

UNIVERSITY OF KANSAS, FALL 2017
JOUR 302 INFOMANIA: INFORMATION MANAGEMENT
Tuesdays & Thursdays 1:00pm -2:15pm
Room: STAUFFER-FLINT 202

Instructor: Shola Aromona
Office: Stauffer-Flint 113
Email: shola.aromona@ku.edu

Office Hours
Tuesdays: 10am – 12noon
Thursdays: 10am – 12noon
By appointment

TEXTBOOK

MacLeod, D. (2012). *How to find out anything: From extreme Google searches to scouring government documents, a guide to uncovering anything about everyone and everything*. New York, NY: Prentice Hall Press.

COURSE PURPOSE

Information Management (JOUR 302 INFOMANIA) is designed to activate critical thinking and evaluation of the credibility of information sources.

COURSE GOAL

You probably are already acutely aware of the ubiquitous nature of media messages. The goal of this course is to educate you on how to find, evaluate, and critically synthesize information from credible sources.

This class satisfies Goal 1 outcome of the KU Core: “upon reaching this goal, students will be able to analyze and evaluate assumptions, claims, evidence, arguments, and forms of expression; select and apply appropriate interpretive tools.”

LEARNING OUTCOMES

Students successfully completing this course will demonstrate the ability to:

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

- identify a topic of interest, articulate its significance, and outline a research strategy.
- Ask questions that help you find and interpret information necessary to advance their topic.
- Use digital databases, libraries, business records, public records, and individuals as sources of information
- Retrieve information from these sources.
- Critically evaluate information sources, research data and your own work for credibility, accuracy, completeness and diversity.
- synthesize and summarize retrieved information, and give proper attribution to sources.

CLASS FORMAT

This course will consist of chapter readings, lectures, videos, case studies and guest speakers. Class time is focused on discussions. To prepare for discussions, you should read prior to class. Discussions are crucial so you are expected to come prepared to share your views, listen intently and respect other opinions, take notes, and think critically. Students are responsible for all content in chapter readings, assignments, and class presentations.

GRADING

Total points available: 500 points

Group Presentations: 100 points

Assignments, news posts, and reflections: 300 points

Topic research: 100 points

Research participation or Course summary: 25 points (bonus)

GRADING SCALE

A	+470pts	C+	+385pts	D-	+300pts
A-	+450pts	C	+370pts		
B+	+434pts	C-	+350pts		
B	+420pts	D+	+335pts		
B-	+400pts	D	+320pts		

ATTENDANCE POLICY

I reward students for coming to class, I do not penalize. Each student can miss **five class days excused or unexcused**. Students missing five classes or less are eligible to add an **extra 30 points** to your final point total. Each class, an attendance sheet will be circulated. It is the student's responsibility to sign the attendance sheet by the end of class. No signatures are allowed after class is over – even if we end early. Students signing other students' names will be subject to an honor code violation. If you are more than 10 minutes late you cannot sign the attendance sheet.

ASSIGNMENTS

Weekly assignments will consist of reflection posts, news posts, and short in class presentations. Reflection assignments and news posts will be posted on Blackboard. Each week, by Sunday at 11:59pm, students must submit the weekly assignments on Blackboard. Where applicable, you will be required to link to original news or information sources.

GROUP PROJECT AND PRESENTATION

The focus of this project is to work in a team to leverage on news aggregators and other information sources to create a compelling content relevant to the learning goals of this class. Each team will critically evaluate and summarize specific case studies or stories and will assess, using the information management skills gained in the class, credibility issues present in the studies or stories. Findings will be presented in class with peer evaluations.

TOPIC PRESENTATION

At the beginning of the semester, you will identify a topic of interest and as the semester progresses, you will gather, critically evaluate, and synthesize information to advance your topic. At the end of the semester, compile all the information you collect about your topic into a compelling presentation of not more than 5 presentation slides. You will email it to me and make a short in class presentation. You must be here to get credit for the presentation.

First Draft – 15points

Locate at least three sources and set up news aggregators that address your topic. Using the sources, develop a tentative statement on available information and relevance of your inquiry. This draft should not exceed 2 paragraphs.

Developed Draft – 25points

Locate additional sources that address your question. Critically evaluate the information and positions of your sources. This draft will answer questions about the significance of your sources' position and how it advances your topic, as well as the credibility of the sources. This attempt should be about 3 or 4 paragraphs.

Final Attempt – 60points

Here you will bring together the evaluated information and write a synthesized summary of your findings. You are not providing your own opinions, rather, you are reporting the information you have gathered all semester as regards your topic. You must provide complete and accurate attribution to sources. This final attempt should not exceed 5 paragraphs and should attest to your developed information management abilities.

RESEARCH PARTICIPATION OR PERSONAL COURSE SUMMARY BONUS

As a bonus, you have the option to complete one of two assignments that will be marked complete/incomplete. You can participate in a research study that your instructor will tell you more about. It will entail taking an online survey. Or you can write a summary of what you learned in this course. It will be between 500 and 700 words. You will focus not only on the information you researched but, more importantly, on what you learned about finding and evaluating quality information.

STUDENT RESPONSIBILITIES

You are responsible for all materials used in this class. Reading assignments are to be read prior to coming to class. If you have questions about text-related material not covered in class, please ask.

Students are responsible for checking Blackboard and for all emails sent to student accounts. This is my only way to communicate with the entire class outside of the classroom. **YOU MUST CHECK BLACKBOARD AND YOUR STUDENT EMAIL ACCOUNT DAILY. NO EXCEPTIONS.**

EMAIL ETIQUETTE

I encourage you to communicate with me about the course face-to-face during office hours, or through e-mail. If you choose the latter, please be mindful of email etiquette. Compose a brief yet informative subject line. Use a greeting at the beginning of your message. Write the body of your message using full sentences, proper capitalization and punctuation, no text-speak please. Explain your question or concern as completely as possible. Sign your message using your full (first and last) name.

ACADEMIC DISHONESTY

In this class, and in all journalism classes, honesty and integrity are critical. Any work you do must be original and reflect your own ideas, thoughts, and research. In a work setting, if you choose to violate professional standards, you will be fired. In this class, if

you choose to violate the standards for academic integrity, you will fail the course, and you may be expelled from the School of Journalism.

Here is the School's official policy statement:

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence and falsification of evidence.

In this course, the penalty for plagiarism, fabrication or falsification is a failing grade for the semester. Additional penalties can include expulsion from the School of Journalism. If you have questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of this course.

The KU University Senate defines plagiarism as “knowingly presenting the work of another as one’s own (i.e., without proper acknowledgment of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.” The University defines fabrication and falsification as “unauthorized alteration or invention of any information or citation in an academic exercise.”

STUDENTS WITH DISABILITIES

The KU office of Disability Resources coordinates accommodations and services for all students who are eligible. If you have a disability for which you wish to request accommodations and have not contacted DR, please do so as soon as possible. The office is located in 22 Strong Hall; the phone number is 864-2620 (V/TTY). Information about services can be found at <http://disability.ku.edu>. Please also contact me privately about your needs in this course.

Class Schedule

Subject to change to meet our needs. Please take particular note of bolded dates.

		Work Due
WK 1	Introduction to . . . so many things	8/22
	Let's talk about credibility	Chapter 1 – Credibility 8/24
WK 2	Credibility, critical thinking, and attribution	MacLeod, chapter 1 8/29 – 8/31
WK 3	Web Literacy	Readings TBA 9/5
	Topic Identification	Topic Submission due 9/7
WK 4	Advanced Google Search	MacLeod, chapter 3 9/12 – 9/14
	Should we trust google? Wikipedia?	
WK 5	Library Resources	MacLeod, chapters 4 & 5 9/19 – 9/21
WK 6	Library Resources	First Draft due 9/28
	News Archives	Readings TBA 9/28
WK 7	News Archives	Readings TBA 10/3
	J-School Generations	10/5
WK 8	Business Information	MacLeod, chapter 8 10/10 – 10/12
WK 9	Population/consumer research	MacLeod, chapter 7 10/19
WK 10	Public Records	MacLeod, chapter 9 10/24 – 10/26
		Developed Draft due 10/24
WK 11	Web Literacy	10/31 – 11/2
WK 12	Virtual/Digital Databases	11/7 – 11/9
WK 13	Group Presentations & Peer Evaluations	Due 11/14 & 11/16
WK 14	Nonprofit Information	MacLeod, chapter 6 11/21
WK 15	Final Paper/Topic Presentation	Due 11/28 & 11/30
	Academic Research	Reading TBA 12/5
WK 16	Class evaluation	12/7
	Research Participation or Personal Course	
	Summary	