

I 302 Academic Success in the Digital University

Course number: 28095

Spring 2025

Class Meets: Thursday, 8-9:30am, SZB 3.508

Instructor: Dr. Andrea Baer (Please call me Andrea.)

Pronouns: she/her

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Carrying Handguns in my Personal Office

Per my right, I prohibit carrying of handguns in my personal office. Note that this information will also be conveyed to all students verbally during the first week of class. This written notice is intended to reinforce the verbal notification and is not a “legally effective” means of notification in its own right.

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Course Overview

Course description

This class offers students hands-on practice with Canvas and other digital tools in order to scaffold success in the informatics program. Students will conduct an independent, iterative research project including the following steps: crafting a research question, finding and evaluating sources, and presenting information.

Pre-requisites for the course

None

Learning outcomes

At the end of this course, students will be able to:

- Navigate UT-Austin’s learning management system (LMS), Canvas.
- Identify digital tools for learning and research that are available to students at UT-Austin, including through UT Libraries.
- Reflect on the evolution of digital information environments and how sociotechnical changes influence the creation, dissemination, circulation, availability, and use of information by individuals and groups.
- Identify social and ethical issues tied to the creation, dissemination, circulation, availability, and use of information in digital environments.
- Critically evaluate the relevance and credibility of information sources.
- Develop a research question and a research synthesis through an iterative process of searching, source evaluation and synthesis, and critical reading and analysis.
- Develop and apply strategic search strategies to locate information sources from UT Libraries and beyond that are relevant to an area of research interest.
- Articulate the relationship among the concepts of copyright, fair use, and attribution and citation and their importance in digital research and writing.
- Properly cite sources in academic writing, with an understanding of the purpose and value of citation.

Course Materials

All course materials will be available at no cost and listed in Canvas. It is recommended that you have your own computer in order to easily access and engage with the course materials and assignments. Minor changes to the weekly materials may be made as we progress through this course. I will aim to provide a minimum of one full week notice for any changes to weekly course materials.

Many of our weekly readings will come from the open textbook [Introduction to College Research, by Walter D. Butler, Aloha Sargent, and Kelsey Smith \(2024\)](#). You can read the text online or download it in a [variety of formats](#), including PDF.

Weekly Modules and Themes

See the end of this document for a detailed course outline that includes weekly class preparation and due assignments.

1. Introduction to the course and to online learning
2. Critical inquiry and academic research
3. Information literacy in the age of algorithms
4. Evaluating information through fact checking
5. Information creation as a process
6. Getting started with research as inquiry
7. Perspective, bias, and critical reflection

8. Academic research and scholarship as conversation
9. Searching the web
10. Scholarly conversation, academic citation, copyright, and fair use
11. Critical reading and closer source analysis
12. Synthesizing and presenting information
13. Synthesizing your research
14. Course wrap-up and final reflection

Assignments Overview

The following table represents how you will demonstrate your learning via formal assignments. More detailed assignment descriptions begin on page 11.

Due dates: Unless otherwise noted, assignments are due the day before that week's class date. The due dates below may be adjusted if needed. Any deadline changes will extend to due date and will be communicated in class and via a Canvas announcement.

Assignments	Points Possible	Percent of Total Grade	Due Date
Quizzes	15 points each/12 quizzes	18%	Every Wednesday in all but the first and last weeks of class
Activities: <ol style="list-style-type: none"> 1. Research Topic Ideation 2. Digital Library Treasure Hunt 3. Critical Reading 	50 points each/3 activities	15%	Feb. 12 March 5 April 9
Research Project Step 1: Identify a Research Topic	70	7%	Feb. 21
Research Project Step 2: Research Statement + Abbreviated Annotated Bibliography	150	15%	April 11
Research Project Step 3: Final Research Statement, Bibliography, and Synthesis <ul style="list-style-type: none"> • Written document • Presentation slides 	350 (Written document: 250, presentation slides and notes: 100)	35% (Written document: 25%, presentation slides and notes: 10%)	April 23
Final Course Reflection	100	10%	April 30

How Will You Learn?

TEACHING MODALITY INFORMATION

This is a hybrid course. Most of your time learning in this course will occur outside our class meeting time, through engagement with the course materials and assignments. In addition, we will learn through in-person weekly meetings, during which we will have discussion, activities, and group reflection. To respect the class's privacy and to encourage engagement, class sessions will not be recorded. Out-of-class work is also vital to learning in this course. If you are unable to attend a given class session due to illness or other extenuating circumstances, please contact me as soon as possible. We will discuss what arrangements can help you remain successful and up-to-date with the course.

Communication

The course Canvas site can be found at utexas.instructure.com. The [University's Canvas Adoption Policy](#) requires that all electronic communications about course grades, including about specific grades on assignments, be conducted through Canvas. Therefore, if you have grade-related questions, please either email me through Canvas or speak with me in person. You are responsible for ensuring that the primary email address you have recorded with the university is the one you will check for course communications because that is the email address that Canvas uses. For other questions unrelated to grades, you may also email me directly. I will reply to student emails within 24 hours on weekdays and 48 hours on weekends, barring rare and extenuating circumstances.

Asking for Help

You can contact me by email, call me, or visit me during my office hours or by appointment. You can also request to meet with me virtually via Zoom.

Fostering an Inclusive Learning Environment

I am committed to fostering a climate of inclusion, openness, and mutual respect, in which we recognize both our shared humanity and our unique and varied life experiences. The diversity of our backgrounds, experiences, and perspectives can be a rich source for our individual and collective learning.

Because we all contribute to our classroom culture, early in this course we will collaboratively develop grounding principles that articulate how we seek to foster and sustain a welcoming and inclusive learning environment that is founded on mutual respect and care. I also welcome and appreciate suggestions for how I can make this class more inclusive and how I can best support your learning. You can contact me directly with such feedback; I will also provide a means for giving me feedback anonymously.

Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so that I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations, please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

University Policies and Resources

For a list of other important university policies and helpful resources that you may need as you engage

with and navigate your courses and the university, see the [University Policies and Resources Students Canvas](#) page. The page includes the language of the University Honor Code, Title IX legal requirements for Texas employees, and information about how to receive support through the office of Disability & Access. I have also included information about several campus resources in this syllabus.

Course Requirements and Grading

The specific course materials are described at the top of page 2. As is noted there, all course materials will be available at no cost. It is recommended that you have your own computer.

Sharing of Course Materials Is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without my explicit, my written permission. Unauthorized sharing of materials may facilitate cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

Required Devices

In this course, you will need to write and submit work electronically. You will therefore need access to a computer. It is recommended that you have a personal computer that can be connected to the internet and, if possible, that you have word processing software such as Microsoft Word.

Confidentiality of Class Recordings

Any class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Getting Help with Technology

Students needing help with technology in this course should contact the [ITS Service Desk](#) or [insert contact information for your local support unit(s) and for course materials, software, hardware, or other technology used in your course].

Classroom Expectations

Class attendance

Class attendance is essential to full engagement in this course. I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating circumstances. If this is the case, please contact me as soon as possible. We will discuss how to remain current with and successful in the course.

Class participation

For you to succeed and benefit most from this course, you need to be actively engaged with all aspects of this course, including weekly course materials, activities, discussions, and assignments. Some of this work occurs during class time and some is done outside class time. I appreciate that we each process information and learn in different ways and that active engagement can take different forms, including active listening and reflection. I will strive to cultivate with you an environment in which everyone has time and space to listen, reflect, speak and be heard, and to have choice and agency in what they choose to share with the group.

Behavior expectations

Please see the earlier section on fostering an inclusive learning environment.

Content Warning

Our classroom provides an open space for the critical and respectful exchange of ideas through discussion. Some readings and other content in this course will include topics and comments that some students may find offensive and/or traumatizing. I will aim to forewarn students about potentially disturbing content and I ask all students to help to create an atmosphere of mutual respect and sensitivity. I also encourage you to practice self-care and will honor when/if you need to abstain from engaging in a particular discussion or activity that is emotionally sensitive.

Artificial Intelligence

Developing critical thinking, research, and writing skills is a central goal of this course. These skills will prepare you for success in your degree pathway, everyday life decision making, and career. Given the need to develop critical thinking and writing skills through ongoing practice, as well as the limitations of generative AI tools to reflect original human thought, all should be fully prepared by you and should reflect your original thinking and work. I value your thoughts and ideas, and I want you to do the same.

In sum, because of this course's learning goals, the limitations of generative AI tools, and the importance of your own thought process, the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me.

Academic Integrity Expectations

All work that you submit in this course should be your own. When drawing on the work of others, ensure that you properly cite the creator(s). Please keep in mind that when directly quoting a source, their exact words must be placed in quotation marks or, in the case of longer quotes, set apart as a block quotation. "Patchwork writing," in which an author's writing is reused and only slightly modified (e.g., replacing a few words but maintaining the same sentence structure) is also a form of plagiarism. Please do not hesitate to contact me with questions about citation or academic integrity. As is noted above, use of generative AI tools like ChatGPT is not permitted in this course and will be considered plagiarism.

Students who violate University rules on academic misconduct are subject to the student conduct process. A student found responsible for academic misconduct may be assigned both a status sanction and a grade impact for the course. The grade impact could range from a zero on the assignment in question up to a failing grade in the course. A status sanction can include a written warning, probation, deferred suspension or dismissal from the University. To learn more about academic integrity standards, tips for avoiding a potential academic misconduct violation, and the overall conduct process, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Late Work and Making Up Missed Work

Course assignments are sequenced so that completion of earlier assignments prepares you for successfully completing later ones. Completing coursework on time will enable you to receive timely feedback that helps you with subsequent assignments and that supports your ongoing learning throughout the course. Please contact me as soon as possible if illness or other extenuating circumstances prevent you from completing any coursework on time. I will discuss with you a reasonable timeline for submitting your work. Assignments that are over a week late will receive a 0 grade, unless at that time the student has contacted me to request an extension due to illness or other extenuating circumstances.

Absences

This is an interactive and collaborative class. There is no grade penalty for missing class, but I ask you to commit to active engagement and attendance in the class, as this participation is key to our individual and shared learning. I also recognize that there may be an occasion in which you need to miss a class due to illness or other extenuating circumstances. If this is the case, please contact me as soon as possible. We will discuss how you can remain current with and successful in the course.

Religious Holy Days

By [UT Austin policy](#), you must notify me of your pending absence for a religious holy day as far in advance as possible of the date of observance. If you must miss a class, an examination, a work assignment, or a project to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Extra Credit

Extra credit is not offered in this course.

Grading Scale

Below is the grading scale for this course.

Grade	Cutoff
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	
F	<60%

University Resources for Students

Learning Resources

Services for Students with Disabilities (SSD)

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. As is also noted above, please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Sanger Learning Center

All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <https://ugs.utexas.edu/slc> or call 512-471-3614 (JES A332).

Additional Learning Resources

- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- UT Libraries: <http://www.lib.utexas.edu/>

Health, Wellbeing, and Safety Resources

University Health Services (UHS)

Your physical health and wellness are a priority. University Health Services is an on-campus high-quality medical facility providing care to UT students. Services offered by UHS include general medicine, urgent care, a 24/7 nurse advice line, gynecology, sports medicine, physical therapy, lab and radiology services, COVID-19 testing and vaccinations and much more. For additional information, visit <https://healthyhorns.utexas.edu> or call 512-471-4955.

Counseling and Mental Health Center (CMHC)

Students who are struggling for any reason and who believe that it might impact their performance in the course are urged to reach out to Bryce Moffett if they feel comfortable. This will allow her to provide any resources or accommodations that she can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515 or you may also contact Bryce Moffett, LCSW (iSchool CARE counselor) at 512-232-4449. Bryce's office is located in FAC18S and she holds drop in Office Hours on Wednesday from 2-3pm. For urgent mental health concerns, please contact the CMHC 24/7 Crisis Line at 512-471-2255.

Student Emergency Services (SES)

Student Emergency Services in the Office of the Dean of Students helps students and their families during difficult or emergency situations. Assistance includes outreach, advocacy, intervention, support, and referrals to relevant campus and community resources. If you need to be absent from class due to a family emergency, medical or mental health concern, or academic difficulty due to crisis or an emergency situation, you can work with Student Emergency Services. SES will document your situation and notify your professors. Additional information is available at <https://deanofstudents.utexas.edu/emergency/> or by calling 512-471-5017.

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. UT maintains the [UT Outpost](#), which is a free on-campus food pantry and career closet. Furthermore, if you are comfortable notifying me, please do so, as I may have additional resources I can share.

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Other Wellbeing Resources

[Longhorn Wellness Center](#) resources for self-care

[Virtual Mindfulness and Stress Reduction Activities](#)

Important Safety Information

Carrying of Handguns on Campus

Students in this class should be aware of the following university policies related to Texas' Open Carry Law:

- Students in this class who hold a license to carry are asked to [review the university policy regarding campus carry](#).
- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

Intervene to prevent harmful behavior from continuing or escalating.

Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.

Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Land Acknowledgment

As the flagship institution in our state university system, it is important that The University of Texas at Austin demonstrate respect for the historic and contemporary presence of Indigenous Peoples in Texas and, particularly, in the greater Austin area. To that end, it is incumbent upon The University of Texas at Austin to recognize that our campus resides on what were historically the traditional territories of Indigenous Peoples who were dispossessed of their homelands. Land Acknowledgements are an expression of gratitude and appreciation to the Indigenous Peoples, the traditional caretakers of the land, for the use of their lands on which we work, study, and learn.

I would like to acknowledge that we are meeting on Indigenous land. Moreover, I would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

To learn more, you can visit this [Tribal Land Map](#) and review [10 Ways to be a Genuine Ally to Indigenous Communities](#), by Amnesty International.

Assignment Descriptions

Below are basic descriptions of all course assignments. Please see Canvas for the most current information and for more detailed assignment guidance.

Quizzes

(15 points/each, due most Wednesdays)

In all but the first and last weeks of class, you will complete a quiz in Canvas that relates to that week's course materials. Quizzes are due the Monday after our Thursday class. The quizzes will help you prepare for any additional assignments due in a given week.

Activities

(50 points/each)

At three points in the course, you will complete activities that helps you further engage with that week's course materials and that prepares you for completing the various stages of your research project.

- Module 4: Research Topic Ideation (due Feb. 12)
- Module 8: Digital Library Treasure Hunt (due March 5)
- Module 11: Critical Reading (due April 9)

Research Project Step 1: Identify a Research Topic

(70 points, February 21)

This is the first step in a multi-part research assignment. The final version of the assignment will include your research statement, annotated bibliography, and a research synthesis. In the final project, you will articulate a focused research question related to information literacy (or an issue that affects people's engagement with information), create an annotated bibliography of sources that help you investigate the question, and synthesize your findings and describe future steps for your research. **The research project does NOT require that you develop an argument.** Instead, you will focus on gathering and analyzing information that helps you understand varied approaches to and perspectives on your research question.

For this first step of your research project, identify a course-related topic that you would like to explore further throughout this semester. Conduct background research that helps you gain a broad understanding of the topic and its significance and helps you identify ways to narrow the topic to a more focused research question.

Deliverable

Create a document of 300-500 words that describes your topic, your early process of learning more about it through background research and reading, and how you might narrow your topic to formulate a focused research question. Examples of possible topics and related research questions are at the end of this assignment description.

Include in the document:

- A descriptive title that reflects your research topic
- A one-paragraph description of the topic and your interest in it
- A one-paragraph description of your process of background research, including where you searched, what search terms and strategies you used, and how your search evolved (for example, if your search terms or strategies changed as you learned more about the topic or as you noticed themes in search results or information sources).

- APA-style citations for at least three background sources that helped you become more familiar with topic. Each citation should be followed by a brief explanation of what the source adds to your understanding of the topic
- 1-2 research questions related to your topic and on which you might focus your research and why the question(s) interest you

See the full assignment in Canvas for examples of issues and related research questions, as well as the assignment evaluation criteria.

Research Project Step 2: Research Statement + Abbreviated Annotated Bibliography

(150 points, April 1)

Use the feedback you received on Research Project Step 1: Identify a Research Topic to refine your research question. With your research question as your focal point, search for sources that help you learn more about research and discussions related to your question. This will involve going beyond engaging with background sources and identifying scholarly sources. Depending on your topic, it may also be important to locate sources that are not scholarly but that add important contributions to investigating the question.

Deliverables

Create a document that includes a brief research statement and an abbreviated annotated bibliography. Also include a descriptive title that reflects your research topic. This will be the foundation upon which you later develop your full research project. Include in the document the following elements:

Research statement (250-400 words)

Note: For this section, you may reuse/revise original writing from Research Project Step 1.

- A one-paragraph description of your research question, for whom the question matters, and why it interests you.
- A one-paragraph description of your search process, including where you searched, what search terms and strategies you used, and how your search evolved (for example, if your search terms or strategies changed as you learned more about your question or as you noticed themes in search results or information sources)

Annotated bibliography

Include at least three sources that helped you investigate your research question. For each source, first provide an APA-style citation. Then follow it with the source description that includes at least 150 words of your original writing (does not include the copied abstract/summary). Source descriptions should include:

- A brief evaluative description of the source, including the source format (e.g., scholarly article, magazine article, book, report); the intended audience; and the author/creator, their credentials in relation to the topic, their purpose, and their perspective
- If available, the abstract or other source summary. Be sure to place this copied text in quotation marks and to cite it using APA style in-text citation. If no abstract or summary is available, write: "Abstract: not available."
Note: Most academic articles include an abstract at the beginning of the document. Library search tools (e.g., library databases, UT Library's Discovery search) also often include the abstract or another source description.
- Your own original 2-3 sentence description of what the source is about, including its central argument, thesis, or message

- A 1-3 sentence description of how the source helps you explore or better understand your research question

See the full assignment in Canvas for the assignment evaluation criteria.

Final Research Project (Step 3)

(350 points total – 250 points for written document, 100 points for presentation slides and notes, due April 23)

Overview

Use the feedback you received on Research Project Step 2 (Research statement + abbreviated annotated bibliography) to further strengthen and develop your research project. This expanded version of your project will include a written document that contains: 1) a revised and expanded research statement, 2) an expanded annotated bibliography of **at least five sources**, and 3) a research synthesis and proposal for further research.

In addition, you will develop presentation slides through which you introduce your project to a general audience.

Developing this final project will involve additional research and further consideration of themes and varied perspectives related to your question. It will also require that you identify the most salient points about your research question and what you learned and that you concisely communicate that information to a general audience.

Deliverables

- **Written document:** Include your expanded research statement, the expanded annotated bibliography, and the research synthesis and proposal for further research. Also use a descriptive title that reflects your research topic. (More details below)
- **Presentation slides:** Using the key points from your document, create a slide presentation that 1) introduces a general audience to your research question and its significance and 2) synthesizes the most important themes or findings from your research, and 3) describes next steps for further investigating the research question and the value of this further research. (More details below)

See the full assignment in Canvas for the full description of what the written document and presentation slides should include, as well as the assignment evaluation criteria.

Final Course Reflection

(10 points, April 30)

In this final assignment, you will reflect on your learning process throughout the course. The reflection will address both sociotechnical issues related to our experiences with and in digital information environments, as well as critical inquiry, research, and reading skills that you have further developed throughout the course. More assignment details will be added later in the semester.

Course Schedule

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at utexas.instructure.com. Please check Canvas regularly. **Changes** to the schedule may be made at my discretion if circumstances require. I will announce any such changes in class and will also communicate them via a Canvas announcement. It is your responsibility to note these changes when announced, and I will do my best to ensure that you are notified of changes with as much advance notice as possible. Any changes to assignment deadlines will extend the deadline. Any additions to required coursework will be announced at least one week in advance.

Schedule notes:

- Weekly quizzes are typically due the day on the Wednesday before that week's Thursday class. Quizzes are not listed in the schedule below.
- The schedule below includes only a sample of the course readings. Please see Canvas for a current and complete readings list for each week.
- As a reminder, this schedule is subject to minor changes, with advanced notice. For the most recent information, please see our Canvas course site.

Module and Theme	Class Date	Class Preparation/Assignments Due
Module 1: Introduction to the course and to online learning	Th Jan. 16	Module 1 Canvas pages
Module 2: Critical inquiry and academic research	Th Jan. 23	Elements of Inquiry: Reflection, Critical Thinking, and Research . Writing Program at New College, Arizona State University. Critical Thinking and Academic Research: Assumptions . William F. Ekstrom Library, University of Louisville. A Closer Look at Fast and Slow Thinking . In <i>How Arguments Work: A Guide to Writing and Analyzing Texts in College</i> . Anna Mills. <i>Introduction to College Research</i> , Introduction .
Module 3: Information literacy in the age of algorithms	Jan. 30	<i>Introduction to College Research</i> , The Age of Algorithms The Attention Economy: Why Do Tech Companies Fight for Our Attention? Youth Toolkit, Center for Humane Technology. 2021.
Module 4: Evaluating information through fact checking	Th Feb. 6	Due Feb. 12: Activity 1: Research Topic Ideation <i>Introduction to College Research:</i> <ul style="list-style-type: none"> • Disinformation • Fact Checking
Module 5: Information creation as a process	Th Feb. 13	Canvas pages on the information cycle and scholarly sources Selected sources on generative AI research tools
Module 6: Getting started with research as inquiry	Th Feb. 20	Due Feb. 26: Research Project Step 1: Identify a Research Topic

Module and Theme	Class Date	Class Preparation/Assignments Due
Module 7: Perspective, bias, and critical reflection	Th Feb. 27	Due March 5: Activity 2: Reflection on Perspective and Information Habits
Module 8: Academic research and scholarship as conversation	Th March 6	<i>Introduction to College Research:</i> <ul style="list-style-type: none"> • Getting Your Research Started • Search Strategies
Module 9: Searching the web	Th March 13	<i>Introduction to College Research, Searching the Web: Strategies and Considerations</i>
Spring Break (no class)	March 17-21	none
Module 10: Scholarly conversation, academic citation, copyright, and fair use	Th March 27	Due April 1: Research Project Step 2: Research Statement + Abbreviated Annotated Bibliography <i>Introduction to College Research:</i> <ul style="list-style-type: none"> • Ethical and Legal Use of Information • Citing Sources
Module 11: Critical reading and closer source analysis	Th April 3	Due April 9: Activity 3: Critical Reading of a Source Readings on critical reading and reading scholarly articles
Module 12: Synthesizing and presenting information	Th April 10	Readings on synthesizing and presenting information
Module 13: Synthesizing your research	Th April 17	Due April 23: Final Research Project (Step 3)
Module 14: Course wrap-up and final reflection	Th April 24	Due April 30: Final Course Reflection
Finals week		