

## IMS 202: Information Studies & Digital Citizenship

### Instructor Information

Nate Floyd, PhD

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Office Hours: By appointment

### Course Description

This course will explore what it means to be information literate in the twenty-first century. Students will reflect on ethical and legal issues created by the information age and will develop awareness of the power of information and its effect on society. This course prepares students to ask critical questions about technologies and tools they encounter everyday, apply those skills to their own disciplines, and reflect on their own role as knowledge creators.

### Course Objectives

1. Students recognize and describe their individual responsibilities in the current information age in order to articulate their role as both producers and consumers of digital content.
2. Students will create, evaluate and refute arguments from a variety of sources and source types in order to critically analyze information sources.
3. Students will apply and reflect upon knowledge of digital tools, resources and strategies in order to organize the results into a shareable information product.

### Grading Scale

A+	97-100%	C	73-76.9%
A	93-96.9%	C-	70-72.9%
A-	90-92.9%	D+	67-69.9%
B+	87-89.9%	D	63-66.9%
B	83-86.9%	D-	60-62.9%
B-	80-82.9%	F	< 59%
C+	77-79.9%		

### Assignments

Assignment	Points
Tickets	33%
Exit Tickets	33%
Final Project	33%

## Academic Integrity

Academic integrity is expected at Miami University. Academic dishonesty (i.e. plagiarism) will not be tolerated. Be aware that you are citing sources, not copying them. Acts of academic dishonesty are taken very seriously, and appropriate disciplinary actions will be taken. More information regarding academic integrity can be found at:

<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>

## Accommodations

We are committed to creating a learning environment that is as accessible for students as possible. If you anticipate any barriers to learning in this course, please feel welcome to share your concerns with us. We also encourage you to share any concerns you have with the [Miller Center for Student Disability Services](#) (phone: 513-529-1541).

## Attendance

Attendance for IMS 201 is important since so much of the course is focused on in-class discussions and activities. We ask that you talk with us before class about upcoming absences. There are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities. Instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work. However, students are ultimately responsible for material covered in class, regardless of whether the student is absent or present.

## Course Schedule & Readings

Week 1: What is Information (1/24)	Reading/Watching/Listening	Course Work
<a href="#">WEEK 1: SLIDES</a> <a href="#">WEEK 1: EXIT TICKET</a>	-review syllabus	<a href="#">WEEK 1: EXIT TICKET</a>

Week 2: Misinformation, disinformation, bullshit (1/31)	Reading/Watching/Listening	Course Work
<a href="#">WEEK 2: TICKET</a> <a href="#">WEEK 2: SLIDES</a> <a href="#">WEEK 2: EXIT TICKET</a>	-Frankfurt, H. (1986). On bullshit. <i>Raritan Quarterly Review</i> 6(2) <a href="#">READ</a>  -from <i>Brandeis Now</i> : What are Russia's goals with disinformation on social media? <a href="#">READ</a>	<a href="#">WEEK 2: TICKET</a>  <a href="#">WEEK 2: EXIT TICKET</a>

Week 3: Algorithms, digital surveillance, privacy (2/7)	Reading/Watching/Listening	Course Work
<a href="#">WEEK 3: TICKET</a> <a href="#">WEEK 3: SLIDES</a> <a href="#">WEEK 3: EXIT TICKET</a>	<p>-from Myles Zhang: What was Bentham's panopticon? A computer model <a href="#">WATCH</a></p> <p>-from <i>The Guardian</i>: What does the panopticon mean in the age of digital surveillance? <a href="#">READ</a></p> <p>-from <i>Wall Street Journal</i>: How TikTok's Algorithm Figures You Out <a href="#">WATCH</a></p> <p>-from Nieman Lab: How "engagement" makes you vulnerable to manipulation and misinformation on social media <a href="#">READ</a></p>	<a href="#">WEEK 3: TICKET</a>  <a href="#">WEEK 3: EXIT TICKET</a>

Week 4: Moral panic, new media (2/14)	Reading/Watching/Listening	Course Work
<a href="#">WEEK 4: TICKET</a> <a href="#">WEEK 4: SLIDES</a> <a href="#">WEEK 4: EXIT TICKET</a>	<p>-from thoughtco.co: A Sociological Understanding of Moral Panic <a href="#">READ</a></p> <p>-Pessimists Archive <a href="#">EXPLORE</a></p>	<a href="#">WEEK 4: TICKET</a>  <a href="#">WEEK 4: EXIT TICKET</a>

Week 5: Blockchain, NFTs (2/21)	Reading/Watching/Listening	Course Work
<a href="#">WEEK 5: TICKET</a> <a href="#">WEEK 5: SLIDES</a> <a href="#">WEEK 5: EXIT TICKET</a>	<p>-from Centre for International Governance Innovation: What is Blockchain? <a href="#">WATCH</a></p> <p>-from the <i>Wall Street Journal</i>: NFTs Are Fueling a Boom in Digital Art. Here's How They Work <a href="#">WATCH</a></p> <p>-from <i>Motherboard</i>: Researchers: The NFT Economy Is Just as Unequal as the Real One <a href="#">READ</a></p> <p>-from <i>BuzzFeed News</i>: We Found The Real Names Of Bored Ape Yacht Club's Pseudonymous Founders <a href="#">READ</a></p> <p>-Dream by WOMBO <a href="#">EXPLORE</a></p>	<a href="#">WEEK 5: TICKET</a>  <a href="#">WEEK 5: EXIT TICKET</a>

<b>Week 6: Beyond fake news (2/28)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
<a href="#">WEEK 6: TICKET</a> <a href="#">WEEK 6: SLIDES</a> <a href="#">WEEK 6: EXIT TICKET</a>	<p>-from the <i>Washington Post</i>: Five myths about misinformation <a href="#">READ</a></p> <p>-from The Lawfare Podcast: Brendan Nyhan on the Empirical Effects of Disinformation <a href="#">LISTEN</a> (first seven minutes only)</p> <p>-from Sacha Altay: Misconceptions about misinformation summary table <a href="#">READ</a></p> <p>-from <i>New Media &amp; Society</i>: Partisan media, untrustworthy news sites, and political misperceptions <a href="#">READ</a> (abstract only)</p>	<a href="#">WEEK 6: TICKET</a>  <a href="#">WEEK 6: EXIT TICKET</a>

<b>Week 7: Agenda-setting (3/7)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
<a href="#">WEEK 7: TICKET</a> <a href="#">WEEK 7: SLIDES</a> <a href="#">WEEK 7: EXIT TICKET</a>	<p>-from The Daily Show (7/15/2002): Investigating the Summer of the Shark <a href="#">WATCH</a></p> <p>-from Baran and Davis: Agenda-setting <a href="#">READ</a></p>	<a href="#">WEEK 7: TICKET</a>  <a href="#">WEEK 7: EXIT TICKET</a>

<b>Week 8: Framing (3/14)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
<a href="#">WEEK 8: TICKET</a> <a href="#">WEEK 8: SLIDES</a> <a href="#">WEEK 8: EXIT TICKET</a>	<p>-from BrainFacts.org: Why Do We Fall For The Framing Effect? <a href="#">WATCH</a></p> <p>-from Communication Theory: Framing Theory <a href="#">READ</a></p>	<a href="#">WEEK 8: TICKET</a>  <a href="#">WEEK 8: EXIT TICKET</a>

<b>Week 9: SPRING BREAK (3/21)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
Enjoy your break!		

<b>Week 10: Lateral reading (3/28) - CLASS CANCELED</b>	<b>Reading/Watching/Listening - CLASS CANCELED</b>	<b>Course Work- CLASS CANCELED</b>
<a href="#">WEEK 10: TICKET</a>	-N/A	<a href="#">WEEK 10: TICKET</a>

<b>Week 11: Right to repair (4/4)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
<a href="#">WEEK 11: TICKET</a> <a href="#">WEEK 11: SLIDES</a> <a href="#">WEEK 11: EXIT TICKET</a>	<p>-from the <i>Wall Street Journal</i>: Apple Store vs. Repair Shop: What the Right to Repair Is All About <a href="#">WATCH</a></p> <p>-from CBS News: FTC looking into why McDonald's McFlurry ice cream machines are often broken <a href="#">WATCH</a></p>	<a href="#">WEEK 11: TICKET</a>  <a href="#">WEEK 11: EXIT TICKET</a>

<b>Week 12: News deserts (4/11)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
<a href="#">WEEK 12: TICKET</a> <a href="#">WEEK 12: SLIDES</a> <a href="#">WEEK 12: EXIT TICKET</a>	<p>-from <i>PBS Newshour</i>: Growing local news deserts endanger democracy, study finds <a href="#">WATCH</a></p> <p>-from <i>MIT Technology Review</i>: Guess which states saw the most election disinformation in 2020 <a href="#">READ</a></p> <p>-from <i>AP News</i>: Loss of newspapers contributes to political polarization <a href="#">READ</a></p> <p>-from <i>Bloomberg</i>: The Hidden Costs of Losing Your City's Newspaper <a href="#">READ</a></p>	<a href="#">WEEK 12: TICKET</a>  <a href="#">WEEK 12: EXIT TICKET</a>

<b>Week 13: Review session (4/18)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
<a href="#">WEEK 13: SLIDES</a>	<a href="#">Final Details</a>	n/a

<b>Week 14: Work session (4/25)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
<a href="#">Final Details</a>	<a href="#">Final Details</a>	n/a

<b>Week 15: FINAL PRESENTATIONS (5/2)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>
		<a href="#">Final</a>

<b>Week 16: FINALS WEEK - No class (5/9)</b>	<b>Reading/Watching/Listening</b>	<b>Course Work</b>