

Term Information

Effective Term Autumn 2021
Previous Value Summer 2016

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Learning Outcomes, Course Content, course description.

What is the rationale for the proposed change(s)?

The course was not successfully meeting our student's information needs, as a result, the Learning outcomes were shifted, the course content was changed to match, and the same with the course description as well as the removal of a dead link. A small topic update has also been done to ensure a match to the Learning Outcome changes.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Arts and Sciences
Fiscal Unit/Academic Org ASC Administration - D4350
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2120
Course Title Information Search, Evaluation and Use
Transcript Abbreviation Info Srch Eval Use
Course Description This seven-week course will help you develop skills and habits that will allow you to responsibly find, consume, create, and share information online. Among these habits is the creation of a search strategy, critical evaluation of online sources, and the use of copyrighted materials. We hope you leave this course as an intentional, reflective, and critical consumer of information.
Previous Value *Seven week course covers internet browsing, online information organization and management, and effective search and evaluation strategies. See: <http://liblearn.osu.edu/courses>.*
Semester Credit Hours/Units Fixed: 2

Offering Information

Length Of Course 7 Week, 6 Week
Previous Value *8 Week, 7 Week, 6 Week*
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
<i>Previous Value</i>	Not open to students with credit for 120.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0101
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior
<i>Previous Value</i>	<i>Freshman, Sophomore, Junior, Senior</i>

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Select appropriate search tools (and information sources) for your information needs• Employ thoughtful search tactics when searching• Critically evaluate online information sources• Recognize your responsibilities as an information consumer and information creator• Navigate the complex digital information environment with greater confidence
<i>Previous Value</i>	<ul style="list-style-type: none">• <i>Exhibit skills for searching, evaluating and using online information ethically and appropriately with special consideration for the remix culture</i>• <i>Distinguish between academic, professional, and general online information</i>• <i>Use the Information Cycle model to determine information needs by situation</i>• <i>Build a solid foundation for academic research that might be applied throughout their college experience.</i>

Content Topic List	<ul style="list-style-type: none">• The intersection of Information Literacy and Digital Citizenship• Information searching and evaluation skills• Information creation and consumption in a web environment• Using Information: ownership of information and the researcher's rights and obligations
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COURSE CHANGE REQUEST
2120 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/12/2021

Previous Value

- [Using Net Tools and Understanding Information needs](#)
- [Information organization and searching skills](#)
- [Evaluating information](#)
- [Using Information: ownership of information and the researcher's rights and obligations](#)

Sought Concurrence

No

Attachments

- ASC 2120 Primeau.pdf: ASC Technical Review
(Other Supporting Documentation. Owner: Primeau, Hanna N)
- ARTSSCI 2120 Syllabus AU 21 Covid.pdf: Updated Syllabus February
(Syllabus. Owner: Primeau, Hanna N)

Comments

- See panel feedback sent on 1-29-21. *(by Vankeerbergen, Bernadette Chantal on 01/29/2021 04:28 PM)*
- See 10-28-20 email to H. Primeau *(by Oldroyd, Shelby Quinn on 10/28/2020 10:26 AM)*
- Uncheck "8 weeks" under length of course. *(by Haddad, Deborah Moore on 10/08/2018 10:41 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Primeau, Hanna N	10/08/2018 09:06 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	10/08/2018 09:08 AM	Unit Approval
Revision Requested	Haddad, Deborah Moore	10/08/2018 10:41 AM	College Approval
Submitted	Primeau, Hanna N	09/23/2020 02:59 PM	Submitted for Approval
Revision Requested	Oldroyd, Shelby Quinn	10/28/2020 10:26 AM	Unit Approval
Submitted	Primeau, Hanna N	12/31/2020 02:23 PM	Submitted for Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/29/2021 04:28 PM	Unit Approval
Submitted	Primeau, Hanna N	02/10/2021 11:17 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	02/12/2021 04:17 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/12/2021 04:17 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	02/12/2021 04:17 PM	ASCCAO Approval

Welcome to Arts & Sciences 2120

Information Search, Evaluation and Use

OVERVIEW

Instructor

TBD

Course Description

This course is fully asynchronous.

The purpose of this course is to help you to become more thoughtful about your everyday use of information, including where you go to find it and how to search for it. As part of this, you will learn how to consider the context and your information needs when selecting search tools and information sources. You will develop skills that will allow you to critically evaluate information sources and to act as a responsible and ethical information consumer and creator. We hope you leave this course with an understanding of the complexity of the online information environment that you are a part of everyday.

No matter your path in life, as long as you partake in sharing and creating digital information, the skills taught in this class will be relevant to your discipline and your career once you graduate.

Course Learning Outcomes

By the time this course is complete, you will be able to:

- Select appropriate search tools (and information sources) for your information need
- Employ thoughtful search tactics when searching
- Critically evaluate online information sources
- Recognize your responsibilities as an information consumer and information creator
- Navigate the complex digital information environment with greater confidence

What This Course Is (and Is Not)

This course is...

- Intended to help you better find, evaluate, and use information in many contexts, including the workplace and your personal life

This course is not...

- Only focused on academic research skills (for example, locating scholarly journal articles).

WHAT TO EXPECT

This course was designed under the philosophy that learning happens through a variety of activities, including solving open-ended problems and interacting with others in the course. You'll need to be engaged on a regular basis in order to be successful as this course is not self-paced; **assignments are due twice a week.**

How This Course Works

Your instructor will be reaching out to you weekly, sharing insight from previous assignments, and sharing information about those that are coming up. For assignments that aren't auto graded, which is most of them, your instructor will be leaving personalized feedback to ensure success on future assignments.

The core assignments in this course build upon previous work, so this feedback is vital to your success in this course. Your instructor will also moderate all group discussions. One-on-one communication with the instructor is available in person, by email, video chat or phone. This availability, in addition to discussion boards, provide an "open door" policy allowing you talk with your instructor as you feel necessary. We know you can't catch the instructor after a class as you would in a traditional face to face course, so we encourage you to take us up on it when we ask, "Is there anything you need from me this week?"

Course Materials

The main textbook for this course is an open-access online publication called [Choosing & Using Sources](#). Other required texts (defined broadly as visual or audio media in addition to readings) and activities are online, but you might need to find physical materials in the library to complete certain assignments.

Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. You can find [OCIO help & support locations and hours](#) online, and support for urgent issues is available 24x7.

- [Self-Service and Chat support](#)
- **Phone:** 614-688-HELP (4357)
- [Email Support](#)
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Zoom, text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed (Optional)
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students have access to Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for [downloading and installing Office 365](#) are available online from OSU IT.
- Review the Course FAQ (Frequently Asked Questions) Page linked on the course home page for tips information on Screencasting Guidelines and answers to other course questions.

CARMEN

Carmen is the learning management of the Ohio State University. You can access this course by logging into [Carmen](#).

You will need to use multi-factor authentication to access your courses in Carmen. Visit [BuckeyePass](#) to manage your devices. It is highly recommended that you add more than one device to your account or request a set of access codes to keep in a safe place for an emergency. Need help? Visit [BuckeyePass - Quick Start Guide](#) or call 614-688-4357 (HELP).

HOW TO SUCCEED

To do well in this course, you should:

- suspend your assumptions before responding
- read everything carefully
- submit work on time
- read the rubric (detailed description of grading criteria) for each assignment


GRADING AND COURSE SCHEDULE

Schedule

Your course grade will be calculated out of a total of 1000 points. See details for each graded item under ASSIGNMENTS and when they're assigned in the COURSE MODULES.

Week 1

- Readings
 - Course Foundations Notes & Learning Outcomes (Internal course page linked in module)
 - **Read** Course Syllabus (Read the complete Syllabus PDF document as well as the overview. Internal course page linked in module)
 - **Read** Myths and Truths of Online Classes (Internal course page linked in module)
 - **Skim** Frequently Asked Questions page (Internal course page linked in module)
 - **Read** Screencasting guidelines (Internal course page linked in module)
 - Week 1 Lecture Notes and Learning Outcomes (Internal course page linked in module)
 - The following sections of *Choosing and Using Sources*-Chapter 5: Search Tools
 - [Google Scholar](#), *Choosing and Using Sources* - Chapter 5.3
 - [Specialized Databases](#) *Choosing and Using Sources* - Chapter 5.4
 - [Web Search Engines](#) *Choosing and Using Sources* - Chapter 5.5
 - The following sections of *Choosing and Using Sources* *Choosing and Using Sources* - Chapter 2: Types of Sources
 - [Fact or Opinion](#) *Choosing and Using Sources* *Choosing and Using Sources* - Chapter 2.3
 - [Primary, Secondary, and Tertiary Sources](#) *Choosing and Using Sources* - Chapter 2.4
 - [Popular, Professional, & Scholarly](#) *Choosing and Using Sources* - Chapter 2.5
 - [Publication Formats and the Information Lifecycle](#) *Choosing and Using Sources* - Chapter 2.6 Note: Be sure to watch the embedded video [The Information Life Cycle!](#)
 - [Scholarly Articles as Sources](#) *Choosing and Using Sources* - Chapter 2.7
 - [News as a Source](#) *Choosing and Using Sources* - Chapter 2.8
 - [People as Sources](#) *Choosing and Using Sources* - Chapter 2.10
 - Watch [How Library Stuff Works \(Information Creation as a Process/The Information Cycle 3:00 minutes\)](#) Created by McMaster University Libraries

- Review [Know Your Sources \(Infographic\)](#) Created by Portland Community College Library or [Know Your Sources \(Text Version\)](#) 
- Assignments
 - Course Contract
 - Week 1 Group Discussion: Who Are You? Discussion Post
 - What is Your Search Process?
 - Selecting the Right Search Tool
 - Two Truths and a Lie: Information Sources
 - The Information Cycle
 - Week 1 Quiz

Week 2

- Readings
 - Lecture Notes & Learning Outcomes
 - Read [Choosing and Using Sources - Chapter 1: Research Questions](#) (Read the full chapter)
 - Read [Choosing and Using Sources - Chapter 4: Precision Searching](#) (Read the full chapter)
 - Read [Google Search Operators: The Complete List \(42 Advanced Operators\)](#) (Read the content under the heading Working)
 - Watch [How Search Works](#) (YouTube video, 3:14)
- Assignments
 - Search Techniques Guided Review
 - Search & Evaluation Mid-term Plan
 - Week 2 Group Discussion: The Evolution of a Research Question
 - Week 2 Quiz

Week 3

- Readings
 - Lecture Notes & Learning Outcomes
 - Read the following sections of *Choosing and Using Sources* - Chapter 6: Evaluating Sources
 - [Thinking Critically About Sources](#) _ *Choosing & Using, Chapter 6.1*
 - [Evaluating Sources for Relevancy](#) _ *Choosing & Using, Chapter 6.2*
 - [Evaluating for Credibility](#) _ *Choosing & Using, Chapter 6.3*
 - [Author and Publisher](#) _ *Choosing & Using, Chapter 6.5*
 - [Degree of Bias](#) _ *Choosing & Using, Chapter 6.6*
 - Read What's with All the DRAMA? (internal course page linked in module)
- Assignments
 - Search Screencast
 - Week 3 Group Discussion: Why Do Search Statements Matter?
 - Search Screencast Peer Review
 - Week 3 Quiz

Week 4

- Readings
 - Lecture Notes & Learning Outcomes
 - Read First Draft News (Image version) or First Draft News (Text-Only Version) (internal course page linked in module)
 - Read [Recognition from Others](#) _ *Choosing and Using Sources, Chapter 6.7*
 - Read [What Reading Laterally Means](#)
 - Watch [Confirmation Bias](#) (YouTube video, 3:54)
 - Read [YOU'LL BE OUTRAGED AT HOW EASY IT WAS TO GET YOU TO CLICK ON THIS HEADLINE](#)
 - Watch [Health and Wellness: Don't Take Instagram's Word for It](#) (YouTube video, 3:02)
 - Read [Actually, You Can Just Drink Some Water](#)
 - Read [Wikipedia Biases](#)

- Read [Wikipedia is a mirror of the world's gender biases](#)
- Assignments
 - Evaluation Screencast
 - Implicit Bias Reflection
 - Evaluation Screencast Peer Review
 - Week 4 Quiz
 - Mid-Session Survey (extra credit)

Week 5

- Readings
 - Lecture Notes & Learning Outcomes
 - Watch [Information Has Value](#)
 - Read [Why Cite Sources?](#) *Choosing and Using Sources-Chapter 7.2*
 - Watch [Citation: A \(Very\) Brief Introduction](#)
 - Watch [Reproduction Citation Style](#) (until 1:40)
 - Review [Citation Help](#) _
 - Read [Using Citation Generators Responsibly](#)
 - Read [Copyright Basics](#) _
 - Read [Plagiarism vs Copyright](#)
- Assignments
 - Copyright Guided Review
 - Week 5 Group Discussion: Is Originality Possible in the Current Age of Information Exchange?
 - Search & Evaluation Mid-term
 - Week 5 Quiz

Week 6

- Readings
 - Lecture Notes & Learning Outcomes
 - Read [Strategies for Fair Use](#)
 - Watch [What is Creative Commons?](#)
 - Review [Copyright Basics](#) _
 - Read [Students Under Surveillance](#)
 - Read [Stalker Found Japanese Singer Through Reflection In Her Eyes](#)
 - Read [Student Tracking, Secret Scores: How College Admissions Offices Rank Prospects Before They Apply](#)
- Assignments
 - Week 6 Group Discussion: Digital Citizenship
 - Public Service Announcement (PSA)
 - Personal Data Reflection
 - Week 6 Quiz

Week 7

- Readings
 - Lecture Notes & Learning Outcomes
- Assignments
 - Final Project
 - Week 7 Comprehensive Quiz

How Your Grade Will be Calculated

There are a total of 1000 points available in this course excluding extra credit.

- **Quizzes** – 265 pts.
- **Group Discussions** – 100 pts.
- **General Assignments** – 315 pts.

- Open Format – 110 pts.
- Screencasts – 125 pts.
- Peer Reviews – 40 pts.
- Reflections – 40 pts.
- **Midterm & Plan** – 170 pts.
- **Final Project** – 150 pts.

Late Assignments

Assignments are due twice a week. There will be a 10% grade penalty each day if you are late and did not make prior arrangements with the instructor. However, no assignment may be turned in more than a week after it's due. These assignments will receive a "0".

Grading Scale

The grading scale for this course is below.

- **A** = 93 – 100 % (930 - 1000 pts.)
- **A-** = 90 – <93 % (900 – <930 pts.)
- **B+** = 87 – <90 % (870 – <900 pts.)
- **B** = 83 – <87 % (830 – <870 pts.)
- **B-** = 80 – <83 % (800 – <830 pts.)
- **C+** = 77 – <80 % (770 – <800 pts.)
- **C** = 73 – <77 % (730 – <770 pts.)
- **C-** = 70 – <73 % (700 – <730 pts.)
- **D+** = 67 – <70 % (670 – <700 pts.)
- **D** = 60 – <67 % (600 – <670 pts.)
- **E** = 0 – <60 % (0 – <600 pts.)

Course Work Types

Quizzes

Quizzes come in two categories, Weekly quizzes and Knowledge check points called Guided Reviews for big concepts in the course. They are all untimed, open book, no group work, multiple choice quizzes that cover the content from the readings for the week. The exception to this is the Course contract, which works as an agreement as to how the course is conducted.

Group Discussions

These discussions will use the native Canvas Discussion tool. Topics each week will follow the week's theme. Students are expected to submit an initial post and two substantive replies to classmates' posts.

General Assignments

Assignments come in a variety of types, from open format online submissions in which nearly any presentation format can be used to complete the task, recordings of your device's screen, also known as Screencasts, to demonstrate knowledge such as in the Evaluation Screencast, to peer reviews of other students work. Each assignment is explicit in describing what is expected of it on its individual Carmen assignment page.

Open Format

- The Information Cycle: Using any format, describe/show how the parts of the information cycle unfolds around a scenario.

- Public Service Announcement (PSA): create an infographic or podcast episode in the form of a PSA regarding one of the privacy or information topics from week 6's readings.

Screencasts

- What is Your Search Process: A short screencast depicting what your web searching process is.
- Search Screencast: A short screencast demonstrating a modified web search utilizing newly taught techniques.
- Evaluation Screencast: A short screencast demonstrating the process of evaluating a web resource effectively.

Peer Reviews

- Evaluation Screencast Peer Review: Peer review of 2 classmates' Evaluation Screencast
- Search Screencast Peer Review: Peer review of 2 classmates' screencast

Reflections

- Implicit Bias Reflection: This assignment can be submitted in either a short textual document or as a video reflection, focusing on what your individual implicit biases may be, and how that may affect how a person approaches searching and evaluation of resources.
- Personal Data Reflection: This assignment is a four to five-page reflection on the topic of how your personal data is collected, as discussed in the course.

Midterm & Plan

In preparation for the midterm you will complete a Midterm plan. This will give you an opportunity to plan your midterm in advance, allowing for your instructor to give you feedback. The midterm will consist of a 5-minute Screencast to demonstrate your knowledge of the skills acquired in weeks 1-4. You will be showing the following types of actions while narrating your reasoning for them.

- Creation of a search statement
- Selection of a web resource
- Evaluation of chosen web resource,
- Creation of a second, and then third search statement.

In the end, you will have completed 3 searches and evaluated a source for each of your searches.

Final Project

The final project will consist of a 3 to 3.5-minute narrated presentation, demonstrating the concepts from week 5 and week 6 of the class. Four scenarios will be presented to frame the discussion around the concepts, requiring you to discuss what it entails to be aware of ethical information access, use, creation, and sharing in one out of the four scenarios.

You will be expected to identify your chosen scenario, as well as the main concepts you will be focusing on from weeks 5 & 6. You will also be describing how to demonstrate responsible information behavior regarding them, including details of a possible repercussions if you do not act responsibly. In this presentation 2 creative works will need to be included and appropriately used and attributed based on copyright status.

Faculty Feedback and Response Time

Information on the instructor's feedback and response time policy can be found on the course home page in Carmen below their contact information.

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. Continuous engagement with this course is essential to learning the material. Students are expected to participate at least twice per week.

Students who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: [Student Advocacy](#), [Student Life Disability Services](#) and [the Office of Institutional Equity](#). The following is a summary of everyone's expected participation.

- **Logging in: AT LEAST TWICE PER WEEK.**

This course has due dates twice a week. Be sure you are logging in to the course in Carmen regularly, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss a due date, discuss it with me as soon as possible.

- **Office hours: By appointment.**

All live, scheduled events for the course, including my office hours are optional. Office hours are by appointment and may be in person, over the phone or virtual. I encourage you to contact me if you need to discuss an assignment with me. Tools used for virtual office hours are flexible; CarmenZoom and Skype are 2 popular options. The [Skype privacy policy](#) and [Skype accessibility policy](#) are available for your review.

- **Participating in discussion forums: When assigned.**

There are several discussion board assignments in this course. Follow the instructions for each of these assignments carefully.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

WRITING POLICY (Adapted from Walvoord's Policy on ESWE, University of Notre Dame)

All of the assignments have some sort of written portion to it. Generally, while you should seek to develop and use your own style, you are still expected to write in complete sentences in a structured way as well as use both correct punctuation and capitalization. Please use this as a checklist before you submit your work:

- Avoid run-on sentences and fragments
- Sentence sense (words omitted, scrambled, or incomprehensible)
- Spelling (a typo is a misspelling---always proofread)
- Documentation: formatting of footnotes, and citations

How many violations are too many, and how much will they affect your grade? I can't give an exact rule, but you are expected to produce professional-quality work. Plagiarizing is never acceptable and you may receive zero points as well as additional sanctions if you do.

Fallacies

(The following is excerpted from the Writing Center at UNC-Chapel Hill.)

In addition to language standards, [basic argumentation skills](#) are also expected. Most academic writing tasks require you to make an argument—that is, to present reasons for a particular claim or interpretation you are putting forward.

You may have been told that you need to make your arguments more logical or stronger. And you may have worried that you simply aren't a logical person or wondered what it means for an argument to be strong. Learning to make the best arguments you can is an ongoing process, but it isn't impossible: "Being logical" is something anyone can do, with practice.

Each argument you make is composed of premises (this is a term for statements that express your reasons or evidence) that are arranged in the right way to support your conclusion (the main claim or interpretation you are offering). You can make your arguments stronger by

- Using good premises (ones you have good reason to believe are both true and relevant to the issue at hand)
- Making sure your premises provide good support for your conclusion (and not some other conclusion, or no conclusion at all)
- Checking that you have addressed the most important or relevant aspects of the issue (that is, that your premises and conclusion focus on what is really important to the issue)
- Not making claims that are so strong or sweeping that you can't really support them.

You also need to be sure that you present all of your ideas in an orderly fashion that readers can follow.

[This pages on arguments](#) describes some ways in which arguments often fail to do the things listed above; these failings are called fallacies. It is particularly easy to slip up and commit a fallacy when you have strong feelings about your topic—if a conclusion seems obvious to you, you're more likely to just assume that it is true and to be careless with your evidence. The purpose of this handout, though, is not to argue for any particular position on any of these issues; rather, it is to illustrate weak reasoning. Please refer to specific rubrics for each assignment to see how this is weighted and evaluated in your writing.

ADDITIONAL COURSE BUSINESS

Communication to Instructors

All electronic communications conducted in the course of this class are bound by the same principles of respect, professionalism, and concern as any other interactions in the University's classrooms or offices.

If you feel that these principles have been compromised in some way, please discuss this privately with your instructor.

When emailing really any professor, please consider the following email structure (adapted from [How to Email Your Professor](#)):

Dear [1] Professor [2] Last-Name [3],

This is a line that recognizes our common humanity (i.e. "hope all is well!") [4].

I'm in your Class Name, Section Number that meets on This Day [5]. This is the question I have or the help I need [6]. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class [7], and I think This Is The Answer [8], but I'm still not sure. This is the action I would like you to take [9].

Signing off with a Thank You is always a good idea [10],

Your Name

Academic Integrity

The instructors expect each student to act with integrity and honesty. Students are expected to submit their own work on all assignments in this course. No collaboration is allowed.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. As obligated by university rules (Faculty Rule 3335–5–487), the instructor will report all instances of alleged academic misconduct to the committee. For additional information, see the [Code of Student Conduct](#).

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen accessibility](#)
- Streaming audio and video
- Synchronous course tools

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at OSU's Title IX information site or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: ASC 2120

Instructor: TBD

Summary: Information Search, Evaluation and Use

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Office 365 • Carmen • Carmen Zoom
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Peer reviewed slideshow recordings • Group discussion posts.
6.3 Technologies required in the course are readily obtainable.	X			All technologies are available free via OSU site license
6.4 The course technologies are current.	X			All are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility links are provided for all tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 1/30/2020
- Reviewed by: Ian Anderson

Notes: Please add dates to the weekly schedule.

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.