it to your own posts, or what we discussed in class. These reply posts are due by 11:59 pm Friday night that same week.

In-Class Work, Participation, & Attendance

I expect full and engaged participation for every class. I understand that participation looks different to everyone and is not just limited to speaking in large group settings. Participation comes in a variety of forms, including but not limited to: asking questions, speaking in large and small groups, actively engaging with class activities, completing and turning in homework on time. For this reason, I have tried to include a variety of ways for you to participate and engage with your fellow classmates and this course's content.

You are expected to come to class having done the assignments and ready to discuss, learn, and share ideas with your classmates. You will occasionally have in-class work that I will also require you to submit (generally for a completion grade). If you need any accommodations to help you more fully participate in this class, please speak to me privately. I want you all to succeed.

Communication Policy

Email course questions and personal concerns, including grading questions, to me using your @ic.edu email. During the week, I will respond to all emails within 24 hours; on weekends and holidays, allow up to 48-72 hours.

Attendance

Class attendance and participation are key to your successful learning. While there are many ways to access course information to engage with course material outside of class times, these do not take the place of in-person class attendance. We have found that attendance is a major predictor of student success; important learning happens in the classroom in collaboration with your professors and your peers.

Your attendance is required at every class. If you absolutely miss a session, please notify me in advance if possible. Missing more than one class will lower your attendance grade, which makes up 10% of your overall class grade. That said, I value advanced communication and if you need to miss another class because of an emergency or illness, please contact me and we will make arrangements on how you can make up the content.

Laptop Use

Please bring your laptop to every session. We will be using it to do research and work in class. If you don't have a laptop, you can check out laptops or Chromebooks for 28 days at the Schewe Library front desk.

Late Work & Extension Policies

All assignments are due at the beginning of class on the date specified. If you need an extension, you must contact me before 4:00pm the day before the assignment is due or (preferably) earlier. I am flexible when it comes to extensions and highly value communication. I want you to succeed in this class and I can only do that if you inform me of your needs. Otherwise, if you turn in work late without advanced notice, points will be deducted in **10% increments per week late** (1-7 days late = 10% off; 8-14 days late = 20% off, etc. etc.).

Midterm Assignment Policy

To ensure that students are given accurate information about their progress towards a successful educational outcome, all assignments with due dates on or before Friday, February 28, 2025, must be submitted by the midterm grade deadline, Friday, March 7, 2025.

The final assessment in this course is the reflection and the assigned final time for this course is **April 30, 2025 by 11am**. You will be responsible for turning in the final drafts for your annotated bibliography and essay outline, along with your reflection.

Class Schedule

Week	In-Class Topic	Homework Due
Week 1: 1/20	<ul style="list-style-type: none">● Introduction to course● Syllabus overview● Q&A about the course● Information Literacy Pre-Test	None!
Week 2: 1/27	<ul style="list-style-type: none">● Intro to college-level research● Types of sources● Research as Inquiry● Brainstorming Research Topics	<ul style="list-style-type: none">● Look over the syllabus and see if you have any questions.● Is there anything that we don't cover in this class that you think we should?
Week 3: 2/3 Adam Enz Guest Speaker	<ul style="list-style-type: none">● Book sources● Finding books in the physical library● I-Share and Interlibrary Loan● Navigating the library website	<ul style="list-style-type: none">● Write a research topic with 3 questions you have about the topic and post on Moodle forum● Comment on at least 1 other classmate's posts

<p>Week 4: 2/10</p> <p>Adam Enz Guest Speaker</p>	<ul style="list-style-type: none"> ● Online vs. physical sources: what's the difference? ● Different types of online sources ● Database searching tips ● Search phrases and keywords ● Open Access & other free academic databases ● Google and Google Scholar search tips 	<ul style="list-style-type: none"> ● Come to class with a list of possible book sources you found that could be of use for your assignment: 3 physical books and 3 e-books. Include full citation and a short 1 paragraph (5-7 sentences) explanation and analysis of why you chose this text and <i>how</i> it relates to your topic (see Research Project rubric for full list of specific requirements) ● Request one book from the Schewe Library and one book from I-Share. Submit screenshots of your finalized request on Moodle.
<p>Week 5: 2/17</p>	<ul style="list-style-type: none"> ● Information Privilege & Paywalls ● The Cost of Research ● Citation Justice ● Sign up for a timeslot for your 1-on-1 Midterm Meeting with me (we will discuss your progress in the class so far and address any questions you might have) 	<ul style="list-style-type: none"> ● Use your topic and see what articles you can find using the Schewe databases: How many results did you get? Which items showed up first? What did you search (be specific)? Were the results related to your topic? How did you narrow down or filter your results? What difficulties are you having? (Take screenshots AND write out your process). Post a 2-3 paragraph reflection on Moodle answering these questions.
<p>Week 6: 2/24</p>	<ul style="list-style-type: none"> ● History of the Computer & the Internet ● Algorithmic bias ● Generative AI ● Research Generative AI Tool 	<ul style="list-style-type: none"> ● Using your list of book sources, find out how much each source would cost if you didn't have access to it through a library or institution. You can do this by searching Amazon, Ebay, ThriftBooks or any other website. Provide the full citation, how much the book/e-book would cost, what format it is in, and the total cost of all of the books combined. ● Include a 1-2 paragraph reflection on the process and talk about why you think the total cost is what it is? What type of books are they and how might this affect the price? What might make you choose physical books over e-books, or vice versa?

Week 7: 3/3 Spring Break	No class for Spring Break.	<p>Use the research generative AI tool introduced in class last week and find six sources and annotations related to your research question. Download or take a screenshot of the six sources and annotations produced by the generative AI tool to submit in Moodle.</p> <p>Post a 3-4 paragraph reflection on Moodle answering the following questions: What is beneficial about this generative AI tool? How could you ethically use it in your research assignments? What are drawbacks of this tool? Do you agree that the sources recommended would help answer your research question? Why or why not?</p> <p>Look over comments in Moodle and edit your List of Book Sources</p>
Week 8: 3/10 (Midterm Grades Due 3/7)	<ul style="list-style-type: none"> ● Cite your sources ● Plagiarism ● Citation Mining: how to find new sources from the ones you already have 	<ul style="list-style-type: none"> ● Compile a list of possible online sources you found that could be of use for your research topic (this can be anything from a documentary, video, website, news article, etc.): 5 scholarly journal articles and 5 sources of your choice. Include the full citation and provide a short 1 paragraph (5-7 sentences) explanation and analysis of why you chose this text and <i>how</i> it relates to your topic (see Research Project rubric for full list of specific requirements)
Week 9: 3/17 AdamENZ Guest Speaker	<ul style="list-style-type: none"> ● Evaluating Sources ● Lateral Reading ● How to write an annotated bibliography ● Common mistakes in annotated bibliographies and essay outlines 	<ul style="list-style-type: none"> ● Watch CrashCourse video on Lateral Reading: https://www.youtube.com/watch?v=GoQG6Tin-1E ● Post a 1-2 paragraph reflection on Moodle forum answering the following questions: What is one thing you learned? Did anything surprise you in the video? How does lateral reading differ from horizontal reading? Give an example of why you should use lateral reading instead of deep reading into a source (horizontal reading). Why is finding credible sources important? ● Comment on at least 1 of your classmates' posts

Week 10: 3/24	<ul style="list-style-type: none"> ● Peer-Workshop Annotated Bibliographies ● Go over final assignment 	<ul style="list-style-type: none"> ● Narrow down your bibliographies to your final 8 sources (2 books/ebooks, 3 scholarly articles, and 3 source of your choice) ● Write annotations for each bibliographical entry (1-2 paragraphs) including (1) a summary of the source stating the source's main argument, the type of evidence the author's provided (review of literature, case study, statistics, etc) and any relevant information that stood out to you, (2) An evaluation of the source's quality/trustworthiness, and (3) An evaluation of the source's usefulness for your project (see Research Project rubric for full list of specific requirements) ● Come to class with printed versions of your annotated bibliographies (and submit on Moodle).
Week 11: 3/31	<ul style="list-style-type: none"> ● Essay Outlines ● What makes a strong thesis statement? ● Common mistakes in annotated bibliographies and essay outlines 	<ul style="list-style-type: none"> ● Read this article on Tips and Examples for Writing Thesis Statements (https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html) ● Write a thesis statement for your essay outline and submit it on Moodle ● Continue to work on editing your annotated bibliographies
Week 12: 4/7 McKenna Jacquemet Guest Speaker	<ul style="list-style-type: none"> ● Misinformation and disinformation: what's the difference and what to look out for ● Different types of mis/disinformation 	<ul style="list-style-type: none"> ● Find and share one example of misinformation/disinformation you found (this can be a scholarly article, news story, video, picture, etc.), explaining the source, why the example you chose is mis/disinformation, and what you think is the motivation behind the falseness (to cause harm, panic, genuine mistake, etc.). Please also provide a link or screenshot to your example of mis/disinformation ● Comment on at least 1 of your classmates' posts

Week 13: 4/14 Elizabeth Ray Guest Speaker	<ul style="list-style-type: none"> ● Overview of the archives and special collections 	<ul style="list-style-type: none"> ● Submit your essay outline on Moodle. ● Your outlines should include an intro, strong thesis statement, body paragraphs, supporting evidence, and conclusion (see Research Project rubric for full list of specific requirements).
Week 14: 4/21	<ul style="list-style-type: none"> ● Wrap up the semester ● Extra Credit Opportunity ● Information Literacy Post-Test ● Course Evaluations 	<ul style="list-style-type: none"> ● Work on your final annotated bibliography, essay outline, and reflection
Week 15: 4/28	Finals Week	<ul style="list-style-type: none"> ● Turn in your final annotated bibliography, essay outline, and reflection by the end of the scheduled final time for our class (11am Wednesday, April 30).

Other Suggested Reading & Materials

Noble, Safiya Umoja. *Algorithms of Oppression: How Search Engines Reinforce Racism*. New York: New York University Press, 2018.

George, Mary W. *The Elements of Library Research: What Every Student Needs to Know*. Princeton: Princeton University Press, 2008.

“Evaluating Sources: Introduction.” *Introduction - Purdue OWL® - Purdue University*, owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/index.html.

A curriculum for teaching and learning how to evaluate online information from Stanford University: “Home | Civic Online Reasoning.” *Civic Online Reasoning*, Stanford University, cor.stanford.edu/.

Research Guides

Research Guides (LibGuides) are online guides focused on a specific topic, created by librarians. I highly recommend you take a look at the LibGuides: <https://library.ic.edu/?b=s>.

Finding Articles: <https://library.ic.edu/findingarticles>

Finding Books: <https://library.ic.edu/findingbooks>

Information Literacy as a Civic Responsibility: <https://library.ic.edu/infocivics>