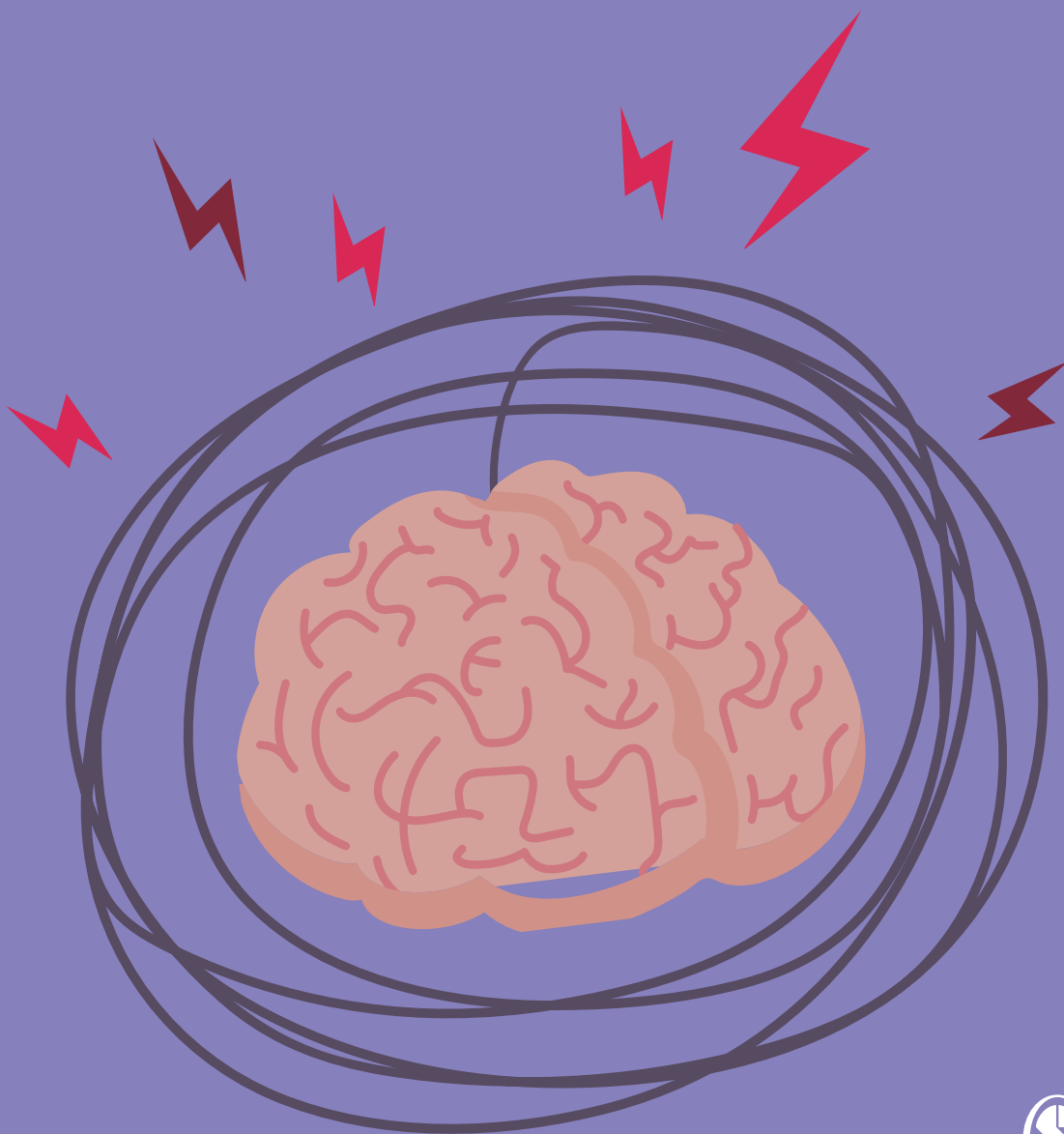


# Critical Thinking Bootcamp

Skills, tools, and resources  
to help patrons navigate  
a world of misinformation.



We've compiled a list of resources recommended by our panelists, audience members, and the SAGE team to help you best educate patrons on misinformation and boost their information literacy skills.

### Included within this toolkit, you will find:

- [A link to the Bootcamp's recording and slides](#)
- [Top three tips from our panelists](#)
- [Advice from the chat log](#)
- [Course resources](#)
- [A list of recommended SAGE content](#)

If you have any feedback or questions, please reach out to [pr@sagepub.co.uk](mailto:pr@sagepub.co.uk).

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## Bootcamp Recording and Slides

Access the recording and slides here: [bit.ly/CriticalThinkingBootcamp](https://bit.ly/CriticalThinkingBootcamp)

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### Top Three Tips for Librarians from Our Panelists

We asked our three panelists to summarize their top advice for librarians, based off their experience working with patrons to combat misinformation.

[Tips for librarians from Rosalind Tedford, Director of Research and Instruction at the Z. Smith Reynolds Library at Wake Forest University:](#)

1. **Never waste a good crisis:** We have the perfect example RIGHT NOW of the horrible impact of mis/disinformation on society – so use it. Use COVID as your example and it instantly becomes more relevant to everyone.
2. **Use humor:** Memes are a great way to get students and young people engaged in thinking about mis/disinformation. It's a 'language' they already know and getting them to think critically about it really sparks great discussion and engagement.
3. **Algorithms, algorithms, algorithms:** The more we can get students to understand the impact algorithms have on their online

environment, the better. There are an infinite number of places where they can see algorithms at work – social media, reviews, Google searches, YouTube – so real-world examples are easy to find.

[Tips for librarians from Sarah Morris, Head of Instruction and Engagement at the Emory University Libraries:](#)

1. **Find a hook:** Misinformation is everywhere, and media literacy education doesn't have to be confined to just one subject area. Librarians can work with partners across disciplines to find ways to help patrons deal with misinformation, and we can use examples from different disciplines and topic areas that can resonate with our various audiences.
2. **You don't have to reinvent the wheel:** Librarians already teach about skills and topics that relate to misinformation, such as evaluating sources, identifying scholarly sources, or developing search skills. We can build on what we're already doing to introduce timely and topical content on misinformation to our patrons.

3. **Focus on context:** Misinformation doesn't exist in a vacuum, and finding ways to incorporate content on topics like internet culture, cognitive bias, media ecosystems, or science literacy can help our patrons gain a richer understanding of what misinformation is and how to deal with it.

Tips for librarians to share with students from Dan Chibnall, STEM Librarian at Drake University:

1. **Know your author/creator:** Before you read or watch something online and definitely before you share it, take a look to see who made it and ask yourself why they put it out onto the internet. This one step can often prevent you from sharing something fake, misleading, or lacking evidence.

2. **Cultivate lists of good sources:** When you find a great source or news organization or writer on the internet, bookmark them in a folder in your browser, add them to a "Good Sources" list on Twitter, or set them to "See First" on Facebook. This way you see higher quality information more easily during your day and you can share it with interested friends, family, or colleagues.

3. **Assess your information habits:** Ask yourself questions like, "When I scroll through Twitter, why am I doing it?" or "When I read articles on the web, when am I doing it?" Our information moods/habits change throughout the day depending on our work, schedule, and general level of busyness. Learn your habits and improve upon them. And ask yourself, "What do you want to get out of your information experiences?"

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## Advice from the Chat

Here, we've included questions and advice provided by attendees in the chat. They are organized by session, with various links and tips included at the end.

### Practices and Tools You Can Use

"Have your students compare their standard searches with 'incognito' searches or with other search engines, like **Duck Duck Go**."

"I've been tasked on creating a libguide on finding reliable information. So far I've decided to base it on the **SIFT method**."

"Check out the **News Literacy Project**. Lots of good information."

"I use **Articulate Rise** to create interactive scenarios. If you have **LibGuides**, **LibWizard** is good. **SurveyMonkey** can also be useful."

"**Theirtube** is a cool filter for YouTube that lets you see the recommendation algorithm for various types of people."

### Lightning Talks

"I try to stay away from a lot of demos in class... BUT it is needed sometimes! It really does help, so long as students are given a chance to try it themselves, or in small groups."

"When it comes to natural language searches vs. fixed vocabulary, use Boolean operators."

"I was so stoked to learn that PowerPoint 365 auto-generates captions during live presentations, so now I plan to use that so that people don't have to wait until I post the recording with captions to engage in instruction."

"I loved **the link** supplied by SAGE organizers with instructions on accessible presentations. I learned something new!"

## Recommended Sites

### Bad News

“Dihydrogen monoxide is a fun website to demonstrate evaluating information.”

### All Sides

“This is a great source to prompt reflection on privacy online and information use.”

“I know a few people have mentioned it, but Snopes is always great.

I also like www.factcheck.org/ and its sister sites.”

“I also use this and these videos (with prompt questions) in my classroom.”

“Verywellmind.com has a good series on cognitive bias.”

“Comparing fact checking sites for Political Speeches (NPR, Politifact, www.factcheck.org, etc.)”

“Check out ‘The Cognitive Bias Codex’ &/or ‘The Cognitive Bias Codex With Definitions.’”

“A really good op/ed on COVID and news literacy: ‘Teaching kids news literacy could be a matter of life and death.’”

### EdPuzzle

### CRAAP Test

More on accessibility from Angie Brunk: www.angiebrunk.com

## Recommended Methods

“I use memes A LOT in my classes to have students foster critical thinking – have them find one that has a ‘fact’ on it and have them go fact check it – they LOVE it.”

“SIFT is awesome!”

“Cephalonian Method – series of questions”

“ProQuest Research Companion has some great activities for evaluating sources.”

“John Oliver’s recent segment on conspiracy theories is brilliant. He talks about how when huge things happen, we have trouble believing that they come from small sources.”

## Course Resources

These resources were provided by our three panelists Rosalind Tedford, Dan Chibnall, and Sarah Morris.

- Newsguard (browser plugin and app)
- Bot Sentinel (browser plugin)
- Fact vs. Opinion Quiz (from Pew Research)
- TheirTube (shows YouTube algorithm)
- Blue Feed Red Feed (shows Facebook division)
- Misinformation online workshops (video library from The Z. Smith Reynolds Library at Wake Forest University)
- Fake News, Fact-checking and Junk Science (course description from The Z. Smith Reynolds Library at Wake Forest University)

Jump to the Appendix for more examples and resources from our panelists, including course syllabi, slides, and class exercises.

## SAGE Content

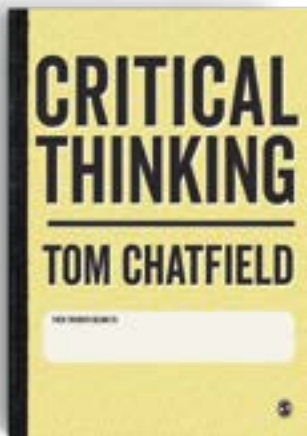
A mix of free and for-purchase content, these resources were suggested by SAGE staff, including Bootcamp moderator Mila Steele. You can also stay up to date on SAGE's Critical Thinking initiatives [here](#).

For the classroom:

- **Critical Thinking: An Online Course:**  
This course equips students with the skills and habits of critical thinking. It teaches practical techniques for confident, discerning critical engagement with sources, evidence, arguments, and reasoning. Sign up to see a sample module:  
[campus.sagepub.com/critical-thinking-course#critical-thinking-course/intro](https://campus.sagepub.com/critical-thinking-course#critical-thinking-course/intro)
- **Listen to Tom Chatfield** on critical thinking, bias, and the shortcuts in our thinking (free):  
[www.socialsciencespace.com/2017/10/tom-chatfield-critical-thinking-bias/](http://www.socialsciencespace.com/2017/10/tom-chatfield-critical-thinking-bias/)
- What kind of thinker are you? **Take our quiz** and find out! (Free):  
[www.buzzfeed.com/tomchatfield/what-kind-of-thinker-are-you-2x5cd?utm\\_term=.vrOajNORKy#.kv22lv8nX0](http://www.buzzfeed.com/tomchatfield/what-kind-of-thinker-are-you-2x5cd?utm_term=.vrOajNORKy#.kv22lv8nX0)
- **Get some posters:** Use these downloadable classroom resources to inspire your students with critical thinking (free):  
[study.sagepub.com/criticalthinking/download-classroom-materials](https://study.sagepub.com/criticalthinking/download-classroom-materials)



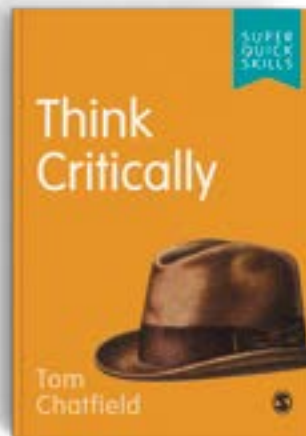
## Recommended reading:



**9781473947146 (2017)**

*Critical Thinking* Tom Chatfield

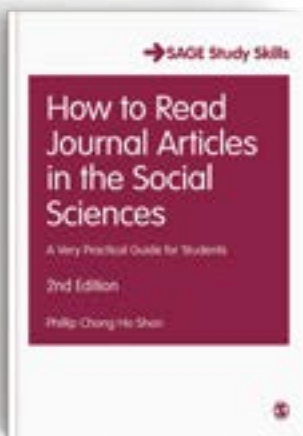
The definitive introduction to critical thinking as a set of learnable techniques. A complete toolkit that provides skills, insights, and confidence – it helps students learn how to build an argument, spot errors, identify bias, and add criticality to their writing.



**9781526497406 (2019)**

*Think Critically* Tom Chatfield

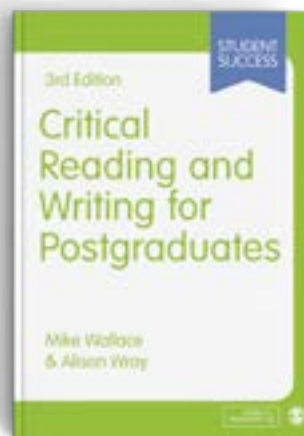
A short, sharp starters kit on how to think critically. Practical skills are presented in a step-by-step format with interactive pedagogy to encourage application and to facilitate immediate improvement.



**9781473918801 (2015)**

*How to Read Journal Articles in the Social Sciences 2e*  
Phillip C Shon

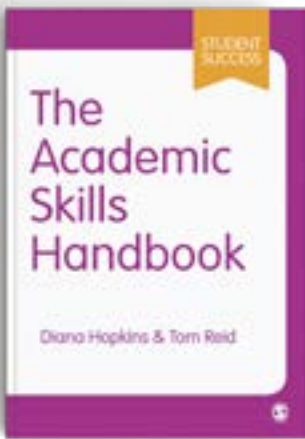
No-nonsense, practical guide that uses a specially developed reading code to help students to read journal articles and to decipher them structurally, mechanically, and grammatically. The focus is on decoding and critiquing academic writing and on distilling and retrieving large amounts of information.



**9781412961820 (2016)**

*Critical Reading and Writing for Postgraduates 3e*  
Wallace & Wray (new edition April 2021)

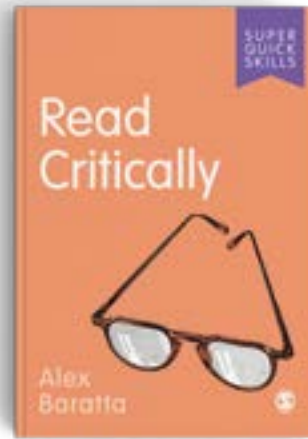
Builds on basic critical thinking skills to add layers of complexity and nuance. Full of applied tools for analyzing texts and structuring critical reviews, the book turns a reflective lens towards essays, dissertations, theses, research papers, and oral presentations.



**9781473997158 (2018)**

*The Academic Handbook*  
Hopkins & Reid

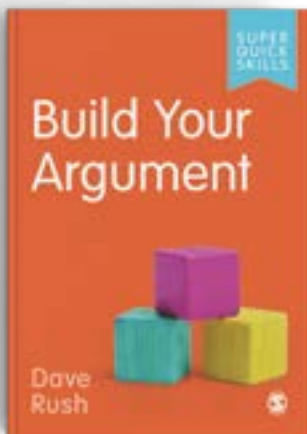
Presents a flexible, adaptable approach that encourages students to develop their own study plan and to match their skills to assignment requirements. Full of diagnostic tools to help measure improvement and grounded in real-life examples.



**9781529713350 (2020)**

*Read Critically* Alex Baratta

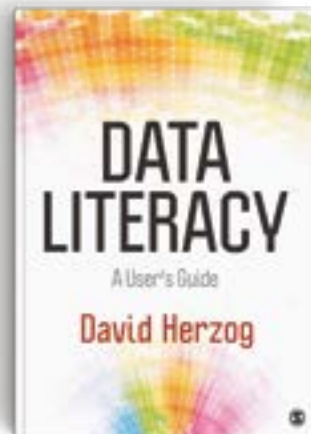
A basic introduction to finding meaning in texts and sources. It helps students to understand assignments and how to judge the quality, relevance, and significance of the academic material they are reading.



**9781529752106 (2020)**

*Build Your Argument* Dave Rush

A straightforward introduction to the logistics of making an academic argument. It shows students how to structure an argument and how to use evidence and counterarguments to back up your position. Lecturer and student surveys are used to ground the advice in lived experience.

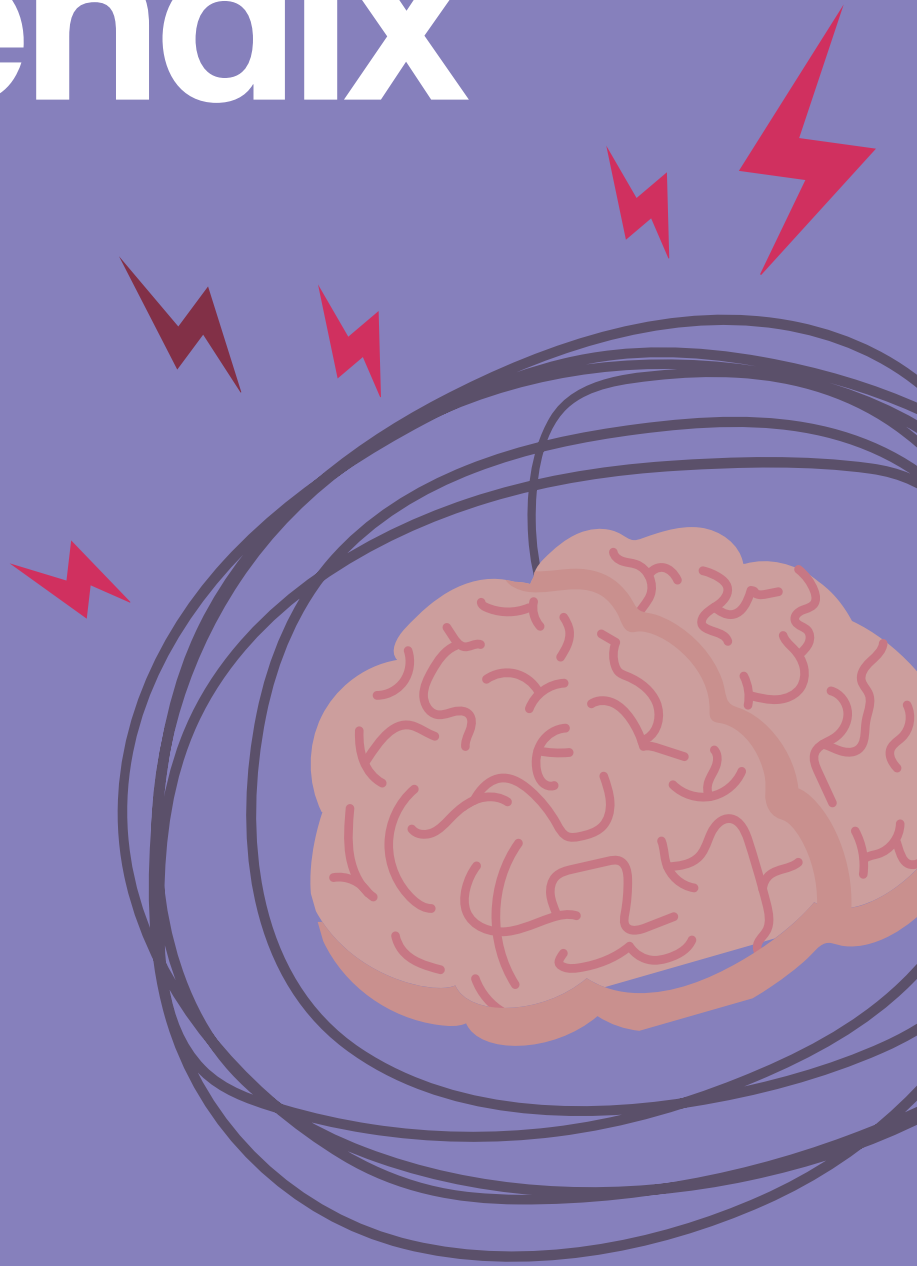


**9781483333465 (2015)**

*Data Literacy* David Herzog

A practical, skills-based introduction to data analysis and literacy. It assumes no prior knowledge and presents data literacy as the backbone on quality data analysis.

# Appendix



**Course Syllabus: Communicating Science:** Bringing Science Information Literacy to the Public

**Course Syllabus:** Fake News, Filters, and Falsehoods: Navigating Information Overload in the 21st Century

**Course Syllabus:** Science Fiction, Science Fact

**Course Syllabus:** Misinformation and You: Navigating the Modern Media Ecosystem

**Slide Deck:** The Internet, Media, and Misinformation

**Slide Deck:** Conspiracy Theories

**Slide Deck:** Fact Checking Skills Workshop

**Activity:** Conversation Bubble

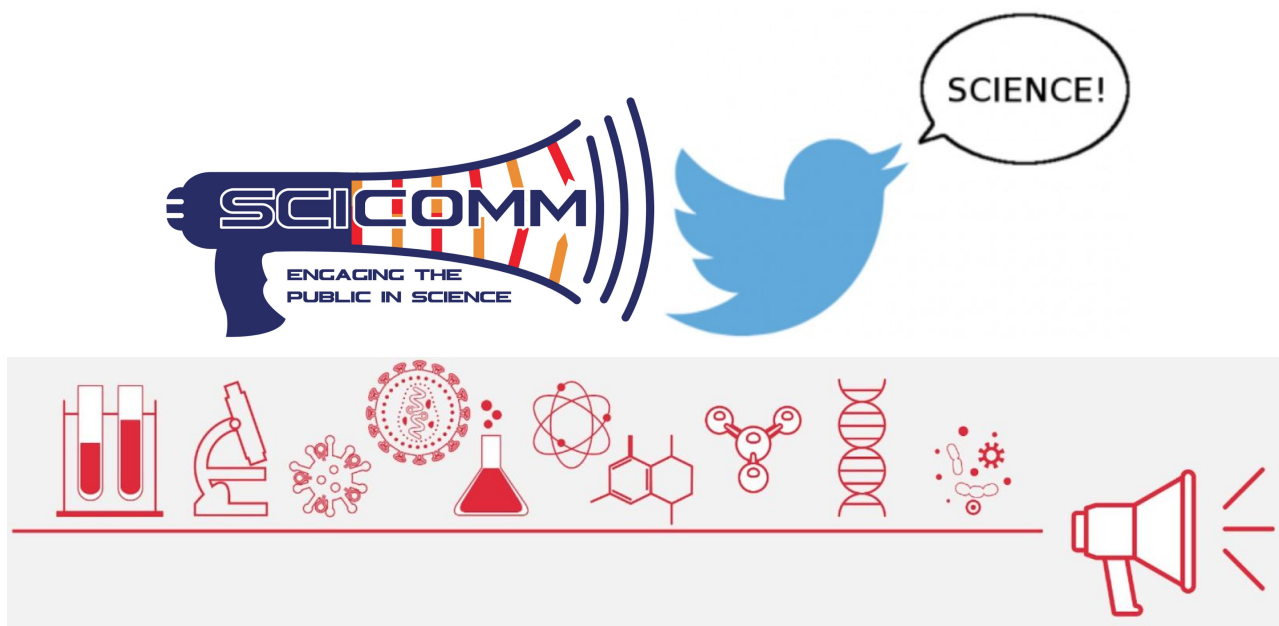
**Activity:** Mass Media Analysis



# Communicating Science: Bringing Science Information Literacy to the Public

Spring Term 2020 - LIBR 081

Jan 28, 2020 - May 17, 2020, TT 11:00-12:15, Collier-Scripps 235 & Online



## Professor Dan Chibnall

Assistant Professor of Librarianship  
STEM Librarian

Email: [dan.chibnall@drake.edu](mailto:dan.chibnall@drake.edu)

Office Hours: Mondays & Tuesdays from 2-4pm and Fridays from 12-2 (Cowles 137) & by appointment

## What Does Our Semester Calendar Look Like?

The instructor reserves the right to make changes to the course calendar. I encourage you to [bookmark the Drake academic calendar as well](#) so you know the important dates for all of your academic needs.

***Please note that readings & assignments may shift during the Spring Term depending on our conversations and topics. I will give you ample notice if any changes are made or any assignments are shifted on the calendar.***

Week	Date	Readings - Books & BlackBoard Links/Files	Assignments - Check BlackBoard for time due
1	Jan. 28	Storytelling: <a href="#">Part I</a> and <a href="#">Part II</a>	
	Jan. 30	<a href="#">Myths &amp; Misinformation</a>	
2	Feb. 4	Kolbert 1-69	Kolbert Discussion Questions (see slides from Jan. 30)
	Feb. 6	SciArt: <a href="#">Examples</a> & <a href="#">Discussion</a>	Podcast Discussion Questions (see BB & slides from Feb. 4th)
3	Feb. 11	Kolbert 70-124	Kolbert Disc. Questions (see slides & BB)
	Feb. 13	<a href="#">Hybrid Science Writing</a>	3C Write-Up #1

4	Feb. 18	Kolbert 125-172	Research Proposal & Kolbert Discussion Questions
	Feb. 20	Coronavirus: <a href="#">Part I Reading Scientific Papers</a>	Read & Review PLOS Article (see slides & BB)
5	Feb. 25	Kolbert 173-216	Podcast Review
	Feb. 27	Read <a href="#">Nathaniel Rich story</a> (see slides & BB)	
6	Mar. 3	No Class - Dan at Professional Event	
	Mar. 5	Kolbert 217-269 <a href="#">March Mammal Madness</a>	3C Write-Up #2
7	Mar. 10	No Class - Dan at Professional Event	
	Mar. 12	Weir 1-48 <a href="#">Science Daily</a>	Literature Review for Final Project
8	Mar. 17	<u>SPRING BREAK</u>	<u>SPRING BREAK</u>
	Mar. 19	<u>SPRING BREAK</u>	<u>SPRING BREAK</u>
9	<p>ONLINE CLASS - March 23-27 - Weir 49-104 Ch. 6-9</p> <p>Making Science Writing <a href="#">Funny &amp; Simplified</a></p> <p><a href="#">Pseudosciences!</a></p>		
10	<p>ONLINE CLASS - March 30-April 3 - Weir 105-157</p> <p><a href="#">The Open Notebook</a></p> <p>Choosing Your Own Path: Science Social Media</p>		
11	Apr. 7	Weir 158-215	3C Write-Up #3
	Apr. 9	Finding Video: Documentaries, YouTube, & Movies in Science & SciFi	
12	Apr. 14	Weir 216-268	Check-In for Final Project
	Apr. 16	Citizen Science!	
13	Apr. 21	Weir 269-324	YouTube Review
	Apr. 23	<a href="#">Best Science &amp; Nature Essays</a>	
14	Apr. 28	Weir 325-369	
	Apr. 30	Science Current Events	
15	May 5	Presentation Showcase on BlackBoard	Final Presentations
	May 7	Presentation Showcase on BlackBoard	Final Presentations

			<b>Final Project Due</b>
	<b>May 11-15</b>	<b>Finals Week</b>	

## What Will We Be Doing?

### Course Description

Science and new technology often get branded as too complex or esoteric by media and therefore receive little attention in the daily lives of many. However, thanks to the internet and social media, scientific achievements and new concepts are becoming easier to communicate, share, and explain to a wider audience. This course focuses on the variety of methods and media by which science can be explored and communicated to the general public. Students will explore ways of making science more accessible through literature, science fiction, social media, video, citizen science, science journalism, and other burgeoning areas of the internet. Students will also explore the purpose, value, and rationale behind making science more accessible to a wider audience that includes children and adults.

### Day to Day Work

Each of our classes will involve conversations, digging deep on important questions, working together on problems to determine a variety of solutions, analyzing readings for new perspectives, brainstorming alternative concepts and ways of thinking, writing, researching, and communicating new ideas. My promise to you is that I will attempt to make each class fresh and intriguing so that we have plenty to discuss and work through. Remember that in any class you take, you get out what you put in, so come to class ready to engage.

### Teaching Philosophy

I'm a firm believer in engaged, conversational, takeaway learning. My goal in every class session is to help you engage with ideas by picking them apart, unpacking different definitions, and working with ideas in an active manner. Much of what we learn comes through having conversations with one another, so my class periods tend to be filled with lots of back and forth discussion. In terms of what you learn, I like to refer to that as the takeaway. When you're in my class, think about how you can take away something from each reading, each conversation, each activity, and each assignment that will help you to be a better writer, thinker, speaker, and communicator. Each new piece of information & new method of thinking we are exposed to helps us to adapt and change so we become better learners and members of society. Think of every potential takeaway as a type of mental tool that will help you deconstruct, build, fashion, sharpen, and design ideas and issues around you. These are just a few of the many ways and reasons that I teach.

### Course Outcomes

#### **This course meets the Information Literacy AOI**

By the end of course, you will be able to:

- General
  - Identify valuable sources of science data, information, and media to learn new and unique communication techniques

- Implement communication techniques in a variety of ways to show how scientific data and information can be presented to various audiences
- Critique popular and academic sources of scientific data and information to determine validity, credibility, and value for future communication to a wider audience
- Design a unique method of effectively communicating scientific data and information so it can be understood by a wider audience
- Information Literacy
  - Navigate and integrate scholarly resources into their research and reflection.
  - Articulate the social and ethical implications of information use and misuse.
  - Evaluate information resources and identify quality resources relevant to the problem or issue investigated.
  - Select and employ the appropriate method and data for disciplinary research, problem-based learning, experiential-based research, and/or reflective/integrative coursework.
  - Articulate the basic implications of information use and misuse related to issues of academic honesty and plagiarism and pursue their educational goals with a high level of academic integrity.

## What Are We Reading & Why?

1. *The Sixth Extinction* by Elizabeth Kolbert
2. *The Martian* by Andy Weir
3. *Writing Science in Plain English* by Anne Greene
4. Various short essays/stories/chapters provided via BlackBoard

We will be reading Ms. Kolbert's book in the 1st half of the class to get exposure to non-fiction writing about a variety of scientific topics related to nature, climate change, ecology, and human impact on the environment. In the 2nd half of the class we will be reading Mr. Weir's book to get exposure to science fiction and how it can be a vehicle for solid science while also intriguing the reader. Throughout the semester we will also read a selection of essays and short stories in order to approach a variety of scientific topics as well as learn different writing techniques. These readings will also help us to explore a variety of scientific topics in class by looking at primary literature as well as videos, podcasts, infographics, and many other non-traditional outlets for science communication. Our readings will also be explored more during class and as a content tool for practicing information literacy skills. Elements of what we read should also help to inspire you, though, in your research and writing assignments too.

## What Assignments Do You Need To Complete?

### Grading: Check BlackBoard Often

This course uses outcomes-based grading. You begin the course with zero points and earn points through quality work throughout the semester. Here are the assignments you will turn in to earn your grade. **All assignments should be turned in on BlackBoard unless otherwise indicated by the instructor.**

This is a ***tentative*** list of assignment point values. The total will change depending on classroom & reading journal projects throughout the semester.

- Three C's Write-Ups - 3 Assignments at 25 points each - 75 points
  - The three c's are communicate, critique, and create. These writing assignments will ask you to do one of the three on a subject of your choice related to science. Examples will be provided in the assignment prompt on BlackBoard. Ideas can be pulled from articles, books, social media, science journalism, current news pieces, advocacy work, or other media you bring to my attention.
- Reading discussions, Short analysis writings, In-Class Assignments = tentative, subject to change, dependent on day to day class work
  - Always bring a physical notebook, sheet of paper, or laptop/tablet to class with you. These are day to day, small assignments in which I might ask you to answer a question, analyze a piece of a reading, work in-class solo or in groups, or explain a new source of scientific communication. These assignments are a formative assessment I use to help understand what you're learning, how you're learning it, and build on that. They help me to keep the class moving in the right direction and help me to make sure you are successful in class. You will turn in your sheets or docs to me at the end of the class, either physically or on BlackBoard, I'll provide feedback, and return them to you promptly.
- Podcast & YouTube Reviews - 25 points each - 50 points total
  - In addition to the Three C's assignments, every student will review/analyze a particular podcast and YouTube channel for its ability to effectively communicate science.
- Final Project Proposal - 25 points
  - The final project takes whatever form you want it to be: podcast, video, paper, website, zine, poster, lesson plan, curriculum guide, etc. Students will develop a proposal for their final research project and presentation so as to identify a topic, scope, rubric attributes, and plan.
- Literature Review for Final Project - 25 points
  - Students will provide some examples of articles, literature reviews, books, social media, etc. that they will use as a foundation for their final project. This is not all of your sources, just some of them.
- Final Project Check-In- 25 points
  - Students will write a brief summary of their progress on their final project, making sure to indicate specific progress on the different rubric attributes for their particular form of the project.
- Final Presentation - 25 points
  - Students will give a brief presentation to the instructor and their classmates on their topic as well as the unique format of their project. Students should pay particular attention to explaining why their topic is valuable to communicate to the public and why they chose their particular format for that communication.
- Final Project - 100 points
  - Students will create a unique project that combines outside research with their own analysis and ideas. The final project takes whatever form you want it to be: podcast, video, paper, website, zine, poster, lesson plan, curriculum guide, etc.. The goal of this project will be to show what current research has to say about a particular scientific topic, issue, or idea but also to

examine the value of that research to society in general and how that value can be communicated to the public in a particularly effective way.

## Writing Workshop

The Writing Workshop can help you with: evaluating your habits of reading and writing; learning new strategies appropriate for a particular writing or reading task; making sense of assignments and assigned reading material; coming up with ideas; revising sentence style; resolving problems with word choice, grammar, etc.; revising organization, argument, viewpoint or perspective; and overcoming writer's block. You may visit a tutor by appointment or establish a time to meet a tutor on a regular basis. [Feel free to schedule an appointment by clicking here.](#) This is completely optional, I just like to suggest it because it is an excellent resource at Drake University for students to take advantage of.

## Grading

This course utilizes plus/minus grading. Here is the breakdown. Please check the BlackBoard gradebook frequently so you know what your current grade is.

**Most importantly, remember that I do not give grades. You earn your grade.**

**A+: 97.5-100%**

**A: 92.5-97.4%**

**A-: 90-92.4%**

**B+: 87.5-89.9%**

**B: 82.5-87.4%**

**B-: 80-82.4%**

**C+: 77.5-79.9%**

**C: 72.5-77.4%**

**C-: 70-72.4%**

**D+: 67.5-69.9%**

**D: 60-67.4%**

**F: 59.9% or lower**

## What Policies Should I Be Aware Of?

### Classroom Expectations

I want you to be engaged listeners and active participants in the class. I'll talk a little, give examples, but I like to ask questions often to get your minds moving. I'm also a firm believer in active learning, which means that every class will involve some kind of micro-project or group-based investigation. We learn more when we are experimenting and acting rather than just listening all the time.

Remember that when you are in the classroom, you can safely discuss controversial topics, think in a critical way, and challenge yourself and others. We want to engage lots of perspectives and begin the vital task of changing the way we think. **Good learning starts by unlearning previous ways of thinking.**

I want you to use your technology during class, be it laptop, tablet, or smartphone. Just remember that you are expected to be a responsible learner, which means that you should stay focused on class-related topics

when using your technology. Most importantly, do not distract your classmates with your technology. We are here to learn, not to be distracted. **This is one of the most important skills you can develop in college: learning to focus and stay on task when you need to.**

### **Remember to Be Responsible**

You are responsible for your learning and progress in the course. This includes committing to being an active participant in the class, knowing when assignments are due, turning work in on time, and asking for help when you need it. It will take different students different amounts of time to successfully complete the reading and assignments. Plan accordingly.

### **Social Media - Important Note**

**I'm not asking you to create an account on any of these social media platforms nor am I asking you to post anything in relation to this class on any of these platforms.** You are more than welcome to interact with your own account if you like, but you do not have to. In fact, you don't even need to create an account for three of the four in order to explore them (Snapchat does require an account in order to follow other accounts or search for things.) You can explore Twitter (<https://twitter.com/search-home>), Instagram (<https://www.instagram.com/explore/tags/hashtag/>), or Facebook pages (with a simple Google search) without having to create an account. If you do want to interact with the accounts or pages, I am not asking you to use your personal accounts either. You can totally keep your own, personal social media out of the mix if you want. You can create a disposable account if you so choose, but again do not have to at all. I mainly want you to use social media for **discovery, exploration, and value analysis.**

- Search for hashtags on Twitter, Instagram, and Snapchat. One of the most frequently used is #SciComm.
- Explore Twitter chats on science topics or threaded conversations between different accounts.
- Search for Facebook personalities, pages, organizations, companies that promote science, science education, and/or science communication.
- If you choose to interact with any of these accounts using a login, you may go the extra step of:
  - Joining a Facebook science group and interact with the conversation there.
  - Jump in on a Twitter conversation or hashtag search and share your ideas.
  - Following new accounts on Twitter, Snapchat, or Instagram.

### **Email & BlackBoard**

I will mainly use the BlackBoard announcement tool to inform you of any changes that may take place or reminders about upcoming classes and assignments. Make sure to check your email and BlackBoard frequently to stay on top of your studies.

### **Office Hours**

Office hours should be utilized for conversations about ideas from class, problems with research, or other, deeper, critical thinking conversations. If you believe your question can be answered by checking the syllabus, calendar, or BlackBoard, make sure to check those first. I welcome all students to drop by my office as I have my door open most of the time, but please remember I have many responsibilities and courses so I may not always be available. Feel free to drop by on Mondays & Tuesdays from 2-4pm and Fridays from 12-2 unless I otherwise tell you about a conflict that week during class. My office is Cowles 137 on the 1st floor. Feel free to contact me to make an appointment at another time if you need to as well. Most importantly: don't feel

nervous about coming to see me. I'm here to help guide you, not to judge you.

### **Attendance & Missing Class**

If you are going to miss class, please email me to let me know before class. You are responsible for what you miss during class, and in class work is not available to make up. You'll need to contact someone in the class to get notes and any information you missed. I strongly suggest you let someone in the class know you can't come to class and ask that person to gather information for you. Attendance is important for us to have a lively, multi-perspective discussion. You are allowed **2 unexcused absences, which means you can miss class for any reason you need to**. Missing more than that would greatly affect your learning. After those 2 absences are used, you will lose points off of your final grade for every extra unexcused absence. **An excused absence must be accompanied by an explanatory note from a doctor/medical professional, parent/guardian, professor, or coach, no matter what the situation is.** I use this policy to make sure everyone is treated equally. If you have extenuating circumstances surrounding your absence, please come talk to me.

[Also, do not email me with any variation of a message that says, "Did I Miss Anything?" If you want to know why, please read this fun poem.](#)

### **Late Work**

All work must be turned in on time. In this class that means most assignments are due by 11:00 AM the day they are due. Late work loses points immediately and more each day it is late. Please ask me about extensions or alternative due dates if needed. I am willing to grant those under the right circumstances.

Assignments must be turned in via BlackBoard unless otherwise directed. That is how I can give you the quickest feedback on an assignment. Assignments should not be emailed, faxed, etc. unless special circumstances occur.

### **Revising**

If you want to put in extra time and work to improve a graded assignment, you may make revisions based on my feedback and re-submit for a higher grade. You may only do this once per assignment. This does not count for in-class assignments. You must do this within 24 hours of my commenting/grading via BlackBoard.

### **Academic Integrity**

Plagiarism, including self-plagiarism, is a serious offense and will not be tolerated. Assignments found to be partially or fully plagiarized will not receive credit and must be reported to the university administration. Students are responsible for knowing and abiding by university policies on plagiarism and academic integrity.

### **Disability Accommodations**

If you have a disability and *may* require academic accommodations in this course, even if you don't anticipate using them, please arrange them during the first week of class. Accommodations must be coordinated through Student Disability Services. Please contact Michelle Laughlin, Director of Student Disability Services, at (515) 271-1835 or michelle.laughlin@drake.edu as soon as possible.



# Fake News, Filters, and Falsehoods: Navigating Information Overload in the 21st Century

J-Term 2020 - LIBR 077

January 6-24, 9 AM-12 PM, Collier-Scripps 235



## Professor Dan Chibnall

Assistant Professor of Librarianship  
STEM Librarian

Email: [dan.chibnall@drake.edu](mailto:dan.chibnall@drake.edu)

Office Hours: Monday-Friday 1-4 PM (Cowles 137) & by appointment

## What Does Our January Calendar Look Like?

### Course Calendar

The instructor reserves the right to make changes to the course calendar. I encourage you to [bookmark the Drake academic calendar as well](#) so you know the important dates for all of your academic needs.

**Please note that readings & assignments may shift during J-Term depending on our conversations and topics. I may add articles or short essays as we progress depending on our conversations. I will give you ample notice if any changes are made or any assignments are shifted on the calendar.**

Date	Readings	Assignment(s)
Jan. 6	Kolbert "Why Facts Don't Change Our Minds" Garber "To Be a Good Citizen, First Pay Attention"	
Jan. 7	McIntyre "Post-Truth" Intro & Ch. 1 Kakutani "The Death of Truth" Ch. 5 & 6	
Jan. 8	Frankfurt "On Bullshit"	
Jan. 9	Merlan "Republic of Lies" Intro & Ch. 1	
Jan. 10	O'Connor & Weatherall "The Misinformation Age" Intro & Ch. 2	Weekly Analysis Paper 1
Jan. 13	Sagan "The Demon-Haunted World" Ch. 1 & 12	

Jan. 14	Fry "Hello World" Intro & Ch. 3 Criado Perez "Invisible Women" Intro & Ch. 12-14	
Jan. 15	Rosling "Factfulness" Intro & Ch. 2	Letter to the Editor
Jan. 16	Kamenetz "The Art of Screen Time" Ch. 2 & 3	
Jan. 17	Sharot "The Influential Mind" Intro & Ch. 3	Weekly Analysis Paper 2
Jan. 20	Rev. Martin Luther King Jr. Day - No Class	Rev. Martin Luther King Jr. Day - No Class
Jan. 21	Newport "Digital Minimalism" Ch. 7	
Jan. 22	Cavanaugh "The Hivemind" Intro & Ch. 9	Awareness & Action Paper
Jan. 23	Sloman & Fernbach "The Knowledge Illusion" Intro & Ch. 11	
Jan. 24	NONE	Final Research Presentation Source Analysis Assignment

## What Will We Be Doing?

Each of our classes will involve conversations, digging deep on important questions, working together on problems to determine a variety of solutions, analyzing readings for new perspectives, brainstorming alternative concepts and ways of thinking, writing, researching, and communicating new ideas. My promise to you is that I will attempt to make each class fresh and intriguing so that we have plenty to discuss and work through. Remember that in any class you take, you get out what you put in, so come to class ready to engage.

## Course Description

We live in an age of information overload, where individuals can create their own, private news and media enclaves. Social media allows us to filter out what we don't care to see and engage with ideas that sometimes only serve to reinforce our existing beliefs and ideas. This new era also presents us with the dangers of "fake news" that so closely resembles the real thing that even the most discerning eye cannot pick it out of a lineup. This course will focus on how we can navigate the rivers of information, become discerning consumers, separate fact from fiction, and approach daily sources of information with an objective eye. We will also explore the effects of information overload, how we can become more information literate in a society saturated with various forms of media, and how that can help us be more engaged citizens.

## Course Outcomes

### This course meets the Information Literacy and Engaged Citizen AOs

By the end of the course, you will be able to:

- General
  - Identify and analyze different quality levels in information (fake news, general information, scholarly material) and articulate the value in making distinctions between them
  - Critique the method and behavior by which you identify and analyze information in day-to-day life

- Construct a personal framework by which you can identify and analyze information in a more objective fashion
- Information Literacy
  - Navigate and integrate scholarly resources into your research and reflection.
  - Articulate the social and ethical implications of information use and misuse.
  - Evaluate information resources and identify quality resources relevant to the problem or issue investigated.
  - Select and employ the appropriate method and data for disciplinary research, problem-based learning, experiential-based research, and/or reflective/integrative coursework.
  - Articulate the basic implications of information use and misuse related to issues of academic honesty and plagiarism and pursue your educational goals with a high level of academic integrity.
- Engaged Citizenship
  - Establish skills, knowledge, or dispositions that lead you to be active stewards for the common good.
  - Critically reflect on the social, economic, or political issues that you are facing and will face as citizens.

## What Are We Reading & Why?

All readings will be provided through BlackBoard. This is an interdisciplinary course so we will approach various concepts by looking at them through different lenses, which requires a variety of different sources and readings. I will periodically ask you to find something on your own to bring to class as an example, such as a news report, primary research study, video, etc. as we are navigating different information ecosystems.

## What Assignments Do You Need To Complete?

### Grading: Check BlackBoard Often

This course uses outcomes-based grading. You begin the course with zero points and earn points through quality work throughout the semester. Here are the assignments you will turn in to earn your grade. **All assignments should be turned in on BlackBoard unless otherwise indicated by the instructor.**

This is a ***tentative*** list of assignment point values. The total may change slightly depending on classroom projects throughout the semester. The assignment prompts with details, goals, rationale, checklists, and rubrics can all be found on BlackBoard underneath each assignment.

- Weekly Analysis - 2 at 50 points each = 100 points
  - A short research paper/analysis
- Awareness & Action Assignment = 50 points
  - You will write about how you are becoming more aware of your information behaviors and consumption, how you can improve, and what actions you will take going forward in your life to make those changes.
- Source Analysis for Final Presentation = 50 points
  - This is a long-term project to find and analyze different sources for your final research presentation on January 24th. You may submit this assignment in pieces over the course of the term, or all at once.

- Letter to the Editor Assignment - 50 points
  - We will be looking at issues through the lens of Engaged Citizenship and this assignment is a non-traditional one which asks you to think about and communicate issues or ideas within a hypothetical community.
- Final Research Presentation - 50 points
  - This presentation can be on any concept related to our course but it should be one that you are passionate about or find incredibly interesting.
  - The presentation will be like writing an Analysis Paper but you'll talk about your sources, research, questions, solutions, practices, etc. to your classmates
- In-Class Work - Tentative points (this depends on what we're discussing/working on day to day)
  - In-class work will revolve around different individual, pair, and group activities that focus on information literacy skills and engaged citizen issues. In-class work will also revolve around analyzing our daily readings, answering questions about them, and discussing them with each other.
- Tentative total: **300+ points**

This course utilizes plus/minus grading. Here is the breakdown. Please check the BlackBoard gradebook frequently so you know what your current grade is.

**Most importantly, remember that I do not give grades. You earn your grade.**

**A+: 97.5-100%**

**A: 92.5-97.4%**

**A-: 90-92.4%**

**B+: 87.5-89.9%**

**B: 82.5-87.4%**

**B-: 80-82.4%**

**C+: 77.5-79.9%**

**C: 72.5-77.4%**

**C-: 70-72.4%**

**D+: 67.5-69.9%**

**D: 60-67.4%**

**F: 59.9% or lower**

## **What Policies Should I Be Aware Of?**

### **Teaching Philosophy**

I'm a firm believer in engaged, conversational, takeaway learning. My goal in every class session is to help you engage with ideas by picking them apart, unpacking different definitions, and working with ideas in an active manner. Much of what we learn comes through having conversations with one another, so my class periods tend to be filled with lots of back and forth discussion. In terms of what you learn, I like to refer to that as the takeaway. When you're in my class, think about how you can take away something from each reading, each conversation, each activity, and each assignment that will help you to be a better writer, thinker, speaker, and communicator. Each new piece of information & new method of thinking we are exposed to helps us to adapt

and change so we become better learners and members of society. Think of every potential takeaway as a type of mental tool that will help you deconstruct, build, fashion, sharpen, and design ideas and solutions around you. These are just a few of the many ways and reasons that I teach.

### **Classroom Expectations**

I want you to be engaged listeners and active participants in the class. I'll talk a little, give examples, but I like to ask questions often to get your minds moving. I'm also a firm believer in active learning, which means that every class will involve some kind of micro-project or group-based investigation. We learn more when we are experimenting and acting rather than just listening all the time.

Remember that when you are in the classroom, you can safely discuss controversial topics, think in a critical way, and challenge yourself and others. We want to engage lots of perspectives and begin the vital task of changing the way we think. **Good learning starts by unlearning previous ways of thinking.**

I want you to use your technology during class, be it laptop, tablet, or smartphone. Just remember that you are expected to be a responsible learner, which means that you should stay focused on class-related topics when using your technology. Most importantly, do not distract your classmates with your technology. We are here to learn, not to be distracted. **This is one of the most important skills you can develop in college: learning to focus and stay on task when you need to.**

### **Be Responsible**

You are responsible for your learning and progress in the course. This includes committing to being an active participant in the class, knowing when assignments are due, turning work in on time, and asking for help when you need it. It will take different students different amounts of time to successfully complete the reading and assignments. Plan accordingly.

### **Email & BlackBoard**

I will mainly use the BlackBoard announcement tool to inform you of any changes that may take place or reminders about upcoming classes and assignments. Make sure to check your email and BlackBoard frequently to stay on top of your studies.

### **Office Hours**

Office hours should be utilized for conversations about ideas from class, problems with research, or other, deeper, critical thinking conversations. If you believe your question can be answered by checking the syllabus, calendar, or BlackBoard, make sure to check those first. I welcome all students to drop by my office as I have my door open most of the time, but please remember I have many responsibilities and courses so I may not always be available. Feel free to drop by between 1-4 in the afternoons in January. My office is Cowles 137 on the 1st floor. Feel free to contact me to make an appointment at another time if you need to as well. Most importantly: don't feel nervous about coming to see me. I'm here to help guide you, not to judge you.

### **Attendance & Missing Class**

If you know you are going to miss class, please email me to let me know before class. You are responsible for what you miss during class, and in class work is not available to make up. You'll need to contact someone in the class to get notes and any information you missed. I strongly suggest you let someone in the class know

you can't come to class and ask that person to gather information for you. Attendance is important for us to have a lively, multi-perspective discussion. You are allowed 2 unexcused absences, as J-Term is so condensed, missing more than that would greatly affect your learning. After those 2 absences you will lose 5% off of your final grade for every unexcused absence. An excused absence must be accompanied by an explanatory note from a doctor/medical professional, parent/guardian, professor, or coach. Note that I use this policy to make sure everyone is treated equally. If you have extenuating circumstances surrounding your absence, please come talk to me.

[Also, I do not want you to email me with any variation of a message that says, "Did I Miss Anything?" If you want to know why, please read this hilarious poem.](#)

### **Late Work**

All work must be turned in on time. In this class that means assignments are due by 9:00 AM the day they are due. Each day that an assignment is late loses points. Talk to me about extensions or alternative due dates if needed. J-Term is only a few weeks long so there will not be much room to maneuver here. Plan accordingly. Assignments must be turned in via BlackBoard unless stated otherwise. That is how I can give you the quickest feedback on an assignment. Assignments should not be emailed, faxed, etc. unless special circumstances occur.

### **Revising Opportunity**

If you want to put in extra time and work to improve a graded assignment, you may make revisions based on my feedback and resubmit for a higher grade. You may only do this once per assignment. This does not count for in-class projects. You must do this within 24 hours of my commenting/grading via BlackBoard. So for example if I comment & grade your assignment and make those notes available to you at 3:00 PM on a Wednesday, you have until 3:00 PM on Thursday to make revisions and resubmit.

### **Academic Integrity**

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### **Disability Accommodations**

If you have a disability and *may* require academic accommodations in this course, even if you don't anticipate using them, please arrange them during the first week of class. Accommodations must be coordinated through Student Disability Services. Please contact Michelle Laughlin, Director of Student Disability Services, at (515) 271-1835 or michelle.laughlin@drake.edu as soon as possible.

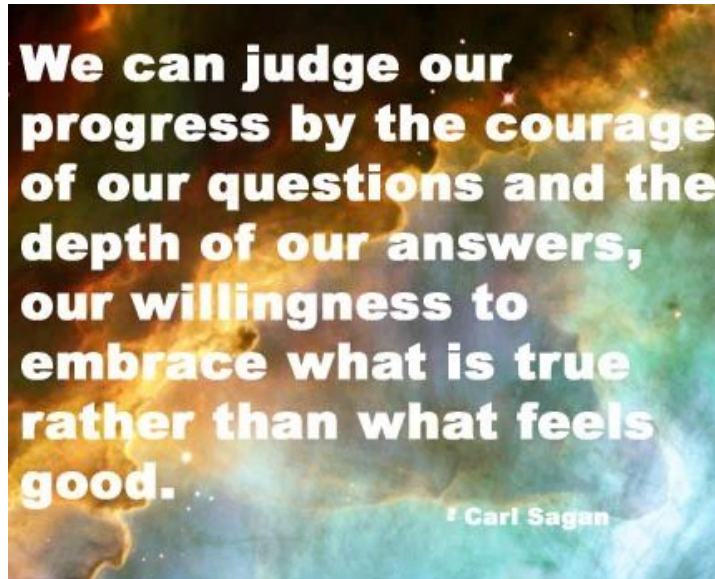


# Science Fiction, Science Fact

## Fall 2019 - FYS 048

### Tuesdays & Thursdays 3:30-4:45

### Olin 211



#### Professor Dan Chibnall

STEM Librarian & Assistant Professor of Librarianship

Email: [dan.chibnall@drake.edu](mailto:dan.chibnall@drake.edu)

**Office Hours:** Mondays 2-4, Wednesday 11-1 Fridays 10-12, & by appointment  
Main Floor West Side, Cowles Library

#### About

First Year Seminars at Drake help integrate students into academic culture; sharpen students' writing, critical thinking, verbal communication and information literacy skills; encourage active participation by students in class; invite connections among several areas of study or disciplines; and aim to establish a sense of community among members. [Learn more here.](#)

#### Course Description

Science fiction storytelling often predicts scientific achievements, warns of darker scientific efforts, illuminates facts in the face of pseudoscience, and helps us navigate social problems. We will use science fiction stories and films to understand scientific principles and achievements, separate facts and falsehoods, and explore our future for scientific discoveries. We will also learn how to communicate scientific concepts more clearly, value the different

formats of public science & science journalism, and explore deeper questions about “forbidden knowledge” and the scientific method.

As this is an FYS course, we will be focusing on strengthening your skills when it comes to reading, writing, and researching. Each class period will be an opportunity for us to try working on a new skill or improving an old one.

### Course Outcomes

By the end of the course, you will be able to:

- Recognize quality scientific writing and important themes within science fiction writing
- Demonstrate an ability to critically think about and make connections between ideas in past narratives or research to ideas in current research and society
- Explain how science fiction media can be a teaching tool to understand scientific concepts and other social issues
- Discover new methods of writing and presenting scientific and social concepts and issues to improve your own ways of thinking
- Analyze themes in science fiction media that help you to understand science and social issues on a deeper level rather than just a surface understanding
- Evaluate outside ideas and research to help build stronger arguments

### Required Readings

- *The Martian* by Andy Weir
- All other readings, films, and TV shows that we will analyze for class will be provided through BlackBoard, on reserve at Cowles Library, or available through an online streaming service. **You are responsible for having access to a Netflix account in order to watch episodes of various sci-fi shows or films.**

### Required Films & TV Shows:

Films are available on DVD at Cowles Library for checkout. Many are also available to stream on Netflix, Hulu, or Amazon, including TV episodes. Students are responsible for viewing films and shows before class. Feel free to organize group screenings with your classmates. If you want to use classroom space in Cowles Library, I'm happy to arrange it if space is available at your desired time(s). I will also try to offer a group screening of each film in the Harvey Ingham auditorium if our schedule allows for it.

### Grading & Assignment Descriptions

This course uses outcomes-based grading. You begin the course with zero points and earn points through quality work throughout the semester. **All assignments should be turned in on BlackBoard unless otherwise indicated by the instructor.**



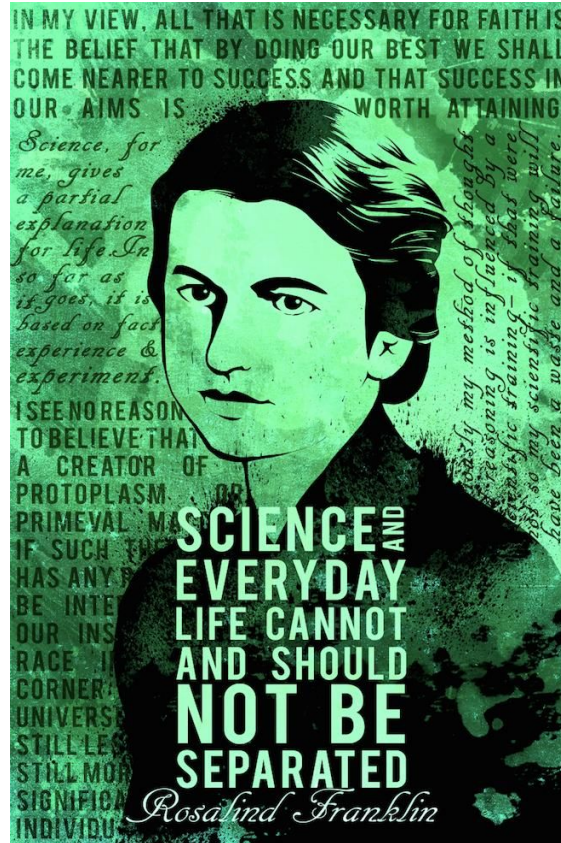
This is a ***tentative*** list of assignment values (see below the grading scale). The total may change slightly depending on classroom projects and your overall progress throughout the semester. **Most importantly, remember that I do not give grades. You earn your grade.** This course utilizes plus/minus grading. Please **check the BlackBoard gradebook frequently** so you know what your current grade is.

**A+: 97.5-100%**  
**A: 92.5-97.4%**  
**A-: 90-92.4%**  
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**C-: 70-72.4%**  
**D+: 67.5-69.9%**  
**D: 60-67.4%**  
**F: 59.9% or lower**

- **Journaling - Low-Stakes Writing - (10 points each)**
  - Students will utilize a Google Doc to keep a journal of their reactions to readings as well as answering question prompts, identifying valuable writing techniques, and practicing their communication skills. This is a great way for me to see your progress throughout the semester and to keep the lines of communication open with you. The journal is called low-stakes writing because you can be free and informal with your writing style, practicing ideas, techniques, raising questions, and just being a place for you to get better at thinking.
- **Write-Ups - High-Stakes Writing (10-25 points each)**
  - Good writing is good thinking. These are formal writing responses, comparisons, applications, and analyses of different science fiction and science media that we will read, watch, and discuss. The write-ups and research assignments are called high-stakes writing because this is the kind of writing you'll be asked to do in most of your other classes.
  - Write-Ups also allow us to engage more frequently with what we read and watch and discuss. You can't fully engage with an idea, theme, or problem just by staring at it. You have to write about it. It gets your mind moving and analyzing.
  - Write-Ups will focus on a variety of skills, including but not limited to:
    - Recognizing and understanding certain ideas & themes in our stories and films
    - Analyzing and applying different ideas and conflicts within narratives and scientific studies
    - Creating new ideas based on the combination of outside research and

your own critical thinking

- One key topic that we will focus on later in the semester is pseudoscience. How do we draw a line between something that is scientific and something that isn't? You'll choose a pseudoscience topic and use your critical thinking skills to analyze it and break it down.
  - Staying on top of science current events is one way to keep your information literacy skills sharp. We will discuss science current events from time to time and I will ask you to pick something from the news, dissect it using tools we've learned in class, write about it, and be ready to discuss it during class.
- **Final SciFi Analysis Project - High-Stakes Writing (100 points)**
    - What is the relationship between science, science fiction, and our culture and society? You'll get to explore all kinds of ways to answer this question with this project. You have the freedom to research any genre of science fiction and scientific issues with this assignment. I want you to pick something that you are excited about or fascinated by and dig deep to learn more and write about it.
    - You will work on this project in stages over the course of the semester. You have some latitude in what you want to focus on (stories, movies, books, shows, graphic novels) and what kinds of theme(s) and science you want to analyze. The goal with this project will be to show that you can analyze texts for deeper meaning, connect ideas across time, and use outside sources to build a stronger argument.
    - **Proposal & Draft (25 points each)**
      - These assignments are components of the final science fiction analysis project. Early in the semester you will submit your idea proposal to me and I'll give you feedback. We'll continue the feedback process with your journal & write-ups and a draft of your final project. This allows me to see how you are progressing, to give you constructive criticism, to allow you to make revisions, to allow you to improve your writing & thinking, and to keep you on track for your final project.
  - **Visit the Writing Center for Writing Assistance (20 points)**
    - The Writing Center is helpful for all students and it is not a sign of weakness to visit and work with someone one-on-one. [You should set up an appointment with one of their student employees](#) and work with them on one of your Write-Up or Research assignments (high-stakes writing). Simply by visiting and working with one of their tutors will earn you the points indicated here.
  - **Conversation with Dan (10 points)**
    - I will ask you to sign up for a time, either one-on-one, or with one or two other students from class, to come and meet me in the library to have a conversation about our course, college in general, and just getting to know you.
  - **Cultural Events (10 points)**
    - Drake offers a variety of amazing opportunities to learn outside the classroom. You will attend an event during the fall semester and turn in a brief write-up of your experience, what you learned, and how that new knowledge might change the way you think or approach your life at Drake and beyond.



### Classroom Expectations

We meet for 75 minutes each class period, twice a week and in that time I want you to be engaged listeners and active participants in the class. Sure, I'll talk a little, give examples, but I like to ask questions often to get your minds moving. I'm also a firm believer in active learning, which means that every class will involve some kind of micro-project or group-based investigation. We learn more when we are experimenting and acting rather than just listening all the time.

Remember that when you are in the classroom, you can safely discuss controversial topics, think in a critical way, and challenge yourself and others. We want to engage lots of perspectives and begin the vital task of changing the way we think. **Good learning starts by unlearning previous ways of thinking.** Also, if you feel anxious about speaking during class or you are unsure if your contributions to the class discussions are worthwhile, remember this: **the only way to find out is to try.** So I encourage you to raise your hand and toss your idea into the discussion.

I want you to use your technology during class, be it laptop, tablet, or smartphone. Just remember that you are expected to be a responsible learner, which means that you should stay focused on class-related topics when using your technology. Most importantly, do not distract your classmates with your technology. We are here to learn, not to be distracted. **This is one of the most important skills you can develop in college: learning to focus and stay on task when**

## **you need to.**

I will also provide you with a copy of our course contract which spells out how we will respect each other over the course of the semester so that we are always learning and not being distracted.

### **Course Policies**

You are responsible for your learning and progress in the course. This includes committing to being an active participant in the class, knowing when assignments are due, turning work in on time, and asking for help when you need it. It will take different students different amounts of time to successfully complete the reading and assignments. Plan accordingly. Do not let your work snowball out of control.

### **Email & BlackBoard**

I will mainly use the BlackBoard announcement tool to inform you of any changes that may take place or reminders about upcoming classes and assignments. Make sure to check your email and BlackBoard frequently to stay on top of your studies. One of the best skills you can develop in your first semester is staying on top of communications.

### **Office Hours**

Office hours should be utilized for conversations about ideas from class, problems with research, or other, deeper, critical thinking conversations. If you believe your question can be answered by checking the syllabus, calendar, or BlackBoard, make sure to check those first. I welcome all students to drop by my office as I have my door open most of the time, but please remember I have many responsibilities and courses so I may not always be available. Feel free to drop by on **Mondays from 2-4pm, Wednesdays from 11-1, and Fridays from 10-12** unless I otherwise tell you about a conflict that week during class. **I will also let you know every class period if I have extra office hours for that week.** My office is Cowles Library 137 on the main floor west side. Feel free to contact me to make an appointment at another time if you need to as well. Most importantly: don't feel nervous about coming to see me. I'm here to help guide you, not to judge you.

### **Attendance & Missing Class**

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### **Late Work**

All work must be turned in on time, which is the beginning of the class that it is due. Each day that an assignment is late loses 20%. However, I understand that we all lead busy lives and the

first semester of college can be tough so please do not hesitate to reach out to me and tell me that you're stuck or confused or frustrated by your writing. I will work with you and help you plan what to do next so you can finish the work and get better along the way. **If you reach out to me in this way, continue working hard to get your assignment in, and stay in touch with me, I will not charge a late penalty.**

Also, **please contact me for extensions or alternative due dates** if needed. I will not always be able to give you an extension or alternative due date, but I will consider it based on your particular situation. Assignments must be turned in via BlackBoard. BlackBoard is the preferred method as that is how I can give you the quickest feedback on an assignment. Assignments should not be emailed, faxed, etc. unless special circumstances occur.

### Revising

If you want to put in extra time and work to improve a graded assignment, **you may make revisions based on my feedback and resubmit for a higher grade.** You may only do this once per assignment. This does not count for any in-class assignments or journal entries, **only high-stakes writing assignments.** You must do this **within 48 hours of my commenting/grading** via BlackBoard.

### Academic Integrity

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If you have a disability and *may* require academic accommodations in this course, even if you don't anticipate using them, please arrange them during the first week of class. Accommodations must be coordinated through Student Disability Services. Please contact Michelle Laughlin, Director of Student Disability Services, at (515) 271-1835 or michelle.laughlin@drake.edu as soon as possible.

### Title IX Resources - Reporting of Conduct

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are legally confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources can explain how to locate support resources, file a complaint within the university, or file criminal charges – these non-confidential resources need to share incidents of sexual and interpersonal misconduct with the Title IX Coordinator.

As an instructor, I am non-confidential; however, please know that sharing with the university does not mean the individual must participate in a formal university or criminal process; an individual could request confidentiality through the University, for example. Other services the university can provide include safety planning, counseling, disability or immigration services

and assistance in academic and housing accommodations as needed.

University contacts:

- Resources and reporting options [can be found on the Title IX webpage at www.drake.edu/titleix](http://www.drake.edu/titleix).
- Violence Intervention Partner (V.I.P.) provides peer-based 24/7 confidential support and advocacy services. To access a V.I.P. advocate call or text 515-512-2972.
- Katie Overberg, Title IX Coordinator: 271-2982 or [titleix@drake.edu](mailto:titleix@drake.edu)

### Writing Workshop

The Writing Workshop can help you with: evaluating your habits of reading and writing; learning new strategies appropriate for a particular writing or reading task; making sense of assignments and assigned reading material; coming up with ideas; revising sentence style; resolving problems with word choice, grammar, etc.; revising organization, argument, viewpoint or perspective; and overcoming writer's block. You may visit a tutor by appointment or establish a time to meet a tutor on a regular basis. [Feel free to schedule an appointment by clicking here](#). You will be required to visit the Writing Workshop at least once during the semester.

### Course Calendar

**I reserve the right to make changes and add/subtract material to the course calendar based on various determinations during the semester.** I encourage you to [bookmark the Drake academic calendar as well](#) so you know the important dates for all of your academic needs.

### Calendar

Week	Date & Topic/Skills	Read/Watch Before Class	Assignments Due by Start of Class
<b>1</b>	8/27 What is Science? What is Scifi?		
	8/29 College & FYS: What are we doing here?	Asimov "The Feeling of Power" Shelley Intro to "Frankenstein"	Journal #1: Responding to Authors
<b>2</b>	9/3 Predicting, Inspiring, Warning	Butler "The Evening and the Morning and the Night" Marshall "Destroy the City with Me Tonight"	Write-Up #1: Recognizing Themes & Ideas
	9/5 Casual & Critical Thinking	Kolbert "The Big Kill"	Journal #2: Early Research Interests & Questions
<b>3</b>	9/10 Information in College: Where Is It? What do I do with it?	The Martian 1-64 (Ch. 1-6) Heinlein "On the Writing of Speculative Fiction"	

	9/12 Taking Notes, Thinking About Content v. Skills	Twilight Zone episodes “Mirror Image” and “The Monsters are Due on Maple Street”	Write-Up #2
<b>4</b>	9/17 Good Writing is Good Thinking	The Martian 65-131(Ch. 7-11) Asimov “The Last Question”	Journal #3: Finding Information
	9/19 Movie Discussion #1	Interstellar	Write-Up #3: Interstellar
<b>5</b>	9/24 Building Arguments	The Martian 132-191(Ch. 12-15)	
	9/26 Truth & Information	Black Mirror Episodes	Write-Up #4: Black Mirror
<b>6</b>	10/1 The Scientific Method & Info Ecosystems in Everyday Life	The Martian 192-256 (Ch. 16-19)	
	10/3 Fear & Inspiration		Jemisin
<b>7</b>	10/8 Diversity in Science Fiction	The Martian 257-310 (Ch. 20-23)	Journal #4: Project Progress - Finding Real Literature
	10/10 The Dark Side of Science	Tiptree Jr. “The Screwfly Solution”	Write-Up #5: Where Science Goes Wrong
<b>8</b>	10/15 Fall Break	No class	No class
	10/17 Logical Fallacies: Defeat Them!	The Martian 311-369 (Ch. 24-end)	Journal #5: The Martian
<b>9</b>	10/22 Women & Men in Science Fiction	Kowal “The Lady Astronaut of Mars”	
	10/24 Movie Discussion #2	Movie <i>Children of Men</i>	Write-Up #6: <i>Children of Men</i>
<b>10</b>	10/29 Open Discussion Day		Journal #6: Open Discussion
	10/31 Pseudoscience: Recognizing Junk & Defending Real Science		



<b>11</b>	11/5 Hope, Progress, & Science Fiction	Star Trek: The Next Generation Episodes	
	11/7 Varieties of Fantasy & Science Fiction		LeGuin
<b>12</b>	11/12 Current Science	Bring your own science news article to class	Journal #7: Pseudoscience or Current Events
	11/14 Communicating Science: Creating Our Own SciFi		Partial Draft of Final Project
<b>13</b>	11/19 Redefining the Genre: Science Fiction, Speculative Fiction, Fantasy, & Adventure	Eagleman "Sum"	
	11/21 Movie Discussion #3	Movie #3	Write-Up #8: Movie #3
<b>14</b>	11/26	Xkcd Comics & What If? Comics	Journal #8: The future of science fiction or reaction to xkcd comics.
	11/28 Thanksgiving	No class	No class
<b>15</b>	12/3 Final Project Discussions		
	12/5 Science Fiction Party		Final Project



# Misinformation and You: Navigating the Modern Media Ecosystem

Fall Semester 2019 | Course Outline

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## Course Description

With the rise of the Internet, misinformation has vaulted onto the global stage as a seemingly intractable, and dismayingly pervasive, phenomenon. How do we recognize misinformation when it lands in our Twitter stream, Instagram feed, or favorite newspaper? What are its rhetorical strategies? In this course, we will discuss how the Internet works—its algorithms, platforms, and exploitability—as well as the nature of conspiracy theories, state-sponsored disinformation, and political advertising. We'll also address positive strategies for dealing with misinformation and developing a more mindful approach to living in the digital world. The course entails short readings, in-class activities, lots of discussion, and a final dinner to celebrate our more confident engagement with the news. We will meet for 10 sessions between September 5 and November 14 (the date of our final dinner). No class the week before fall break.

## Learning Objectives

Students will be able to do the following:

- Better recognize different types of misinformation and to gain a deeper insight into how misinformation works
- Explore the multimodal nature of misinformation
- Consider the implications of our current media and information ecosystems
- Critically examine the emotional component of media consumption
- Employ positive strategies to deal with misinformation

## Assignments

**Reflective media log:** You will keep a log during the course using a worksheet we provide. This is a way to help you think critically about the media you consume and come across and the impact of that media (both mental and emotional). Each week will feature a brief thematic question for you to consider before the next week's lesson.

**Readings and viewings:** You'll have a brief article to read or short video to watch each week. We've also included some recommended, optional readings for each week that you can explore if you have the time and inclination.

## Course Schedule

### Session 1: Introduction (September 5)

In this first class we will introduce ourselves, get introduced to the course themes and topics, and review the syllabus together.

Reading for next time:

Wardle, C. (2017). Fake news. It's complicated. *First Draft*. <https://medium.com/1st-draft/fake-news-its-complicated-d0f773766c79>

Optional reading:

Wardle, C. (2018). The Need for Smarter Definitions and Practical, Timely Empirical Research on Information Disorder. *Digital Journalism*, 6(8), 951-963.

<https://www.tandfonline.com/doi/abs/10.1080/21670811.2018.1502047?af=R&journalCode=dij20>

Media log question: Can you spot anything that you think might be misinformation in your social media feeds?

## **Session 2: The Internet, Media, and Misinformation (September 12)**

In our second session, we will get an introduction to misinformation and explore some case studies around health misinformation.

Reading for next time:

Merlan, A. (2019). Why we are addicted to conspiracy theories. *The Guardian*.

<https://www.theguardian.com/us-news/2019/may/02/why-we-are-addicted-to-conspiracy-theories>

Optional reading:

Sehat, C.M. (2019). Kermit is credible and this is good for news. *MisInfoCon*.

<https://misinfocon.com/kermit-is-credible-and-this-is-good-for-news-f26f595a356e>

Media log question: What's a conspiracy theory you've heard of that you find particularly baffling?

## **Session 3: Conspiracy Theories (September 19)**

In our third session, we will explore the complicated world of conspiracy theories, learn about their effectiveness and appeal, and discover how to identify rhetorical strategies and fallacies that often crop up in different types of misinformation.

Reading for next time:

Ciampaglia, G.L. and Menczar, F. (2018). Misinformation and biases infect social media, both intentionally and accidentally. *The Conversation*. <https://theconversation.com/misinformation-and-biases-infect-social-media-both-intentionally-and-accidentally-97148>

Optional readings:

Wardle, C. (2019). This video might not be real. *New York Times*.

[https://www.nytimes.com/2019/08/14/opinion/deep-fakes-adele-disinformation.html?action=click&module=Opinion&pgtype=Homepage&fbclid=IwAR1PL7KhyJBBpkNYBm4L08Hbw6Y6ExiTRM\\_EiYIUercw6vWzXRrs16J2G4Q](https://www.nytimes.com/2019/08/14/opinion/deep-fakes-adele-disinformation.html?action=click&module=Opinion&pgtype=Homepage&fbclid=IwAR1PL7KhyJBBpkNYBm4L08Hbw6Y6ExiTRM_EiYIUercw6vWzXRrs16J2G4Q)

Orphanides, K.G. (2018). Children's YouTube is still churning out blood, suicide and cannibalism. *Wired*. <https://www.wired.co.uk/article/youtube-for-kids-videos-problems-algorithm-recommend>

Media log question – what is a visual or meme example of misinformation that you've seen?

#### **Session 4: Misinformation and the Information Economy Part 1 (September 26)**

In our fourth session, we will dive into algorithms, social media, and how the Internet itself plays a role in the spread of misinformation. We'll also pay particular attention to visual misinformation and how it can spread.

Readings for next time:

Elmhirst, S. (2019). 'It's genuine you know?': why the online influencer industry is going 'authentic.' *The Guardian*. <https://www.theguardian.com/media/2019/apr/05/its-genuine-you-know-why-the-online-influencer-industry-is-going-authentic>

Optional reading:

Burrough, B. (2017). Fyre Festival: anatomy of a millennial marketing fiasco waiting to happen. *Vanity Fair*. <https://www.vanityfair.com/news/2017/06/fyre-festival-billy-mcfarland-millennial-marketing-fiasco>

Media log question: Find an influencer on social media and see what their content is.

#### **Session 5: Misinformation and the Information Economy Part 2 (October 3)**

For our fifth session, we will continue our exploration of the impact Internet culture and our media ecosystem has on misinformation. We'll look at social media influencers and take a look at the infamous Fyre Festival as a case study.

Reading for next week

Leetaru, K. (2019). Today's disinformation research could learn much from last century's propaganda research. *Forbes*. <https://www.forbes.com/sites/kalevleetaru/2019/04/22/todays-disinformation-research-could-learn-much-from-last-centurys-propaganda-research/#dc99a6e588ab>

Optional reading:

Brendon, P. (2017). Death of truth: when propaganda and alternative facts first gripped the world. *The Guardian*. <https://www.theguardian.com/media/2017/mar/11/death-truth-propaganda-alternative-facts-gripped-world>

Media log question: How do you think propaganda differs from other types of misinformation?

### **Session 6: State Sponsored Disinformation (October 17)**

For our sixth session, we will turn our attention to disinformation and misinformation at the state level and will explore the long history of propaganda and how it relates to our current era of misinformation.

Readings for next time

Maynes, C. (2018). Inside a Russian troll factory. *PRI*. <https://www.pri.org/stories/2018-03-16/mole-among-trolls-inside-russias-online-propaganda-machine>

Optional readings:

McKew, M. (2017). The Gerasimov Doctrine. *Politico Magazine*.

<https://www.politico.com/magazine/story/2017/09/05/gerasimov-doctrine-russia-foreign-policy-215538>

DFRLab. (2018). #TrollTracker: How to spot Russian trolls. *DFRLab Medium*.

<https://medium.com/dfrlab/trolltracker-how-to-spot-russian-trolls-2f6d3d287eaa>

Media log question: See if you can find an example of an Internet troll or a bot in your social media feeds or comment sections of a site you follow.

### **Session 7: State Sponsored Disinformation Part 2 (October 24)**

In our seventh session we will continue our exploration of state sponsored disinformation and will explore the world of Internet trolls and online fact checking.

Readings for next time: None

Media log question: Find an advertisement for a political candidate you find interesting. Do you see anything that might be misleading in the ad? Post a copy of the ad to the Discussion Board in Canvas so that we can discuss it in class.

### **Session 8: Questions of Truth in Political Advertising (October 31)**

We will discuss the history of political advertising and its long association with misinformation. We will look at some ads together, including those you post to Canvas, and discuss both how to read such ads and how to identify potential misinformation.

Reading for next time

Luo, M. (2019). The urgent quest for slower better news. *The New Yorker*.

<https://www.newyorker.com/culture/annals-of-inquiry/the-urgent-quest-for-slower-better-news>

Optional reading:

Funke, D. (2017). Want to be a better online sleuth? Learn to read webpages like a fact checker.

*Poynter*. <https://www.poynter.org/fact-checking/2017/want-to-be-a-better-online-sleuth-learn-to-read-webpages-like-a-fact-checker/>

Media log question: How has this class impacted your own media consumption habits?

**Session 9: Combatting Misinformation (November 14)**

For our final class session, we will look at how people are tackling misinformation and proposing solutions and different types of interventions. We'll explore the slow news movement and leave with some ideas and strategies that we can try to deal with misinformation in our own daily lives.

**Session 10: Dinner together! Date TBA**

Details TBA.

# The Internet, Media, and Misinformation

Misinformation Course Lecture and Discussion Notes

September 12, 2019 | Sarah Morris





**How would you  
define  
misinformation?**



# Definitions from the Digital Forensic Research Lab

- **Fake news** - deliberately presenting false information as news
- **Disinformation** - deliberately spreading false information
- **Misinformation** - the unintentional spreading of false information
- See more at <https://medium.com/dfrlab/fake-news-defining-and-defeating-43830a2ab0af>







### SATIRE OR PARODY

No intention to cause harm but has potential to fool



### MISLEADING CONTENT

Misleading use of information to frame an issue or individual



### IMPOSTER CONTENT

When genuine sources are impersonated



### FABRICATED CONTENT

New content is 100% false, designed to deceive and do harm



### FALSE CONNECTION

When headlines, visuals or captions don't support the content



### FALSE CONTEXT

When genuine content is shared with false contextual information



### MANIPULATED CONTENT

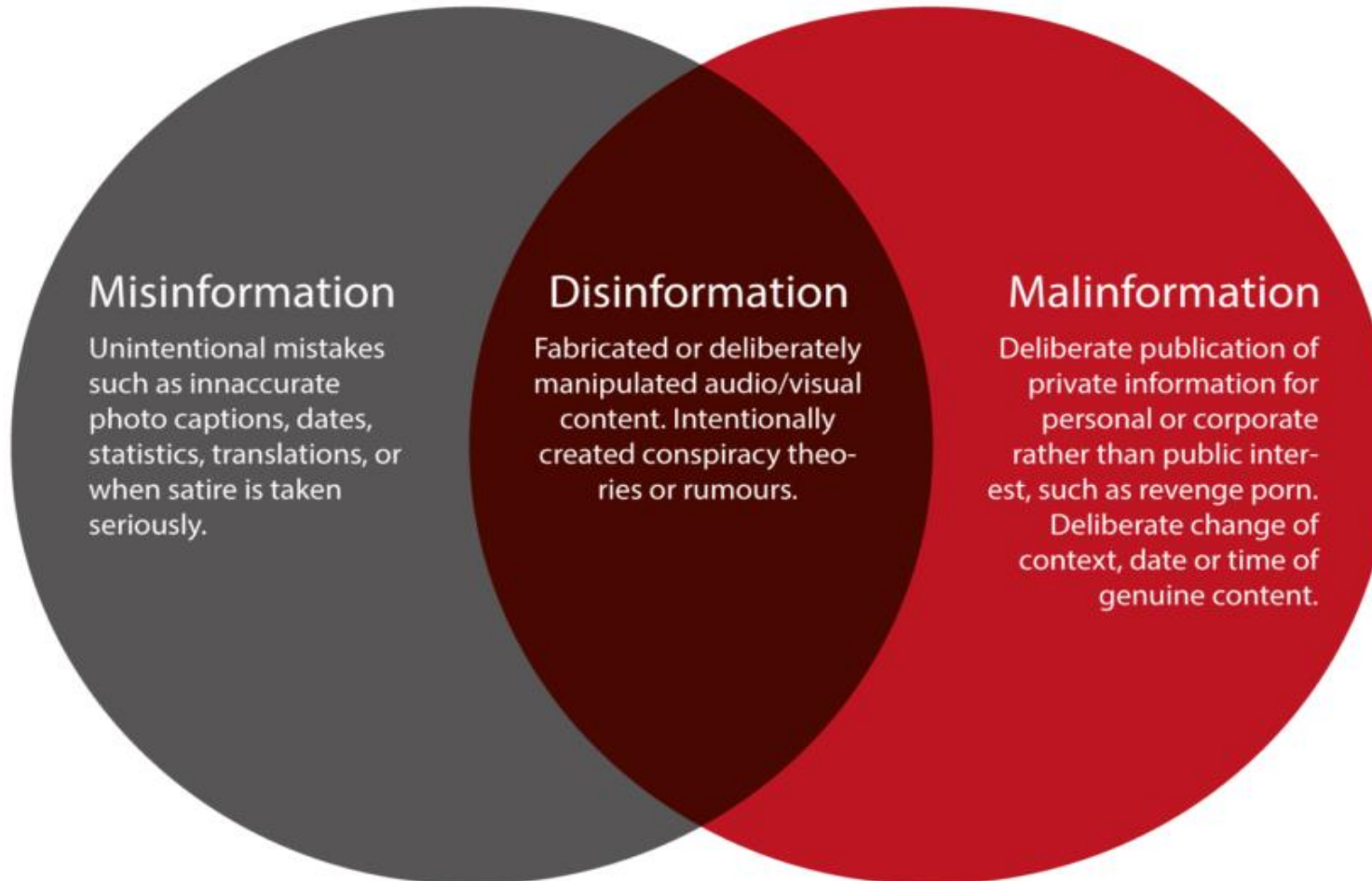
When genuine information or imagery is manipulated to deceive



# TYPES OF INFORMATION DISORDER

FALSENESS

INTENT TO HARM



# Other terms to keep in mind this semester

- Information pollution - irrelevant or otherwise low quality information appearing in large quantities in public discourse on various issues
- Information disorder - the combined effects (mental, emotional, social, political, etc.) of mis-, dis-, and mal-information
- Media literacy - Practices that help people find, consume, critically evaluate, and create media



---

# **CASE STUDIES: HEALTH MISINFORMATION**

Why is health  
misinformation  
particularly  
harmful and  
particularly  
effective?



# Case studies: Health Misinformation

- Effectiveness
  - People often search for health information online and low literacy (science, media, information, etc.) can make people susceptible to low-quality information
  - Health concerns are scary which can also make people vulnerable to health misinformation, which can prey on fears and/or tell people what they want to hear
  - Health misinformation can spread very quickly and be hard to debunk online and via social media platforms
- Impact
  - People might make decisions that cause actual physical harm to themselves or to others
  - People might start losing trust in science and medicine
- Examples
  - <https://www.nature.com/articles/d41586-018-07034-4>
  - <https://www.elsevier.com/connect/atlas/getting-to-the-bottom-of-anti-vaccine-attitudes>



# Activity Time

- Divide into three small groups.
- Each group will use some guided questions to explore examples of health misinformation. You will critically evaluate the information and see if you can track down the original scientific study that inspired your news item.
- Group 1 - <https://cnn.it/2LLbhss>
- Group 2 - <http://bit.ly/2kAPC6b>
- Group 3 - <https://nbcnews.to/2ksv4wP>





# Conspiracy Theories

Misinformation Course Lecture and Discussion Notes

September 19, 2019 | Sarah Morris







**What comes to mind  
when you hear  
“conspiracy theory”**





**Why do you think  
conspiracy theories  
are effective?**



# The effectiveness of conspiracy theories

- Emotional aspect - true with all misinformation but often heightened with conspiracies
  - Conspiracy theories can often address a fear or provide an answer to an unknown
- Desire to be in-the-know
- Lack of knowledge about certain topics can make you susceptible
- Values and morals - what you personally value can make you inclined to support certain conspiracy theories
  - Case study on anti-vaxxers - <https://psmag.com/education/the-curious-morality-of-the-anti-vaxxer>
  - Anti-vaxxers tend to distrust authority and value “purity”

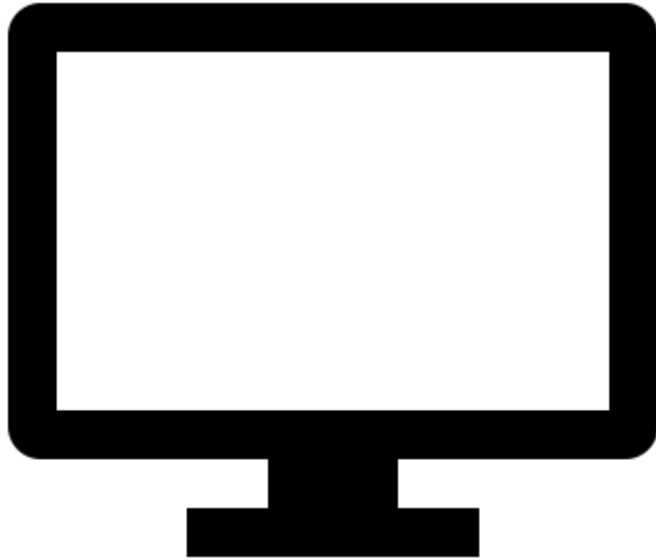


# Types of conspiracy theories

- *United States of Paranoia: A Conspiracy Theory* - Author Jesse Walker defines 5 types:
  - The “Enemy Outside” refers to theories based on figures outside a community alleged to be scheming against it.
  - The “Enemy Within” finds the conspirators lurking inside the nation, indistinguishable from ordinary citizens.
  - The “Enemy Above” involves powerful people manipulating events for their own gain.
  - The “Enemy Below” features the lower classes working to overturn the social order.
  - The “Benevolent Conspiracies” are angelic forces that work behind the scenes to improve the world and help people.
- <https://newslit.org/educators/civic-blog/news-literacy-and-conspiracy-theories/>



# Case study: Roswell



- Stems back to 1947, when people postulate that a UFO crashed in Roswell, NM and that the US government covered it up
- Has longevity - the conspiracy has been revived in the 1970s and again in the 1990s, when a 1997 CNN poll found that 80% of Americans believed aliens landed at Roswell
- Today the Storm Area 51 meme is basically an off-shoot of the original Roswell conspiracy  
<https://www.politifact.com/truth-o-meter/article/2019/jul/19/storm-area-51-trend-explained/>
- What do you think makes Roswell/Area 51 appealing? What type of conspiracy theory is it?





# Rhetorical strategies and fallacies

- A rhetorical fallacy is an appeal to a reader, often an emotional appeal, or an error in reasoning that can derail an argument.
- Fallacies and other rhetorical tricks are very common in conspiracies and in misinformation more generally.
- Let's see some examples:  
<https://www.informationisbeautiful.net/visualizations/rhetological-fallacies/>



# Activity Time

- Divide into three small groups.
- Each group will take a given conspiracy theory and conduct some rhetorical analysis - what fallacies, emotional appeals, and rhetorical strategies are being used?
- Group 1 - <http://bit.ly/2lTfGtz> (A Roswell alien conspiracy)
- Group 2 - <http://bit.ly/2mp8OED> (Amelia Earhart conspiracies)
- Group 3 - <http://bit.ly/2m0lnWQ> (Moon landing conspiracy)



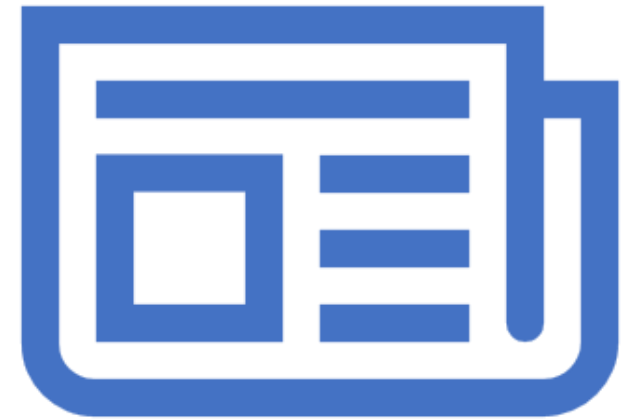
# Fact Checking Skills Workshop

Sarah Morris | Emory University Libraries

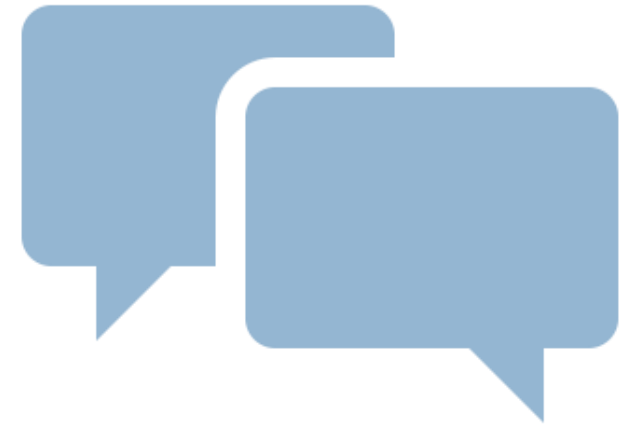




**What do you  
think of when  
you hear fake  
news?**



**What do you  
think of when  
you hear  
misinformation?**



**Let's Explore  
Some  
Definitions and  
vocabulary**





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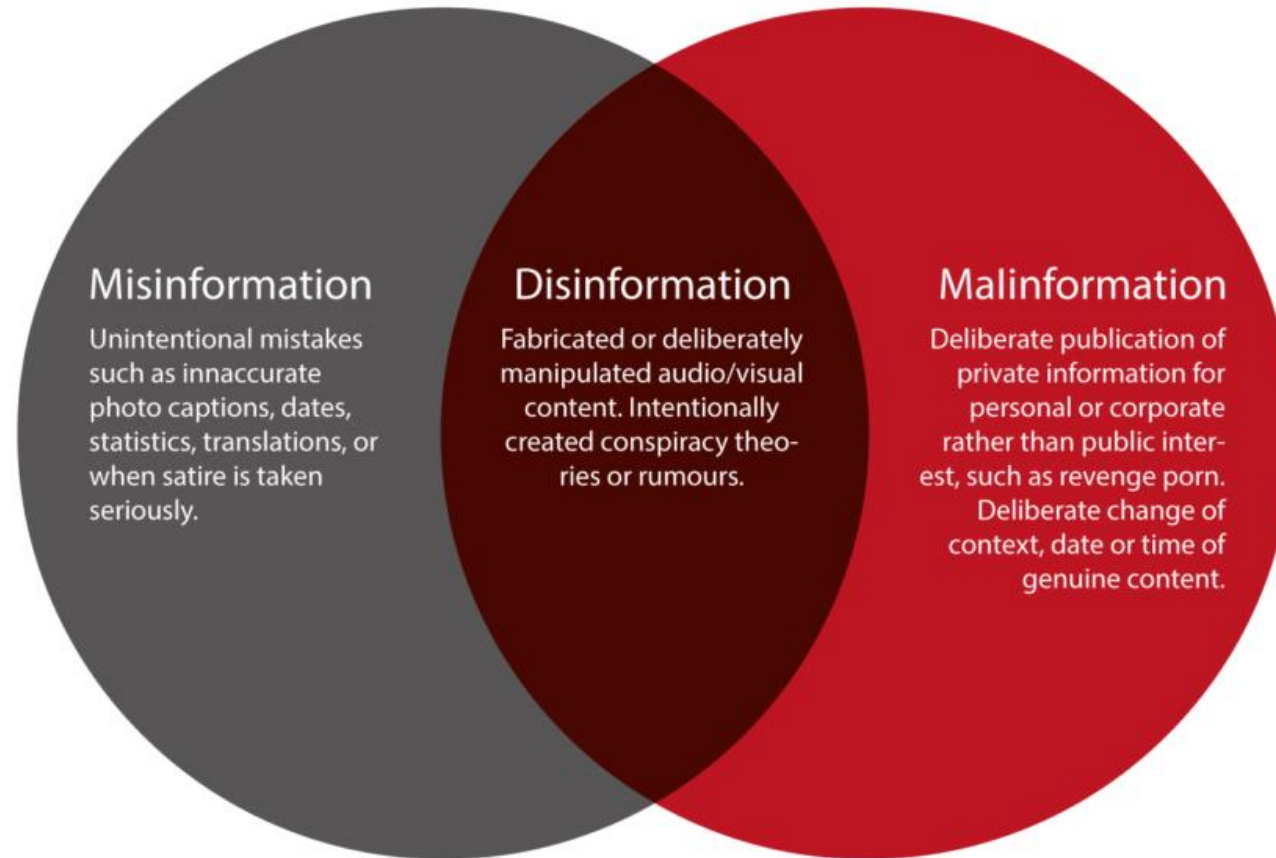




# TYPES OF INFORMATION DISORDER

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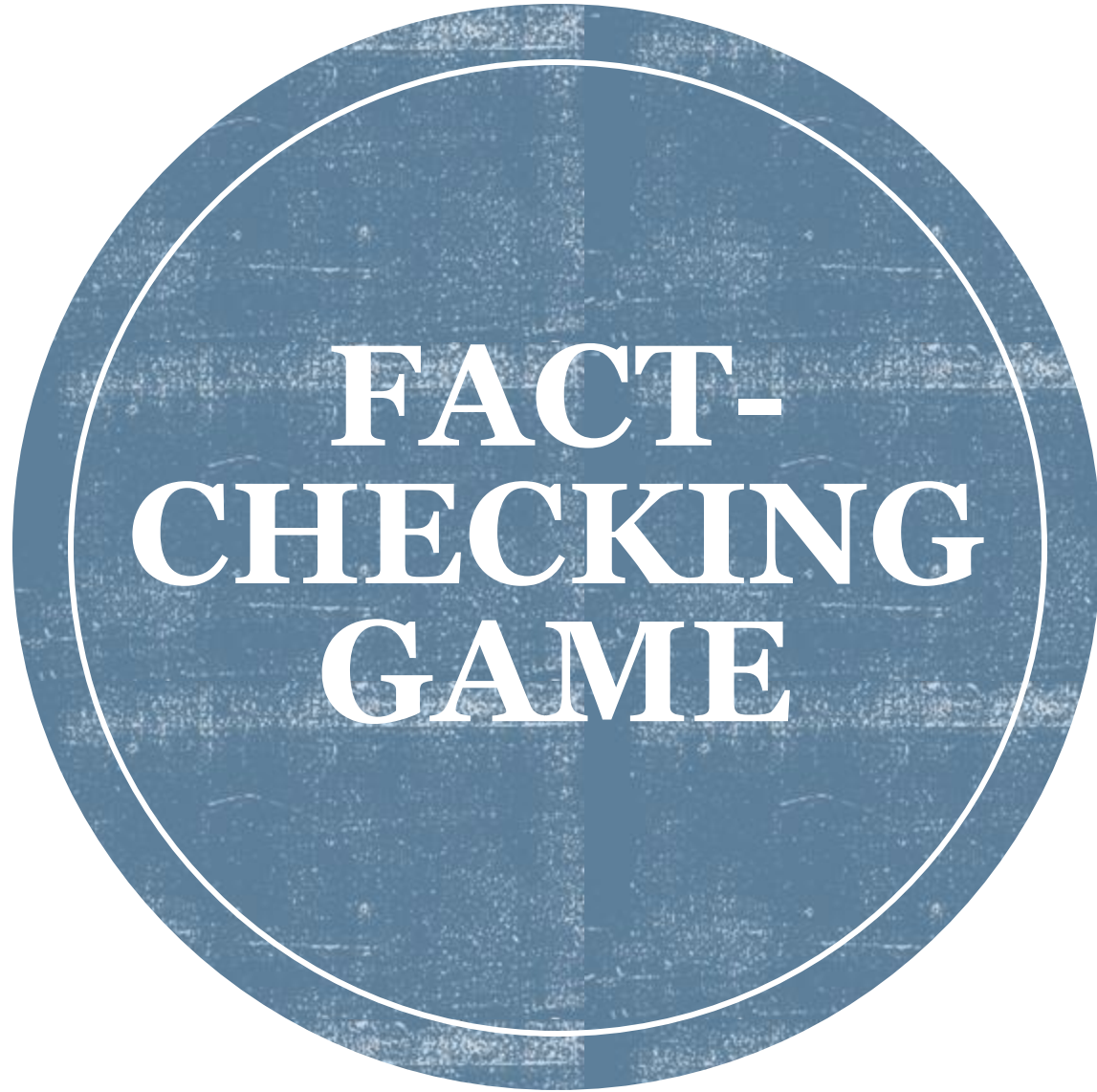


**WHAT ARE SOME  
TYPES OF  
MISINFORMATION  
THAT YOU HAVE  
NOTICED ONLINE?**

# Misinformation Trends and Themes

- Misinformation is
  - Increasingly everywhere online
  - Can sometimes be difficult to spot
  - Can mislead people, lead to distrust and conflict, and can make it difficult for people to find and use credible information in their research or just in their daily lives
  - Often highly emotionally charged





Take a few  
seconds for each  
image





**Paul Volpe** ✓

@pvolpe

Follow



IRS awards Equifax no-bid contract to verify taxpayer identities and help prevent fraud after huge security breach.



**IRS awards multimillion-dollar fraud-prevention contract to Equifax**

The no-bid contract was issued last week, as the company continued facing fallout from its massive security breach.

[politico.com](http://politico.com)

12:56 PM - 3 Oct 2017



# Result

- **True!** This might seem bizarre, but this headline from Politico, a reputable news outlet, is true. Tip: Be sure to check out the full article if you see a link on social media! Learn more at Politico - <http://politi.co/2ww6BYg>



## How to tell the difference



**Organic**



**GMO**



# Result

- 5. **Fake!** This image is actually of a properly vs. improperly cooked hardboiled egg. The satirical Facebook site Big Organic repurposed it for a fake story on GMOs. Tip: Check out a source if you're unfamiliar with it. Learn more at Snopes - <http://bit.ly/2e95m7v>







**David Dellanave** ✓

@ddn

 Follow

BREAKING: @vikings announce US Bank Stadium will be open to homeless on record-breaking cold night.

RETWEETS

5,144

LIKES

6,683



3:58 PM - 18 Dec 2016

 130

 5.1K

 6.7K



# Result

- **Fake!** This was a rumor that this Twitter user started. This potentially dangerous rumor got picked up by major news outlets before it was disproven. Tip: Always check up on who is spreading information! Learn more at The Washington Post - <http://wapo.st/2hA8pcn>





Jason Michael

@Jeggit

Follow



Believe it or not, this is a shark on the freeway in Houston, Texas. [#HurricaneHarvy](#)



1:00 AM - 28 Aug 2017

11,728 Retweets 12,971 Likes



1.0K

12K



13K

1.0K



# Result

- **Fake!** This is a doctored photo that has been making the rounds online for years. The photo fooled a number of people, including a Fox News Host. Tip: Always check the origin of an image! Learn more at the New York Times - <http://nyti.ms/2whdUVN>





# Slowing Down Your Media Consumption

- We consume a ton of media each day and we often speed through things online. It can be tricky to identify and fact-check misinformation by going so fast. Here's a few tips to slow things down!
  - **Take a beat** - are you having a strong emotional reaction? Take a minute and reflect on why! Misinformation is often deliberately emotionally-charged.
  - **Examine what you're seeing** - read horizontally or take in the full context of what you are seeing. Are there ads of note, references that seem weird, links to suspicious places?
  - **Do a little digging** - if it's unfamiliar, take a minute to check out the author or the publication. A quick search can often reveal some key information about who is responsible for what you are reading or watching.
  - **Ask why** - always ask why someone bothered to post or publish something. Is the goal to persuade you to do something, to sell something, to share information?



## Conversation Bubble Activity

Sarah Morris | Emory University Libraries | 2019

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This activity is designed to be something that can give you some further insight into your own media consumption habits. In this activity, you will examine the ways in which a topic is discussed and represented across different media platforms and within different media spaces. You will also apply some basic fact checking techniques to your findings.

Misinformation can be difficult to spot and assess in different conversational spaces, and this activity is designed to help you spot trends and examine media with a critical lens.

Select a hobby or interest or a news story you're interested in. This activity works best if you select something that you search for often or follow on social media.

Search for your hobby or interest on a variety of different media platforms. Try to run up to four searches. You can use the ones suggested below or use other sites based on our personal preferences. Write down which platforms you decide to use below.

Suggestions for searching (feel free to adapt)

- Google (while you are logged in)
- Google (in incognito mode)
- Another search engine like Bing or Duck Duck Go
- Twitter
- Instagram
- Facebook
- Google Scholar
- A magazine or newspaper of your choosing
- YouTube

Record your observations for your different searches. How is your topic presented and discussed on the different media platforms you chose? What trends or differences are you spotting across platforms?

Search 1 observations

Search 2 observations

Search 3 observations

Search 4 observations

Additional searches as needed

Run a basic fact check on two of your searches (try to contrast a more general search engine with a more personalized social media site). Are you seeing credible information? Is the information you are seeing biased in one direction or another? For your fact check, you can check up on the author, confirm a fact, assess the publication, etc.

Fact check 1

Fact check 2

What are your overall impressions for how different media platforms and outlets cover a common topic?

## Mass Media Analysis Assignment

Sarah Morris | Emory University | 2019

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In this assignment, you will compare how a given topic is covered and presented across different types of media. This assignment will help you prepare for your upcoming group research project.

Name:

### Select a topic

Please highlight the topic you would like to use for this assignment from the list below. If you would like to use another topic not listed, please contact me!

Ketogenic diet

Screen time

Electric cars

Wellness industry

### Find a scholarly article

Use Academic search complete to find a scholarly article on your topic.

1. What trends are you noticing in your search results? What types of articles are you seeing?
2. Select one article scholarly article and include a link and the title here.
3. Does this article seem credible? (remember to ask these questions: who wrote it, where was it published, and what is the article's purpose?)

### Find a popular article

Search for your topic using Google.

1. What trends are you noticing in your search results? What are you seeing?
2. Select one article and include a link and the title here.
3. Does this article seem credible? (remember to ask these questions: who wrote it, where was it published, and what is the article's purpose?)

### **Find a video**

Search for your topic on YouTube

1. What trends are you noticing in your search results? What are you seeing?
2. Select one video and include a link and the title here.
3. Does this video seem credible? (remember to ask these questions: who made this video and what is the purpose of the video?)

### **Compare and analyze**

Write a paragraph where you compare your three sources. How do these sources cover your topic? What are the differences? What are the similarities?