CCDPP Overview of Changes Made to LIBS 110G
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Assignment Updates (See Appendix):
Revised Misinformation Assignment
Revised Algorithms of Oppression Assignment
Revised Using the ODU Libraries/Information Privilege Assignment
Updated topic choices on Discussion Board
Revised Dissecting a Scholarly Article Assignment
Created Extra Credit Reflection Assignment

New Tutorial
New tutorial on Misinformation/Disinformation that highlights the history of this topic and its roots in racism as well as the current impacts on our communities. Storyboard is included in this report, tutorial will be piloted Fall 2021

Readings and Videos added to course content

Read: White Lies: A racial history of the (post)truth
Read: The Contagion of Stigmatization: Racism and Discrimination in the Infodemic Movement
Read: The Myth of the Welfare Queen
Read: The Central Park Five: The Scottsboro Boys, and the Myth of the Bestial Black Man
Read or listen: How the Media Covered the Civil Rights Movement: Black Newspapers
Watch:

Revised Syllabus
OLD DOMINION UNIVERSITY
DARDEN COLLEGE OF EDUCATION
Norfolk, VA 23529-0161
LIBS 110: Information Literacy for the Digital Age

purple text = added or revised for CCDPP project
New assignments are attached at the end of this document

Online Asynchronous
Credits: 3 undergraduate credits

Instructor:

Office hours*: On Zoom, by appointment
* I can always be reached via email.

REQUIRED TEXT:

Lanning, S. (2017). Concise guide to information literacy, Second Edition. Santa Barbara, CA: Libraries Unlimited. ISBN: 978-1-4408-5138-4 (print); 978-1-4408-5139-1 (e-book)

Available for free via the ODU University Libraries in electronic format using this link: https://bit.ly/2Mi0By3

NOTE:

LIBS 110 is a project and assignment-based course. There are required readings, videos, and assignments included in each module. The instructor may add additional articles and resources at their discretion. Independent reading and

each assignment. Assignments are scaffolded such that feedback received should be incorporated into the next assignment. It is not possible to complete this course without pacing according to the schedule.

 ATTENDANCE:

LIBS 110 is an online course and is offered asynchronously (meaning that not everyone will be online at the same time) with limited synchronous elements. In order to fully meet course expectations, regular participation in Blackboard is necessary. This is a three-credit course. **Students should plan to spend at least nine hours per week engaging with course content for this course, in addition to the time spent completing assignments.**

COURSE DESCRIPTION:

Students require a comprehensive understanding of information literacy so they can become effective users of ideas and information and guide others in activities of knowledge use and creation. This course will provide an introduction to the process and methods of retrieving information using digital literacies. Students will learn to identify an information need, then locate, evaluate, and use appropriate resources while embedding the dispositions of academic integrity and ethical use. Topics include use of collaborative tools for development of information, including social media.   The content focuses on implementing effective digital information literacy strategies situated in various content areas with the intent to incorporate these strategies into future professional and instructional practices.

MISSION STATEMENT OF THE DARDEN COLLEGE OF EDUCATION

Our Mission: Educator as Professional

The Darden College of Education is committed to excellence in teaching, scholarly activities, and service. Within the context of a diverse student body and faculty, the college strives to

Assignments in the course total 100 points. Consult the detailed assignment schedule for specifics, including dates when modules will be made available and the date when each assignment is due.

ORIENTATION: Review all items in the Orientation folder prior to starting on Module One. Introduce yourself on the Discussion Board.

ASSIGNMENT SCHEDULE: The assignment schedule is on a separate document in the Orientation Folder. This lists the assignments in each module, number of points, and due dates. They are also included in the syllabus below.

MODULES:

Module One: Plagiarism, the ODU Honor Code, and Introduction to Information Literacy (19 points)

Module One Readings and Videos

Introduction to Information Literacy and Course Expectations

>   Lecture video
>
>   Monarch Citizenship Webpage
>
>   Lanning, Chapter One

Misinformation and Disinformation Readings:

>   Read Article: _____
>
>   Choose one of the following:
>
>   Read: White Lies: A racial history of the (post)truth
>   Read: The Contagion of Stigmatization: Racism and Discrimination in the Infodemic Movement
>   Read: The Myth of the Welfare Queen
>   Read: The Central Park Five: The Scottsboro Boys, and the Myth of the Bestial Black Man
>   Read or listen: How the Media Covered the Civil Rights Movement: Black Newspapers

Algorithmic Bias Readings and Videos:

>   Watch: The Truth About Algorithms
>
>   Watch: _____
>
>   Choose one of the following:
>
>   Read: Biased algorithms learn from biased data: 3 Kinds of biases found in AI datasets
>   Read: Garbage In, Garbage Out: Face Recognition on Flawed Data
>   Read: Machine Bias

Read: [Google has a Striking History of Bias Against Black Girls](#)
Listen: _____

Module One Assignments

Module One Assignments

Module Three Assignments

Information Literacy Tutorial #3 (4 points)
Using the ODU Libraries assignment (assignment revised to include information privilege) (4 points)
Search Strategies Assignment (4 points)

Module Four: Rigor and Relevance: Evaluation of Information (16 points)

Module Four Readings and Videos

Lecture video
Lanning, Chapter 5, 6, 7, 8
[Peer-reviewed, scholarly articles presentation](#)
[Quality and Value: The true purpose of peer-review](#)
[Cite Black Women: A Critical Praxis](#)
Making Sense of Scholarly Journal Articles
Video: [Anatomy of a Scholarly Article](#)

Module Four Assignments

Information Literacy Tutorial #4 (4 points)
Catalog Search & Evaluation (4 points)
Database Search & Evaluation (4 points)
Dissecting a Scholarly Article Assignment (4 points)

Module Five: Copyright and Citation: Ethical Uses of Information (14 points)

Module Five Readings and Videos

Lecture video
ODU Cite Your Sources Guide
Citation: An Introduction (self-guided tutorial)
Lanning, Chapters 9, 10, 11
[The Racial Politics of Citation](#)

Video: Copyright and Fair Use
Fair Use Basics
What is Creative Commons?
Video: What is Creative Commons?
Legal Music for Videos

Module Five Assignments

Information Literacy Tutorial #5 (4 points)

Information Literacy Tutorial #6 (4 points)
Citation Assignment (3 points)
Creative Commons Assignment (3 points)

Module Six: Creators of Information (24 points)

Module Six Readings and Videos

Lecture video
Video: Formatting Annotated Bibliographies
Lanning, Chapter 11
Video: Types of Plagiarism: Patchwriting
ODU Writing Center website

Module Six Assignments

Annotated Bibliography (6 points)
Discussion Board Peer Review (4 points)
Research Presentation (10 points)
Reflection (4 points)

Revised or Added Assignments

Revised Module One Misinformation Assignment

Directions: After completing Information Literacy Tutorial #8 and reading/viewing the following, respond to the reflection prompts below.

Required Reading:

Article: _____
folder.

Choose one of the following to read:

Read: White Lies: A racial history of the (post)truth
Read: The Contagion of Stigmatization: Racism and Discrimination in the Infodemic Movement
Read: The Myth of the Welfare Queen
Read: The Central Park Five: The Scottsboro Boys, and the Myth of the Bestial Black Man
Read or listen: How the Media Covered the Civil Rights Movement: Black Newspapers

Reflection Prompts:

1. Describe two of the seven types of misinformation or disinformation and find and provide an example from current or historical news for each. Note: you must cite your example. You may use Google, the ODU Libraries, or any other search engine to find an example. Citation format will not be graded. (150 word minimum excluding citation)

2. Answer the following about the reading that you selected:
   a. Title and author
   b. Main idea (3-5 sentences)
   c. What did you learn from this reading that you did not already know? (Note: if you did not learn anything new, go b0000g new, go b0000g new, go b00000000912 0 612 792 reW*

Revised Algorithms Assignment

After reading/viewing the following, respond to the reflection prompts below.

<u>**Required**</u>:

Watch (2:38m): <u>The Truth About Algorithms</u>
TIP: Pay attention to how she describes algorithms like a recipe.

Read and Watch (23m):

Revised Using the ODU Libraries/Information Privilege Assignment

Please read Chapter 3 before completing this assignment. To complete this assignment, you
(odu.edu/library)

Part One: Questions for Reflection, Chapter 3

1. What is library anxiety? Have you ever experienced it? How can it be overcome?

2. How can interlibrary loan help you with your research? Have you ever used interlibrary loan?

Part Two: The ODU Libraries (odu.edu/library)

1.
   get help from a librarian at1 0 librarian at1 re OrarDUan aL0 libresq0.00000912 0 612 792 reW* nBT/F2

Part Three: Module Lecture Reflection: Information Privilege

1. What types of libraries have you used or encountered prior to coming to ODU? Examples could include K12 libraries, public libraries, or community college libraries? What did these libraries have in common and how were they different from each other and how do they compare to the ODU Libraries?

2. What information do you have access to as a current university student that you likely will not have access to after you graduate? Do you think that it is fair that only university-affiliated people have access to these types of information? Why or why not?

Revised Dissect A Scholarly Article Assignment

Directions: Select <u>one</u> of the peer-reviewed articles that you found in your Search Statement (multidisciplinary) or Subject Database searching assignment. If you are not happy with any of those articles, find another peer-reviewed article related to your research question to review for this assignment. Complete an in-depth reading of the article using the tips provided in the module. Complete these items for the article.

1. Author/Title/Year/Journal/and permalink to article

2. Big Question (at least 75 words): What is the main purpose of this article?

3. Context (at least 100 words): Why does the author claim that this study/article is important?

4. Methodology (at least 100 words): Who is the population studied or examined? Age, gender, location, etc. If there is no population, what phenomena is examined? How is the study conducted? (Examples: theoretical framework, literature review, survey, experiment, etc.)

5. What population groups or voices are missing from this study that you may need to find in other sources to balance out your research? (Examples: if this was a study of college students, what were the demographics of the students? Is more diversity needed? If this was a survey, what other methods might give you additional information?) PRO TIP: If
   -watch the lecture video.

6. Results (at least 100 words): What are the conclusions or findings of this article?

7. RQ (at least 50 words): How is this article related to your research question?

8. What aspects of your research question were not addressed in this article you will try to find information about in other resources or information types?

Resources Added to the Information Literacy Research Guide

Algorithmic Justice League

DataJournalism.com

Online article from NBCNews: In a Pennsylvania town, Facebook fills the local news void

online by Princiya

Online article from Clare Garvie/Georgetown Law Center on Privacy & Technology: Garbage in, Garbage Out: Face Recognition on Flawed Data

Tweet thread of resources curated by Autumn Caines about academic surveillance: https://twitter.com/Autumm/status/1365753387644518405

Peer reviewed article: _____ relation to learning analytics in higher education by Kyle J. Jones

Newspaper article from the Washington Post: Student tracking, secret scores: How college admissions offices rank prospects before they apply by Douglas MacMillan, Nick Anderson

Online article from CNBC: To show how easy it is for plagiarized news sites to get ad revenue, I made my own by Megan Graham

Peer reviewed article in Hybrid Pedagogy: Our bodies encoded: algorithmic test proctoring in higher education by Shea Swauger

Facebook Content Moderator Speaks About Mental Health Impact of Her Job by Tommy Meskill

Online article from The Verge: The Trauma Floor: The secret lives of Facebook moderators in America by Casey Newton

Video from Field_of_Vision/First Look Media:

Starter Topics Added to the "Choose A Broad Topic" Discussion Board Post

Politics of Citation
News Deserts
Information Cost
Big Data
Facial recognition
Journalism
Healthcare
Platform regulation
Predictive analytics
Content moderation

<h1 style="text-align:center">Misinformation and Disinformation Tutorial</h1>

About
This tutorial will be created using the Articulate Storyline software and will be made available through the Information Literacy Tutorials Blackboard Organization. All LIBS 110G students will be required to complete this tutorial. It will also be made available to any faculty member who would like to have their students complete it.

The tutorial uses formative assessment, incorporating quiz questions and activities throughout to enhance student learning by providing continuous feedback. Students receive a grade at the end that they can save and submit for a grade if needed.

Learning Objectives
      Students will be able to define misinformation and disinformation
      Students will identify various types of misinformation and disinformation
      Students will understand the impacts of misinformation and disinformation on communities and marginalized people
      Students will identify ways to stop the spread of misinformation and disinformation

DRAFT Storyboard (Tutorial will be complete and piloted during the Fall 2021 semester)

Quiz 1 pt   Definition   True or False: Misinformation

			intended to be a quick fix, rather it is to serve as an introduction that will hopefully lead to further learning. As Rhana Gittens argues, - truth There are many examples throughout history that reveal the importance of this topic. For example, in 1998 Andrew Wakefield published an article that posited that vaccines cause autism, and although he later retracted it, this myth persists today and cases of measles and polio have re-emerged in our society. In this tutorial, you will examine 3 case studies that reveal the damage that misinformation and disinformation has done to marginalized people and communities. definitions.
	Informational	Definition misinformation	Misinformation is generally defined as information that has been manipulated or taken out of context. It has an element of truth, but the information has been altered.
	Informational	Definition disinformation	Disinformation is false or misleading information that is intentionally spread. The goals of disinformation could be to make money, to harm others, or to persuade. Malinformation?

Informational   Differences between dis and mis

	Quiz (5 points)	Drag and Match	Match the type of information to its definition

Going upstream means go to the original source. Most of time you can find it in a Google search, by clicking on a link within the article, or by asking your librarian. Looking at the original source will help you understand the if the information you were reading is trustworthy.

3- Read laterally- Basically, do a search to find out what other people are saying about this source.

4- Circle back- If you fall down into a deep deep rabbit hole, go back to the beginning and start again.

This process is sometimes quick, and sometimes long and

find out if what you are reading is true, false, or somewhere in between.

			believing it and sharing it. This is especially important on social media, where news spreads fast and we are all stuck in our own filter bubbles and echo chambers.
	Wrapping Up	This is just an introduction to misinformation and disinformation. If you are interested in learning more, check out some of these readings and resources!	List of additional resources
	Quiz	Multiple choice	Which of these is disinformation?
	Quiz	Multiple choice	Which of these is misinformation?
	Quiz	True False	began to exist in 2016.
	Quiz	Multiple Choice	Which of these is an important HABIT to use when it comes to evaluating information? 1. Do a gut check
	Quiz	True False	True or False: There is nothing that we can do about the spread of disinformation and misinformation because the corporations and politicians control everything.
	Sources	If you are interested in learning well as the sources that were cited in this tutorial.	List of sources with links.
	Instructions on how to capture quiz score		
	Final slide with score		

References/Resources:

https://citap.unc.edu/research/critical-disinfo/
https://firstdraftnews.org/latest/fake-news-complicated/