

# General Education Course Inclusion Proposal

## PERSPECTIVES ON SOCIETY

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** AIS 373: Scholarly Communication and Information Literacy 3 cr.

**Home Department:** Academic Information Services

**Department Chair Name and Contact Information** (phone, email): Leslie A. Warren, x2402, lwarren@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every fall

**Official Course Status:** Has this course been approved by CUP and Senate? YES **IN PROGRESS**

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

### A. Overview of the course content

Information has become a priority for our society, with people questioning “fake news” and wondering how to evaluate information from a wide range of sources. “Information” in this context can include facts and scholarly and popular interpretations of those facts, as well as creative works and their interpretations. This course will examine the various issues in information creation and access across the world, including (but not limited to) censorship, technology, economics, scholarly communication, ownership of information, and the ethics of information use. Students will also learn how to locate, access, evaluate and cite the information that they find by conducting research on these issues.

Freedom of the press and freedom to access information are still problematic issues; not everything is available online, and political and economic events serve to create censorship of news and even threaten the lives of reporters. Economics also creates obstacles to the freedom of the press, and economics complicates scholarly communication.

Copyright law has also been complicated by technology and new legislation, and copyright has become an issue with the ability to affect us all.

This course will explore these problems and the solutions that have been proposed for them. Readings will include newspaper, magazine, and social media articles on issues that arise as the course is being taught.

There are four major assignments in the course, but there will be readings and exercises as well. Exercises will be based on the students’ use of library resources and Zotero.

The four major assignments:

*Final Project:* While this project is not due until the end of the semester, students will be working on it throughout the semester. It has two parts: an annotated bibliography on a scholarly topic of the student’s choice approved by the instructor (students should feel free to choose a topic that they are working on for another class). A minimum of fifteen sources will be

required. Students will begin work on the annotated bibliography the second week of class, storing citations and PDFs in Zotero. They will continue to work on the annotated bibliography throughout the semester, using this work as the basis for required exercises and major assignments. The other part of the final project is a 1250-word essay on finding and accessing relevant resources for the annotated bibliography. For this essay, students will draw on their experiences during the major assignments and weekly exercises and discussions, as well as research conducted on the scholarly communication issues involved. This project is due on the last day of class before Finals Week, but drafts of the two parts will be posted earlier for peer review and instructor feedback.

*Cost of Knowledge Paper:* Once students have collected the first group of ten citations for the annotated bibliography of the final project, they must go off-campus and attempt to access materials that they were able to access using NMU's internet access (or by using the VPN client with outside internet access). They must not use the VPN client. Students should note how often they are taken to pages asking them to pay for these resources, and how much they would have to pay for each resource. They will then write a 750-1250-word page paper describing their experiences locating information outside the university, and discussing the economic implications of the cost of non-subsidized information. This paper will be due in Week 4.

*Citation Analysis Paper:* Using the citation information available from Google Scholar and/or Altmetrics, students will check at least ten sources they plan to use for the annotated bibliography. They should note the frequency and the dates of citation (was there continuing interest over time?), then write a 750-word paper about their results. Students should also list new resources discovered, and discuss their value. All sources must be properly documented and cited. This paper will be due in Week 11.

*Group Project/Poster Session:* In small groups, students will complete a virtual poster for Open Access Week, discussing the advantages and disadvantages of any aspect of Open Access. Each student will interview two NMU faculty about Open Access (a list of faculty who have agreed to participate will be provided). One of these professors should be in a department relevant to the subject of the annotated bibliography. The questions for these interviews will be generated in an online discussion forum, and the same questions will be used for each interview. Finished interviews should be posted in the course, and will be available to the rest of the class as source material for the posters. Class readings may be used, but the groups will be required to supplement these resources with outside research. Posters will be presented to the class online for feedback, and will be made available to the university community during Open Access Week (dates not yet announced, but currently scheduled for Week 10).

B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes

#### Critical Thinking

This course requires students to exercise critical thinking throughout the course. They will be required to identify, locate, evaluate, and use information, and they will do so in the context of leaning about the scholarly information system and economy. Although course readings will help them with understanding the scholarly communication system itself, the work that they do on course projects will get them to examine their own process of research in the context of what they've learned about the scholarly communication system. They will be required to examine why certain materials are made available to them from free or subsidized resources, and why others are not, and they will learn that quality is not always the reason. Students will also learn to read critically, through examination of course materials and through giving constructive feedback on their colleagues' work through peer review and through group work on the Open Access Week poster session.

#### Perspectives on Society

While “fake news” has become a prominent discussion point in society as a whole, less coverage has been given to questions of how to evaluate information, where information actually comes from, and how peer-review works. This course will also examine instances where the peer-review process has clearly failed, by looking at issues of retracted articles and plagiarized materials. This course will also look at the social and economic construction of scholarly information and at the history of scholarly publication and how it has been commodified and the efforts made to fight this tendency. Students will be expected to participate in class discussions about the readings and about their work. By interviewing an NMU professor about open access issues for the Open Access Week poster session, students will realize that the issues involved are complex and vary among disciplines.

C. Describe the target audience (level, student groups, etc.)

This course is designed for students who have completed EN 211 and, while they may not yet have declared a major, have some idea of what their major may be.

D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

No other roles.

E. Provide any other information that may be relevant to the review of the course by GEC

No other information

**PLAN FOR LEARNING OUTCOMES**  
**CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

<b>DIMENSION</b>	<b>WHAT IS BEING ASSESSED</b>	<b>PLAN FOR ASSESSMENT</b>
<b>Evidence</b>	Assesses quality of information that may be integrated into an argument	Task type: Final Project: students will search for resources on a topic, and they will assess the quality of this information for the Final Project's annotated bibliography. Frequency: Throughout the course, in major assignments and smaller exercises. Importance: This assignment will count for 20% of the student's grade. Expected success rate: 70% of the students enrolled should be able to achieve proficiency.
		Task type: Citation Analysis paper: Students will assess the quality of information discovered in their work on the Citation Analysis Paper. Frequency: The work on this paper will take place during the third quarter of the semester. Importance: This assignment will count for 15% of the student's grade. Expected success rate: 70% of the students enrolled should be able to achieve proficiency.
<b>Integrate</b>	Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding	Task type: Cost of Knowledge paper: Students will attempt to access the resources they've chosen (up to this point) for the Final Project without the use of materials that NMU has provided access to. Frequency: Work on this paper will cover the first quarter of the semester. Importance: This paper will count for 15% of the student's grade. Expected success rate: 70% of the students enrolled should be able to achieve proficiency.
		Task type: Final Project: in their essay for the Final Project, students will display their informed conclusions about the process of scholarly research. Frequency: Throughout the semester. Importance: This project will count for 20% of the student's grade. Expected success rate: 70% of the students enrolled should be able to achieve proficiency.

<p><b>Evaluate</b></p>	<p>Evaluates information, ideas, and activities according to established principles and guidelines</p>	<p>Task type: Final Project                      Frequency: Throughout the course, in major assignments and smaller exercises.                      Importance: The project will count for 20% of the student’s grade.                      Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p> <hr/> <p>Task type: Citation Analysis Paper: students will evaluate the information and ideas in the resources they discover through citation analysis.                      Frequency: The work on this paper will take place during the third quarter of the semester.                      Importance: This assignment will count for 15% of the student’s grade.                      Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p>
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**PERSPECTIVES ON SOCIETY**

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<b>DIMENSION</b>	<b>WHAT IS BEING ASSESSED</b>	<b>PLAN FOR ASSESSMENT</b>
<b>Analysis of society</b>	Analysis of social issues, structures and processes or events	<p>Type: Students will analyze the scholarly communication system in the Cost of Knowledge Paper</p> <p>Frequency: This analysis will take place in the first quarter of the semester.</p> <p>Importance: This project will count for 15% of the student's grade.</p> <p>Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p> <hr/> <p>Task type: Students will analyze the scholarly communication system in the Final Project.</p> <p>Frequency: Students will work on this project throughout the semester.</p> <p>Importance: This project will count for 20% of the student's grade.</p> <p>Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p> <hr/> <p>Task type: Students will analyze the structures of the scholarly communication system in the Citation Analysis Paper.</p> <p>Frequency: Students will work on this paper during the third quarter of the semester.</p> <p>Importance: This project will count for 15% of the student's grade.</p> <p>Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p>
<b>Ethical Issues</b>	Addressing ethical issues in society	<p>Type: Students will address ethical questions raised by the current system of scholarly communication in the Final Project.</p> <p>Frequency: Throughout the semester.</p> <p>Importance: This project will count for 20% of the student's grade.</p> <p>Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p>

		<p>Type: Students will address ethical questions raised by the current system of scholarly communication in the Cost of Knowledge Paper.</p> <p>Frequency: This analysis will take place in the first quarter of the semester.</p> <p>Importance: This project will count for 15% of the student's grade.</p> <p>Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p>
<p><b>Development and context of society</b></p>	<p>Explore themes in the development of human society</p>	<p>Type: Students will apply what they have learned from course readings about the development of the scholarly communication system in the Cost of Knowledge paper.</p> <p>Frequency: This analysis will take place in the first quarter of the semester.</p> <p>Importance: This project will count for 15% of the student's grade.</p> <p>Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p> <hr/> <p>Type: Students will apply what they have learned from course readings about the development of the scholarly communication system in the Final Project.</p> <p>Frequency: Throughout the semester.</p> <p>Importance: This project will count for 20% of the student's grade.</p> <p>Expected success rate: 70% of the students enrolled should be able to achieve proficiency.</p>

## **Course Syllabus**

### **AIS 373: Scholarly Communication and Information Literacy**

#### **Course Description**

Information has become a priority for our society, with people questioning “fake news” and wondering how to evaluate information from a wide range of sources. “Information” in this context can include facts and scholarly and popular interpretations of those facts, as well as creative works and their interpretations. This course will examine the various issues in information creation and access across the world, including (but not limited to) censorship, technology, economics, scholarly communication, ownership of information, and the ethics of information use. You will also learn how to locate, access, evaluate and cite the information that you find by conducting research on these issues.

#### **Course Objectives/Learning Outcomes**

You will be able to:

1. Find, evaluate, and ethically use scholarly information.
2. Understand how scholarly information is created and disseminated.
3. Explain how laws and policy affect your experiences locating scholarly information.
4. Explain how information policy affects the creation and consumption of information.

#### **Expectations or Teaching Philosophy**

This course is an asynchronous online course. Participation in discussion forums is required and you will be evaluated on your contributions. All assignments should be completed by the due dates. Respectful communication is key to creating and maintaining a meaningful classroom environment; when you are asked to comment on your colleagues’ work, you should be constructive and respectful.

#### **Course Requirements**

You will complete the readings for each class session and will participate in in-class discussion. You will also complete the major projects listed below. Please note, bibliographic references will not be included in the word count for the written exercises. Although we will be discussing various questions about current copyright laws, you will be required to follow them.

*Final Project:* Your final project has two parts. The first is an annotated bibliography on a scholarly topic of your choice that I’ve approved (feel free to choose a topic that you’re working on for another class). There is no upper limit for the number of resources listed and annotated, but you should have a minimum of fifteen. You will begin work on the annotated bibliography the second week of class, storing citations and PDFs in Zotero. You will work on the annotated bibliography throughout the semester, using this work as the basis for required exercises and major assignments. The other part of your final project is a 1250-word essay on your experiences in finding and accessing relevant resources for the annotated bibliography. For this essay, you will be drawing on your experiences during the major assignments and weekly exercises and discussions, as well as research that you’ve conducted on the scholarly communication issues involved. This project is due on the last day of class before Finals Week, but drafts of the two parts will be posted earlier for peer review and instructor feedback.

*Cost of Knowledge Paper:* Once you’ve collected the first group of ten citations for the annotated bibliography of your final project, go off-campus and attempt to access materials that you were able to access using NMU’s internet access or by using the VPN client with outside internet access. Do not use the VPN client. Are you taken to pages asking you to pay for these resources? How much would you have to pay for each resource? Write a 750-1250-word page paper describing your experiences locating information outside the university, and discuss the economic implications of the cost of non-subsidized information. This paper will be due in Week 4.

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### *Grading*

Cost of Knowledge paper 15%

Citation Analysis Paper 15%

Quizzes and exercises 20%

Group Project/ Poster Session: 20%

Final project: 20%

Class participation: 10%

Class participation will be evaluated by your colleagues several times in the course of the semester.

Evaluation will be based on preparation, quality of contributions, collegiality.

### **Delivery Method**

This course will be offered online.

### **Texts**

You will complete a wide range of readings, including current news items pertaining to the course topics as well as scholarly articles and web sites that explain and illustrate the issues covered in the course. Some resources will be videos, including a number of videos on searching library resources. All required materials will be available to NMU students, through the library's subscriptions to online databases accessible through electronic reserve or from freely-available web sites.

### **Course Calendar or Schedule**

Additional readings may be added if current events warrant it (for example, if Congress were to consider a change to copyright law, we'd definitely be discussing it, and students would be given links to information about it).

#### WEEK 1

Introduction to the course

Quiz over syllabus

Overview of research process (video lectures)

Accessing library materials from off-campus: <http://it.nmu.edu/docs/install-cisco-vpn-client>

Selection of topic for the annotated bibliography for the final project—conference with the professor (face-to-face, or via e-mail, telephone, or Skype) is required. Student must have made initial contact for this conference by Friday at 5:00 p.m.

## WEEK 2

Types of information (scholarly vs. popular):

<http://library.nmu.edu/guides/userguides/popularschol.htm>

Restrictions on information availability and use (ownership, copyright, citation)

- Chris Greer, video on NMU's enforcement of copyright law
- Laurence Lessig, Free Culture, 1-4 <https://www.youtube.com/watch?v=JWR6eiiBhf8>; <https://www.youtube.com/watch?v=LDG4O6Vk9E8>; <https://www.youtube.com/watch?v=kozx-7tobr4>; <https://www.youtube.com/watch?v=fipyzsfX2Hw>
- A Fair-y Use Tale: <http://www.teachingcopyright.org/handouts/a-fair%28y%29-use-tale>

Quiz over copyright videos due Friday at 5:00 p.m.

## WEEK 3

Defining an information need (instructional video)

Using encyclopedias (instructional videos)

Identifying sources and parts of citations (Saint Anselm's Geisel Library):

<http://geisलगuides.anselm.edu/c.php?g=110359&p=715423>

Searching for information resources

OneSearch (instructional video)

Library catalog (instructional video)

Using Zotero to collect and use citation information: <http://library.nmu.edu/guides/userguides/zotero.htm>, [http://library.nmu.edu/guides/userguides/zotero\\_nmu\\_customizing.htm](http://library.nmu.edu/guides/userguides/zotero_nmu_customizing.htm)

Assignment: Locate ten possible scholarly resources for your final project. Download them to Zotero and edit the citation information so that the citations will format correctly. If PDFs are available to you, download them (you can store them in Zotero). Share your Zotero file with me. Due Friday at 5:00 p.m.

## WEEK 4

Discussion board on finding and downloading information. Topics for discussion: how keywords had to be adjusted to get the best information, the kinds of information available, whether or not the bulk of the information on your topic seemed to be scholarly or popular.

Cost of Knowledge paper due Friday at 5 p.m.

Integrating information and citing it

Discussion board: post a description of your final project topic on the discussion board provided. Include a description (with citations) of what three of your current sources have contributed and how they relate to one another. Give feedback to your colleagues on their descriptions of what information was provided by what resource, and how clearly they've cited materials. Discussion board will close Friday at midnight.

## WEEK 5 Scholarly communication

Journal ownership

Disseminating scholarly information using social media:

- Tenopir, C., Volentine, R., & King, D. W. (2013). Social media and scholarly reading. *Online Information Review*, 37(2), 193-216. doi:10.1108/OIR-04-2012-0062
- Holmberg, K., & Thelwall, M. (2014). Disciplinary differences in Twitter scholarly communication. *Scientometrics*, 101(2), 1027-1042. doi:10.1007/s11192-014-1229-3

## WEEK 6 Metrics

Readings on methods of measuring impact of scholarly research (e.g., JIF)

Finding journal impact factors and citation data using Google Scholar and Altmetrics (instructional video).

#### WEEK 7 Open Access and Institutional Repositories

Guest speaker: Kevin McDonough, administrator, NMU Digital Commons

Open access resolutions, laws, and policies: <http://osc.universityofcalifornia.edu/open-access-policy/>; <https://www.nmu.edu/Webb/ArchivedHTML/campus/2006/0118/access.htm>; [https://www.nmu.edu/sites/Drupalaisac/files/UserFiles/Files/Pre-Drupal/Documents/AISAC\\_2006-2007\\_Final\\_Report.doc&sa=U&ved=0CAkQFjACahUKEwiv3OHHs-rIAhVFTSYKHcP9DmU&client=internal-uds-cse&usg=AFQjCNE7qyRwAZAbbMuPCPK5aLUhBYU4aA](https://www.nmu.edu/sites/Drupalaisac/files/UserFiles/Files/Pre-Drupal/Documents/AISAC_2006-2007_Final_Report.doc&sa=U&ved=0CAkQFjACahUKEwiv3OHHs-rIAhVFTSYKHcP9DmU&client=internal-uds-cse&usg=AFQjCNE7qyRwAZAbbMuPCPK5aLUhBYU4aA); <https://publicaccess.nih.gov/>

Degrees of Open Access—SHERPA/RoMEO: Publisher copyright policies & self-archiving:

<http://www.sherpa.ac.uk/romeo/>

Discussion board: Search SHERPA/RoMEO for information on the journals currently listed in your bibliography, and discuss their degree of Open Access (if any). Include a discussion of your perception of their quality in terms of that degree of Open Access. Respond to your colleagues' posts.

Groups will be assigned for the poster session project.

#### WEEK 8 Open Access: Questions and concerns

Berger, M., & Cirasella, J. (2015). Beyond Beall's List: Better understanding predatory publishers. *College & Research Libraries News*, 76(3), 132-135. Retrieved from <http://crln.acrl.org/content/76/3/132.short>

Discussion board—generate interview questions for faculty interviews for poster session project.

#### WEEK 9 Post interview results by Friday at 5:00 p.m.

Discussion groups—these will be conducted in small groups

Poster topics/focus

Communication/logistics

Selection of information to be presented

Division of workload

#### WEEK 10 Poster session

Posters will be uploaded by Friday at 5:00 p.m.

Students will comment on the posters of other groups by the following Friday at 5 p.m.

#### WEEK 11 Citation mining for final project

Locate relevant materials cited by the references you already have; locate materials that have cited your current references (use Google Scholar). Save these sources to Zotero

Discussion board: List the best resources you found using this method. How helpful were they? And how have these new sources helped? Post by Friday at 5:00 p.m.

#### WEEK 12

Citation analysis paper due at Friday at 5 p.m.

Respond to colleagues on the discussion board by the following Sunday at midnight.

#### WEEK 13

Post annotated bibliography draft for final project to course by Friday at 5:00 p.m.

Comment on the annotated bibliographies of your colleagues by Sunday at 5:00 p.m.

Use these comments (as well as instructor comments) to make revisions.

#### WEEK 14

Post draft of final essay to course for comment by Friday at 5:00 p.m.

Comment on the essays of your colleagues by Sunday at 5:00 p.m.  
Use these comments (as well as instructor comments) to make revisions.

WEEK 15

Final Project (annotated bibliography and essay about the search) due Friday at 5:00 p.m.