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**A transdisciplinary global learning course at Florida International University**

IDS 3309

Foundations of Global Learning in the Humanities

Fall 2016 • M 3:00-5:30 p.m.

PC 310

What we expect

What you should expect

What and how you'll learn

Why it's important

How we'll all know you succeeded

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## **IDS 3309: How We Know What We Know**

**Fall, 2016**

**Monday, 3:00 p.m. - 5:30 p.m.**

**WUC 100**

### **Course Description**

*World, national and local events of the past two decades have triggered the most extreme and traumatic transformation of information technology and communication since Johann Gutenberg successfully linked moveable type with early-automated press technology. The viral spread of digitized information demands education and awareness to enable you to locate, evaluate, and effectively use information. How We Know What We Know is a course that merges the skills of global information literacy with the critical perspective required to ascertain and measure the authenticity and credibility of what you consume in your academic and casual research and writing. The course will provide you an understanding of the diverse and complex nature of information, bringing order to and maximizing the value of the information glut and chaos, while limiting its potential harm.*

### **Course Overview**

The course is designed for students in all disciplines to experience the effects of information on their lives and the local, national and global communities. It explains how information gets made and why it gets made the way it does. Course content will cast events against the backdrop of social and cultural scenarios and examine how written, spoken and other expressive forms of information influence history and humankind. Further, the course will provide tools to translate, negotiate, and understand these various texts so students obtain the ability to assess the need for information, the skills to access and critically evaluate information, and the knowledge to integrate that information in personal, professional, and scholarly activities. The course will examine the ethical, socio-economic, and legal implications of the use and misuse of information in the digital age. Finally, How We Know What We Know inspires students to be information literacy ambassadors, encouraging and enabling them to undertake outreach and service learning projects to help the global citizenry better understand the creation and uses of information.

### **Website for the course**

The instructors maintain a WordPress site to post readings, assignments, notes and grade reports. You should visit the site frequently. You also are responsible for checking grade reports each time they are posted. With the large number of students in the course, we cannot manage grade appeals more than a week after the posting, so please keep a close watch on your grade. Make it a point to check it each time you have a grade assignment or RAT. The WordPress site address is <http://howweknowwhatweknow.wordpress.com>

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## Essential Questions

In broad terms, the course will increase your knowledge of issues, processes, trends, and systems in the collection, analysis and use of information on local, national, and global scales. Toward those ends, you will be challenged by these general, broad-based questions:

1. What roles do information<sup>1</sup> and information literacy<sup>2</sup> play in geopolitical change?
2. How does angle of vision affect cultural perspectives regarding information?
3. What knowledge and skills are necessary to help today's global citizens become more effective information consumers and scholars?

## Learning Outcomes

You also will be expected to demonstrate mastery of knowledge and skills (outcomes) that will help you develop into much better researchers and information consumers. Upon successful completion of this course, you will be able to:

1. Identify types, sources, and formats of information.
2. Critically evaluate types, sources, and formats of information to develop searches that produce new views or attitudes toward issues, trends, and systems.
3. Dramatize how researchers and media practitioners gather, compile, and analyze information for local, national and international audiences.

## Core Curriculum Outcomes

1. Explain the purpose, rationale, legal principles, ethics and sanctity of intellectual property.
2. Apply rhetorical methods as they are used to affect a variety of information sources for global audiences.

## Global Learning Outcomes

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<sup>1</sup> For purposes of this course, information is defined as “news, advice, or knowledge, communicated by others or obtained by personal study and investigation; intelligence; knowledge derived from reading, observation, or instruction.” (Webster’s Revised Unabridged Dictionary, © 1996, 1998 MICRA, Inc.)

<sup>2</sup> Information literacy is the knowledge and skill set that enables individuals to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” (American Library Association. Presidential Committee on Information Literacy. Final Report.(Chicago: ALA, 1989).

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1. Explain, interpret, evaluate, elaborate, and describe in an organized critical and analytical fashion how the trajectory of a recent world event was shaped by various information systems.
2. Students will be able to compare and contrast their point of view on a recent news article and the perspectives of others on the same article
3. Students will be able to compare and contrast factors in the balance between the right to privacy and free and open access to information in global societies.
4. Students will be able to interpret the interrelationship between global information systems and politics.
5. Students will demonstrate a willingness to accept shared responsibility for solving problems associated with legal and ethical ramifications of intellectual property.
6. Students will identify ways they intend to act as information literacy ambassadors to help others better understand the creation and uses of information.

## What's required & grades

You will be required to read The New York Times. You will be administered individual and team Readiness Assurance Tests most class periods. You must read all assigned readings before the week designated in the course schedule section. You will have outside Web exploration assignments and Web readings. You will be evaluated with a letter grade based on percentage. The gradebook will reflect your percent average throughout the semester. There will be 7 individual (30 points each) and 7 team (20 points each) Readiness Assurance Tests on ALL READINGS IN ADVANCE (total 350 points); 10 individual or team assignments (450 total); 3 team- based peer evaluations (25 points each for 75 points total); and a 1,000-word capstone writing assignment (400 points). Students will have the option to drop one of the 7 RAT grades.

You also will be eligible for 10 attendance points for each of five random class periods during the semester (50 pts). These are extra points; no "excused absences." There also will be two pre- and post-test assessment activities on which you can earn a total of 50 points; if you miss either, there will be an extra-curricular engagement opportunity to make up 25 of the points.

In lieu of required texts, you are required to use an iclicker (the version does not matter) in class during the semester; it's at the bookstore or Amazon. Students are responsible for the proper operation of their iclickers. Know how it works and bring extra batteries.

**RATs:** You will be assigned several readings each week of the semester. You are responsible for reading or viewing the materials listed for the week of the meeting BEFORE class meets that week. At the start of the first lecture session on designated weeks, you will take individual and team Readiness Assurance Tests on the readings and The New York Times to establish a foundation for lectures for the week.

**Readings:** The readings in the course will come from The New York Times and articles the instructors have selected in advance. There are links to most articles and web sites under the READINGS tab of the WordPress site. Any others you will need to find using the bibliography at the end of this syllabus and

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looking up the articles in library databases. During the semester, the instructors may be posting additional readings that are published as the semester moves along. In some instances, the instructors will post articles in pdf format on the WordPress site.

**Individual Assignments and Team Assignments:** Most individual assignments are done on WordPress. Some, including the final essay capstone, will be done as Projects on Wikispaces. One team assignment will be an in-class skit. The others will be done on Wikispaces.

**Final Essay:** You will choose a recent world event and write a 1,000-word Wiki that explains, from a critical and global perspective, how the trajectory of this event was shaped by various information systems. Your goal is to evaluate the authenticity and credibility of information reported about this world event, so the essay should demonstrate your understanding of the diverse and complex nature of information, bringing order to and maximizing the value of the information for the audience it reaches. True to the title of this course, your essay will help you come full circle, in that you must explain how we know what we know about this world event. Thus, your essay should state a thesis that not only analyzes how the event was covered, but what this coverage means on a global level.

No. Grade	L Grade
0.00%	F
60.00%	D
72.50%	C
77.50%	C+
80.00%	B-
82.50%	B
87.50%	B+
90.00%	A-
92.50%	A

## Course Policies

**Attendance:** Students are expected to attend every class period and are responsible for obtaining any class notes missed from another student. If you miss or do not turn in an assignment, you will have very limited opportunity to make up the work. Rarely, the unexpected happens and emergency situations may arise, causing you to miss graded work. Please contact your instructors within 24 hours after the class start time if you encounter such a situation. Exceptions to the attendance rule will be based only on what the university classifies as excused absences. This is your responsibility. If you can prove the legitimacy of your tardiness or absence, you MAY be able to make up work.

**Plagiarism/Academic Dishonesty:** FIU commits itself to providing a sound, inclusive academic experience. Such a mission demands the highest standards of academic honesty and integrity. Violations of academic honesty, including but not limited to plagiarism, collusion, deception, conflict of interest, and theft are not tolerated. Disciplinary actions are outlined in your student handbook. We simply will not tolerate any such violations and will seek to assess the harshest punishment available if you are caught cheating in this course.

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**Personal Electronics:** Use of cell phones, PDAs or MP3 players during class is prohibited. Computers may be used only with instructor permission. Lectures may be recorded, but only with prior approval of the professors. If you are caught using any banned device during a quiz or exam, you will be considered in violation of the university's policy on academic dishonesty.

**Civility:** The classroom is a place of learning. We will make that process as enjoyable as possible, but the classroom is not a meeting place for casual conversation or a lounge for taking naps. It is also not a place for rudeness. Displays of disrespect for fellow students or the professors will not be tolerated. If you sleep in class, you will be asked to leave for the rest of the class period. If you have a cellular phone, turn it off before you enter the classroom. If you forget and it goes off in class, turn it off immediately and stow it away. If you answer your phone, you must leave the room for the rest of the class period.

**Special Needs:** If you need accommodation based upon a disability under the terms of the Americans With Disabilities Act or Section 504 of the Rehabilitation Act of 1973, please discuss your needs with one of us before the end of the second week of the semester.

## Your Professors

**FRED BLEVENS**, professor and Honors Fellow in the School of Journalism and Mass Communication, is a leader in the emerging discipline of news literacy, which responds to the glut of digital information by empowering citizens with tools to critically analyze information that shapes global opinion. He continues to study and teach about media systems that inform, influence and entertain citizens in authoritarian, libertarian, Marxist, socialist and communist nations. Most recently, he has extended his research into archival theory, examining serious credibility issues associated with private corporate public relations archives being housed in major research university libraries. Dr. Blevens has taught transdisciplinary honors courses in media ethics at two universities and launched a transdisciplinary FIU honors course in news literacy in Fall 2009. During the past 28 years, he has founded and/or been a director of three university-based residential workshops for Hispanic and American Indian high school students, including the Peace Sullivan/James Ansin High School Workshop in Journalism and New Media at the University of Miami. His teaching has been recognized at three universities and in 2001, the Freedom Forum named him National Journalism Teacher of the Year. His concepts courses blend visuals, videos, lecture, humor, and discussion to provide dynamic presentations; his skills courses feature intense and immediate feedback as students perform real-time exercises in research and writing. He holds the bachelor's and master's from Ball State University and the Ph.D. from the Missouri School of Journalism and is co-author of *Twilight of Press Freedom: The Rise of People's Journalism*.

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BBC, ACII 311B

**GEORGE PEARSON**, university librarian, FIU Libraries, has been involved with information literacy since its establishment as a vital part of the FIU Libraries' mission in 1997. Through committee work, teaching graduate and undergraduate courses, and hundreds of instructional sessions in the library, he has worked to educate and inspire the FIU community in the acquisition and use of information literacy skills and thinking. He is noted for his activities with the OPAC (Online Public Access Catalog), the primary searching interface between library databases and users. A frequent speaker at conferences and

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meetings, he will chair the Florida Center for Library Automation subcommittee on the OPAC which helps guide the development of the state university system OPAC. His teaching experience includes undergraduate courses for the Department of Journalism and Mass Communication in public records and online searching, and graduate courses for the University of South Florida in computer automation, reference services, and business resources, all of which feature extensive work in information literacy. He often addresses various public and professional audiences on Japanese popular culture, and has organized programs and workshops on such topics as Japanese animation, manga, and the educational impact of video games.

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BBC Library 106B

**ALFRED SOTO**, teaching assistant, received his master's degree in English in 2010 and is an adjunct professor in the Department of English and the School of Journalism & Mass Communication, and assistant director of student media. During his tenure, he has guided The Beacon into a three-times-a-week publication, assisted with making WRGP Radiate FM into a radio station with a three-county range, and helped launch FIUSM, an integrated website that hosts original audiovisual content as well as Beacon and WRGP content. He has taught undergraduate writing courses for thirteen years. His work has appeared in The Village Voice, Slate, eMusic, The Quietus and Seattle Weekly.

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**HUGO H. OTTOLENGHI**, teaching assistant, has been an adjunct professor at FIU since 2005. He has taught courses in mass communication, journalism and public relations. Ottolenghi was an editor for more than 20 years -- researching writing, editing and managing the production of content for online, TV, radio and print national media including The New York Times and Wall Street Journal. He was also Palm Beach executive editor of the Daily Business Review and business editor of TCPalm.com. Ottolenghi owns and manages a communications firm that serves professionals in law, real estate, finance and related fields. He holds a master's degree in journalism.

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## **Schedule**

(Subject to change by instructors)

**August 22: Welcome and introduction to the course**

**Pre-test and Survey** on Global Service.

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The syllabus. Why this matters. How to Read the New York Times. RATs on Times and readings. Primer on WordPress. Primer on iclicker.

**Reading:** Mediactive (Introduction and Chapters 1-3).

**August 29: How rhetorical methods affect information sources for global audiences**

**RATs** over syllabus. You must bring a registered iclicker.

The Rhetorical Triangle. The critical perspective. Walkthrough Wikispaces.

**Readings:** Why our Memory Fails Us; Comment is King; Writing a Rhetorical Analysis; The Rhetorical Triangle; How to Write Great Blog Content; Why We're Shutting off Comments; Don't Read the Comments.

**INDIVIDUAL ASSIGNMENT 1:** Rhetorical analysis. WordPress blog (Due Sept. 2 by 11:59 p.m.)

**Sept. 5: Labor Day, no class**

**Sept. 12: Critical Perspective**

The critical perspective. The medium is the message.

**WRITING LAB**

**Readings:** Marshall McLuhan: a Candid Conversation (1-14); Understanding Media (232-242). Critical Theory (five paragraphs before the outline in red).

**INDIVIDUAL ASSIGNMENT 2:** McLuhan and the critical perspective. Wikispaces blog (250 words; worth 25 points. Due Sept. 16 at 11:59 p.m.).

**Sept. 19: Researching the Varieties of Information**

**RATs** over Aug. 12, 19 readings and NY Times.

Information and how to get it; Lecture on final essay.

**Readings:** FIU Library Tutorials (complete all 5 modules)

**INDIVIDUAL ASSIGNMENT 3:** Annotated bibliography, WikiSpaces (Due Sept. 26 by class time)

**Sept. 26: Identifying and Analyzing Sources**

How to write a thesis statement; the information environment in Ghost in the Shell.

**Viewing:** Watch Ghost in the Shell outside of class using Dropbox.

**Reading:** The End of Solitude (Deresiewicz)

**TEAM ASSIGNMENT 1:** Ghost in the Shell, WikiSpaces (Due Oct. 3 by class time)

**INDIVIDUAL ASSIGNMENT 4:** Draft thesis assignment, WikiSpaces (250 words, worth 25 points. Due Sept. 30, 11:59 p.m.).

**Oct. 3: The interrelationship between global information systems, politics and government control of information as it relates to global events**

**RATs** over Sept. 26, Oct. 3 readings and NY Times.

Controlling the media in China and Cuba.

**Readings:** Pushing China's Limits; China Aims to Rewrite Rules of Global Internet; Tiananmen and the Chinese Way of Censorship; Pushing China's limits; Media Censorship in China; Havana's Hotspots; Social media helps drive historic Cuban exodus to US; US secretly created 'Cuban Twitter' to stir unrest and undermine government.

**INDIVIDUAL ASSIGNMENT 5:** 48-hour news blackout. WordPress (Due Oct. 7 by 11:59 p.m.)



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### **Oct. 10: Secrecy and Revelation**

**View:** The Case of Wikileaks.

**Readings:** No Secrets, Julian Assange's mission; The WikiLeaks Equation; Sony Cyberattack, First a Nuisance, Swiftly Grew into a Firestorm; Ghosts in the Machine: The Real Hackers Hiding Behind the Cliches of TalkTalk and Mr Robot. Edward Snowden, Whistle-Blower; Edward Snowden: Leaks that Exposed US Spy Programme; GCHQ Tried to Track Web Visits of "Every Visible User on the Internet"

#### **WRITING LAB**

**INDIVIDUAL ASSIGNMENT 6:** Secrets/Revelations (Due Oct. 14 by 11:59 p.m.)

### **Oct. 17: Assange and Snowden**

The Case of WikiLeaks. Hackers, hacktivism, and the free flow of information. Hillary Clinton, Edward Snowden, national security and press freedom.

**RATs** over readings of Oct. 10 readings and NY Times.

### **Oct. 24: Media Literacy and News Literacy**

**Readings:** How to Teach News Literacy When the Government is Watching; How to Establish a Media Diet; Can News Literacy Grow Up?; News Literacy Is Not Optional If You Need to Be Well-Informed.

**RATs** over Oct. 24 readings and NY Times.

**WRITING LAB:** First draft of final essay due for Prof. Ottolenghi's teams. Bring a paper copy of your draft for review by teammates.

### **Oct. 31: Social Media, Political Movements, and Activism**

Black Lives Matter, deaths at police officers' hands, ISIS and social media, memes in politics.

**WRITING LAB:** First draft of final essay due for Prof. Soto's teams. Bring a paper copy of your draft for review by teammates.

**Readings:** Small Change; Perhaps a Revolution is Not What we Need; Iraq's Sunni Militants Take to Social Media . . . ; Social Media, Political Change and Human Rights; #Riot; Inside the Surreal World of Islamic State's Propaganda Machine; How Social Media Helps Black Live Matter Fight the Power.

### **Nov. 7: Jon Stewart and John Oliver: The dawn of "investigative comedy."**

**RATs** over Oct. 31 and Nov. 7 readings and NY Times.

**Listen:** to On Point radio show "The Jon Stewart Effect" (about 50 minutes)

**WRITING LAB:** Paper copy of draft final essay for review by teammates. Wikispaces version of draft final essay for review by grader. Prof. Ottolenghi's teams.

**Readings:** Waiting for the Conservative Jon Stewart; Is Jon Stewart the Most Trusted Man in America?; How Comedians Became Public Intellectuals;

### **Nov. 14: Identity Correction**

**Viewings:** The Yes Men Fix the World (YouTube). In-class viewing of Yes Men interview.

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**Readings:** Yes Men Bhopal Legacy; Yes Men Hoax of the Times; New York Mag's Boy Genius Investor Made it all Up.

**Writing Lab:** Paper copy of draft final essay for review by teammates. Wikispaces version of draft final essay for review by grader. Prof. Soto's teams.

**TEAM ASSIGNMENT 2:** Identity Correction, WIKI (Due Nov. 21 by class time).

**Nov. 21: The purpose, rationale, legal principles, ethics and sanctity of intellectual property**

History of, justification for, and problems with copyright.

**View:** Good Copy, Bad Copy

**Readings:** Copyright Basics; Free Culture. Crooner in Rights Spat: Are Copyright Laws too Strict?

**TEAM ASSIGNMENT 3:** IP Presentation on WikiSpaces (Due Nov. 28 by class time)

**Nov. 28: Tying it all together**

RATs over Nov. 14, 21 readings and NY Times.

**Post-test Survey and Survey on Global Service; Course evaluations**

**Dec. 5: Good Night and Good Luck**

**Viewing** in class of Good Night and Good Luck

**FINAL VERSION of Essay assignment must be posted to WikiSpaces by class time.**

**How We Know What We Know  
Contract**

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I understand and agree to abide by the grading and policy terms outlined in class and in the syllabus.  
Turn this form in no later than the beginning of the second class period of the semester on January 21.  
No grades will be posted for you until you have signed and ret- turned this form.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

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