

**HONR 1000**  
**They Wouldn't Put It on the Internet if It's Not True:**  
**Information Literacy in a Post-Truth Era**  
**Fall 2017**  
**Human Sciences 358**  
**MWF 9:30-10:20**

**Instructors:**

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**Course Description:**

This course provides an overview of essential concepts and skills needed for success in navigating an increasingly uncertain and perilous information landscape. Awareness of, access to, and quality of information have demonstrable impacts on social, economic, and political well-being. This course will enable students to locate, access, use, evaluate, organize, create, and present information effectively for personal and academic research needs. Students will improve their understanding of authority and trust, information creation, value, and access, the nature of scholarly conversation, and the nature of inquiry and exploration. Students will also become familiar with opportunities for undergraduate research at Oklahoma State University.

**Texts:**

*Weaponized Lies: How to Think Critically in the Post-Truth Era* (2017) by Daniel J. Levitin.  
ISBN 978-1101983829

*Finding Reliable Information Online: Adventures of an Information Sleuth* (2015) by Leslie F. Stebbins. ISBN 978-1442253933

*Choosing & Using Sources: A Guide to Academic Research* (2016) by the Teaching & Learning Department, Ohio State University Libraries

Available for free at <https://osu.pb.unizin.org/choosingsources/back-matter/additional-formats/>

### Course Outcomes:

At the conclusion of the course, students will be able to:

1. Identify personal information needs and knowledge gaps.
2. Design and implement strategies for searching for, locating, and accessing information.
3. Organize information strategically, professionally, and ethically.
4. Critically evaluate information.
5. Synthesize information to create new knowledge.
6. Differentiate the information creation and dissemination process in a variety of disciplines and media.
7. Articulate how access to and awareness of information has a demonstrable impact on social, economic, and political well-being.
8. Connect research skills to practical, lifelong uses within personal, academic, and professional needs.

### Course requirements:

1. *Email and Brightspace:* Your OSU email and Brightspace will be used for official class communication, announcements, supplemental materials, and some class assignments. It is your responsibility to regularly check Brightspace and your OSU email for necessary course materials and updates.
2. *Attendance:* Consistent attendance is necessary for success in this course. Therefore, more than **six absences** may adversely affect your grade and will require a meeting with course instructors to discuss your progress.

Student athletes and students involved in other official University organizations are expected to adhere to the same attendance guidelines, as stated above. If you know you must be absent because you participate in University-sponsored events, you are responsible for notifying the instructor in advance.

3. *Readings:* In order to make the most of our class time, you should come fully prepared, have completed readings prior to class on the day assigned, and be ready to discuss ideas relevant to the day's readings.
4. *Assignments:* Assignment due dates are noted in the course outline attached to this syllabus. Unless otherwise noted, all assignments are due **at the start of class** on the date indicated. Assignments turned in late up to 24 hours later will receive a maximum of 90% of the total value of the assignment. Assignments turned in later than 24 hours late will not be accepted. See the section on "Grading" for grade breakdown.

5. *Class participation: **Your performance in class is essential.*** This is a discussion and workshop class; therefore, interaction is paramount. Your overall participation, as well as the quality of that participation, during lectures, discussions, group work, exercises, and various other in-class and online work, will be assessed and will receive a grade. You will be expected to participate consistently and meaningfully, contributing usefully to the class, either verbally or in writing, in every class. Participation in discussion means contributing meaningful inquiries or comments. In this class, we will often deal with current news and controversial issues. It is likely you will disagree with each other. That is okay. However, you are expected to remain respectful of each other at all times. Inappropriate, offensive, and disrespectful behavior will not be tolerated. **If such behavior is exhibited in class, we will intervene, and you may be asked to leave for the day; if so, you will receive an absence for that day.** Repeated occurrences will jeopardize your grade.

## Grading

Grade breakdown:

Class participation	10%
Reading logs	20%
Assignments	20%
Final project check-ins	20%
Final project	30%

Brief descriptions of assignments:

*These descriptions are not complete, and further details will be provided at later dates, including relevant grading rubrics.*

- Class participation: Come to class. Participate. We recognize that active participation does not always take the form of being the most talkative person in class. We do expect you to be contributing to class **meaningfully**. While there will be discussion-based days, in-class individual and group activities are included in your participation grade.
- Reading logs: In order to facilitate your readings and class discussion, you will be expected to periodically turn in readings logs. These logs will reflect your thoughts on the readings up to that point, and should synthesize the ideas contained within those readings. You are also welcome to incorporate relevant outside readings, though this is not required.
- Assignments: These smaller assignments will be given throughout the semester to allow you further exploration and immersion into some of the topics discussed in class and in readings. Details for each assignment will be provided in class, and due dates are noted in the attached course calendar.
- Final project check-ins: Various “check in” assignments are scheduled throughout the semester to help scaffold your work toward the final project. These are counted as a

separate grade, and will be graded on a complete/incomplete scale. They are designed to help you generate ideas and work toward a final product, as well as allow your instructors to provide constructive feedback on your progress.

- Final project: In small groups, you will design a “Public Service Announcement” about a information-related topic of your choice. The intent of this PSA is to provide information about and recommendations for potential solutions for a recognized “problem.” The PSA can take the format of your choice (such as a video, web page, poster, etc.). You are encouraged to play to the strengths of your group members when choosing a format. More details about requirements will be provided later in the semester.

Grading scale:

A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	59%-below

*Note:* Grades are not negotiable. Grades will not be curved and no extra credit will be assigned.

## Course Outline

Readings key: WL = Weaponized Lies; FRIO = Finding Reliable Information Online

	In class	Readings due
Week 1		
8/21	Class 101	
8/23	Emotions, truth, and interacting with new information	<input type="checkbox"/> <a href="#">Oatmeal cartoon</a>
8/25	Thinking critically	<input type="checkbox"/> WL: Introduction, pgs. xiii-xxii
Week 2		
8/28	Critiquing words and authority	<input type="checkbox"/> WL: Part 2, Evaluating Words, pgs. 123-151
8/30	Logical fallacies	<input type="checkbox"/> WL: Part 2, Evaluating Words, pgs. 152-177
9/1	Search log discussion <b>Due: Logical fallacy argument</b> <b>Due: Search log check-in</b>	
Week 3		
9/4	Labor Day - no class	
9/6	Introduce PSA project <b>Due: Reading log 1</b>	<input type="checkbox"/> WL: Part 3, Evaluating the World, pgs. 179-250
9/8	Google <b>Due: Search log due</b>	
Week 4		
9/11	Google	
9/13	Google + Corporate censorship Net neutrality	<input type="checkbox"/> <a href="#">The Facebook "It's Not Our Fault" Study</a> <input type="checkbox"/> <a href="#">Youtube Redirects People Who Search for Terrorist Keywords</a> <input type="checkbox"/> <a href="#">Net Neutrality II</a> (John Oliver video)
	<i>*NOTE: Meet in HS 202</i> Internet + issues of race	<input type="checkbox"/> <a href="#">Is Pokemon Go racist?</a> <input type="checkbox"/> <a href="#">Google Search: Hyper-visibility as a</a>

9/15	<b>Due: Search log reflection</b>	<a href="#">Means of Rendering Black Women Invisible</a>
Week 5		
9/18	Popular information sources, matching needs and sources	<input type="checkbox"/> FRIO: Introduction, pgs. xiii-xxv
9/20	Health information	<input type="checkbox"/> FRIO: Chapter 1, Health Info, pgs. 1-23 <input type="checkbox"/> <a href="#">Understanding the History Behind Communities' Vaccine Fears</a>
9/22	Science information <b>Due: Reading log 2</b>	<input type="checkbox"/> FRIO: Chapter 5, Science Info, pgs. 123-149
Week 6		
9/25	Reviews	<input type="checkbox"/> FRIO: Chapter 2, Restaurant Reviews, pgs. 27-50
9/27	Travel information	<input type="checkbox"/> FRIO: Chapter 4, Travel Info, pgs. 89-117
9/29	Wikipedia Internet + issues of gender <b>Due: PSA check-in 1</b>	<input type="checkbox"/> <a href="#">The Decline of Wikipedia</a> <input type="checkbox"/> <a href="#">How Wikipedia is Hostile to Women</a>
Week 7		
10/2	Filter bubbles & social media <b>Due: Reading log 3</b>	<input type="checkbox"/> <a href="#">Exposure to Ideologically Diverse News on Facebook</a> <input type="checkbox"/> <a href="#">Filter Bubbles TED talk</a> <input type="checkbox"/> <a href="#">The Filter Bubble Revisited</a>
10/4	Fake news	
10/6	Caulfield moves	
Week 8		
10/9	Evaluating images fake vs. real <b>Due: Fake News story</b>	<input type="checkbox"/> <a href="#">Can People Identify Original and Manipulated Photos?</a>
10/11	24 hour news cycle + Controversy mapping	<input type="checkbox"/> WL: Part 1, Evaluating Numbers, pgs. 1-42
10/13	Infographics, Images, Fair Use, Copyright, Creative Commons	<input type="checkbox"/> WL: Part 1, Evaluating Numbers, pgs. 43-120
Week 9		

10/16	Developing research questions, focusing a topic <b>Big Data?</b> <b>Due: Reading log 4</b>	CJ Algorithms readings
10/18	Scholarly research, scholarly conversation <b>Due: PSA check-in 2</b>	<input type="checkbox"/> FRIO: Chapter 3, Scholarly Research, pgs. 55-84
10/20	Fall Break - no class	
Week 10		
10/23	Guest speakers: research in the disciplines	
10/25	Research in the disciplines: discussion and reflection <b>Due: Tracking a scholarly conversation</b>	
10/27	Lying with Maps (Guest: Kevin Dyke)	TBA
Week 11		
10/30	<del>Search strategies, databases</del> Developing research questions, focusing a topic	
11/1	Archives/Oral History (Guests: Sarah Milligan and David Peters)	TBA
11/3	Gov Docs (Guest: Suzanne Reinman) <b>Due: Reading log 5</b>	TBA
Week 12		
11/6	Search strategies, databases	
11/8	Critically evaluating sources	<input type="checkbox"/> <a href="#">Bad Footnotes Can Be Deadly</a> <input type="checkbox"/> <a href="#">Faux Scholarly Article Sets off Criticism</a>
11/10	Issues in scholarly research <b>Due: PSA check-in 3</b>	<input type="checkbox"/> <a href="#">The Role of Gender in Scholarly Authorship</a> <input type="checkbox"/> <a href="#">The Death of Expertise</a>
Week 13		
	OER, OA	<input type="checkbox"/> <a href="#">Sci-hub's cache of pirated papers</a> <input type="checkbox"/> <a href="#">My love-hate of Sci-Hub</a> <input type="checkbox"/> <a href="#">Asking what students spend is the</a>

11/13		<a href="#">wrong question</a>
11/15	Citing sources, citation managers	
11/17	Turnitin, digital tools	<input type="checkbox"/> <a href="#">New Salvo Against Turnitin</a> <input type="checkbox"/> <a href="#">A Guide for Resisting EdTech</a>
Week 14		
11/20	TBA <b>Due: Citation manager evaluation</b> <b>Due: Reading log 6</b>	
11/22	Thanksgiving Break - no class	
11/24	Thanksgiving Break - no class	
Week 15		
11/27	Workplace information <b>Due: PSA check-in 4</b>	<input type="checkbox"/> <a href="#">How College Graduates Solve Information Problems</a>
11/29	Workplace information	
12/1	<b>The internet, your data, and privacy</b>	
Week 16		
12/4	Final project work	
12/6	Final project work	
12/8	Final project work	
<b>Final Exam</b>	<b>Monday, December 11, 8:00 - 10:00 AM</b>	PSA final project due