

# **ST120: COURSE SYLLABUS**

## **REVISED ST120: Information Before and After Google Course Syllabus**

*Spring 2020*

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### **Introduction**

Welcome to ST120!

Over the course of the semester, we will explore how technology has shaped and changed human's understanding and experience of information over time. We will examine the dynamic relationship between information and technology and explore the impact of various information technologies on societies, organizations, and people.

Participants consider how people in the past and today understand and evaluate information and in what contexts information is valued and why. Participants will also focus on developing their critical thinking skills, as well as become familiar with conventions in college writing and work on improving the skills needed to write at the college level.

### **Course Objectives/Learning Goals**

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

- Demonstrate an awareness of how social, political, and cultural values affect scientific research and technological innovation, and how these, in turn, affect society, politics and culture
- Articulate the ways that information technologies and society have shaped each other
- Deconstruct and understand the forms of college-level writing and apply college-level best practices to their writing
- Analyze and interpret variety of texts using college-level criteria
- Conduct college-level research practices
- Effectively integrate scholarly ideas into a research narrative
- Develop and apply revision strategies to their writing
- Apply appropriate forms of attribution and citation to their research
- Recognize plagiarism and apply strategies to avoid it in their writing

### **Class Meetings**

Content for the week will be posted on Moodle by Sunday of the coming week. This will include Monday's writing highlights and exercise via PowerPoint, Wednesday's "lecture" and Friday's discussion. The discussion on Friday will be comment on the readings in an online forum and also comment on a classmates comment.

### **Required Text and Readings**

Please purchase at the Colby Bookstore:

- "They Say / I Say": The Moves That Matter in Academic Writing, with 2016 MLA Update and Readings (Third Edition) by Cathy Birkenstein (Author), Gerald Graff (Author), Tony Craine (Narrator), Cyndee Maxwell (Narrator)
- A Pocket Style Manual: (2016 MLA Update) by Hacker

The rest of the reading material will be posted on Moodle.

## ST120: COURSE SYLLABUS

### Grading

Students will be graded on a variety of formats and assignments ranging from traditional research papers to a data journal. Class participation is part of the class and grade, so make sure to keep up and complete the reading in a timely fashion and participate regularly in the activities and discussions.

### Course Assignments

• Personal Narrative	5% (5 points)
• Class Participation	10% (10 points)
• Response to Readings & Peer review	20% (20 points)
• Research Plan	10% (10 points)
• Annotated Bibliography	20% (20 points)
• Research Paper	35% (35 points)

*Class Participation* is based on: Online forum posts, demonstrated effort during the course, and commitment to course goals.

*Response to readings* will be graded by being given either a *double check mark*, a *check mark* or a *minus check mark*. Response to readings are due at noon on the date indicated in Google Team Drive.

- **Double check mark:** Follows directions/guidelines set forth in the team drive for writing the response and naming the response; reflections are thoughtful and includes class themes; the writer includes critical thinking and when appropriate provides evidence for positions (refers to specific places in relevant material or clear connections to provided anecdotal accounts); writing is grammatically correct and flows well; thoughts and connections are clear; writing is engaging and interesting.
- **Check mark:** Follows directions/guidelines set forth in the team drive for writing the response and naming the response, but does not clearly relate response to course themes or ideas presented in readings or class discussions; ideas are sometimes muddled and positions are asserted without explanation or sufficient support; presents the ideas found in relevant material accurately but does not provide own interpretation or critique of the ideas or explain why they are meaningful; has significant grammatical problems.
- **Check minus:** Does not follow guidelines or specific instructions adequately; lack of significant engagement or thoughtful reflection; little or unclear connection to course themes; asks no questions, takes no positions, and provides little insight into why what is being discussed is meaningful; does not provide support for ideas; has severe structural or grammatical problems.

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**NOTE:** Students who turn in their assignments late have an unfair advantage over their classmates. Therefore, I will deduct up to points each day from any assignment that is handed in late (without arrangement) and will not accept any assignment more than 2 days after its due date.

### Grading Scale

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 94-96	B 84-86	C 74-76	D 64-66	
A- 90-93	B- 80-83	C 70-73	D- 60-63	

If needed students can have two unexcused absences, but after the third unexcused absence your final grade is at risk of being lowered by one letter.

Excused absences do not affect your final grade. I am happy to excuse you from attending a class/session in the case of illness (flu, heavy cold etc.) personal/family emergencies, and prior commitments relating to activities/events at or sponsored by Colby. Please contact me (the earlier the better) to get permission for an excused absence.

## **ST120: COURSE SYLLABUS**

### **Learning Differences**

This class will honor all necessary accommodations for students with documented learning differences. If you have a learning difference or believe you may have a learning difference that requires specific accommodation, please see your academic advisor who can refer you the appropriate support at the Dean's Office. The Dean's Office will then let me know which accommodations are appropriate.

If you are having difficulty with any of the assignments please let me know; I will be happy to work with you on your writing no matter what level of confidence or skill you happen to have.

The Writing Center at Colby is a great resource and available for all students; they can assist you in improving your skills in reading, writing, and studying. Learn more and visit their website at: <http://www.colby.edu/writers.center/>.

### **Academic Honesty**

This class will adhere to Colby's guidelines on Academic Honesty.

Honesty, integrity, and personal responsibility are cornerstones of a Colby education and provide the foundation for scholarly inquiry, intellectual discourse, and an open and welcoming campus community. These values are articulated in the Colby Affirmation and are central to this course. You are expected to demonstrate academic honesty in all aspects of this course. If you are clear about course expectations, give credit to those whose work you rely on, and submit your best work, you are highly unlikely to commit an act of academic dishonesty.

Academic dishonesty includes, but is not limited to: violating clearly stated rules for taking an exam or completing homework; plagiarism (including material from sources without a citation and quotation marks around any borrowed words); claiming another's work or a modification of another's work as one's own; buying or attempting to buy papers or projects for a course; fabricating information or citations; knowingly assisting others in acts of academic dishonesty; misrepresentations to faculty within the context of a course; and submitting the same work, including an essay that you wrote, in more than one course without the permission of the instructors.

Academic dishonesty is a serious offense against the college. Sanctions for academic dishonesty are assigned by an academic review board and may include failure on the assignment, failure in the course, or suspension or expulsion from the College.

### **Communicating with Me**

Email: [kmkugelm@colby.edu](mailto:kmkugelm@colby.edu)

(207) 313-3021 (c)

I encourage you to contact me whenever you have questions or if you are experiencing any problems with the course. I will usually respond within 12 hours, and sometimes I will be able to answer your questions right away.