

Major Class Project: Exploring Information Access, Creation and Distribution Across Cultures

Stage 1: Exploring Topics: Select one of the following topics for further exploration

- Mohammed Cartoon Controversy and Media Censorship

Cartoons depicting the Islamic prophet Mohammed were published. Some Muslim organizations protested the publication of these images, with some protests leading to violence. Some feel that the cartoons were racist. Others believe in the right of the media to not be censored. What do you think? The portrayal of Mohammed in a popular cartoon on Comedy Central was also in the news recently.

- Iraq War and Embedded Journalism (journalist part of battalion of troops)

Many U.S. military units have had a journalist assigned to them during the Iraq War. This journalist travels with the unit. The rationale behind this was that the U.S. wanted to partake in information warfare. That is, bombarding the world with information on the war from the U.S. perspective in an attempt to win the war. What do you think about these tactics? What do you think about the safety of the journalist and the troops that the journalist travels with? Is this a good idea, a not-so-good idea, or both?

- Google in China and Access to Information

While the Google search engine has been available in China, websites found by the search engine have been censored by the Chinese government. When searchers enter certain blocked keywords, they receive a message letting them know that only part of the search results are being shown. Please discuss the history of this controversy. What do you think about this censorship? Do governments have a right to censor what their citizens search for? Should search engines comply with the wishes of a government?

- Iran Student Protestors and their Freedom of Expression Through Social Media

Iran student protestors took to the streets in December 2009 to protest their government. At that time, Iranian journalists were told that their journalist licenses would be suspended for 3 days. This was seen as a way to stop the reporting in the protests, as the Iranian government has historically been very opposed to any opposition against them. However, the world heard about the events of these days through social medias including Twitter, Facebook, and MySpace. Discuss the history of this situation and how social media has played a role.

- Technology and Troop Moral

In past wars, getting in touch with family members at home was difficult. Paper letters were sent and often took weeks to reach their intended recipients. Today, troops enjoy the use of email, social networking, and video chat among other technologies to stay in touch with their loved ones. What are the differences in communication among troops and their friends and family between now and in past wars? What technologies are being used by troops for communication? How has this impacted troop morale?

- Personal lives of people in the spotlight (politicians, and celebrities) – not so personal anymore.

Before technology became mainstreamed, the personal lives of politicians and celebrities largely remained personal. Today, we know every detail of their lives. How has technology and the access of information been an invasion of privacy people? How has technology helped us to find out important information about them that should not be a secret? How are people in the spotlight using social media (Twitter, facebook) to generate more interest in them? Discuss the pros and cons of these issues.

Major Class Project: Exploring Information Access, Creation and Distribution Across Cultures

- Music and technology – sampling and peer-to-peer sharing

Discuss the history of and legal issues surrounding music sampling. Is the use of sampled tracks original art or is it stealing another's ideas? What is the impact of sampling music on legacy recordings? Is it original art or stealing? What do you think?

Peer-to-peer sharing is a way for us to build up our personal music libraries. Should this be legal? Who is impacted by the downloading of music? How has iTunes changed the digital distribution of music?

- Privacy on the Internet

Technology has given us access to many things from the convenience of our own home – access to shopping, banking, and more information than is even possible to read. However, it is important to think about how our privacy is being protected on the internet? Are our personal accounts kept private? Is it legal to track the searches that we conduct when using a search engine? How is our personal information protected on social media sites such as Facebook? Discuss these controversies.

- Keeping Things 'Free' on the Internet

Items that we are able to access on the Internet are often available free of charge. But are they really free? How do search engines finance our 'free' searches yet still make money as a company? How does youtube.com keep the hosting of millions of videos free of charge? How are television stations able to stream new episodes of their shows on the web without facing financial ruin?

- Technology and Outsourcing of Jobs

The emergence of technology has allowed for many jobs to be sent overseas. While in the States a few employees may be maintained, the less-essential jobs are given to individuals overseas. This is because many people in other countries will work for less money than Americans. Examples of jobs that use technology and are outsourced include video game artists, animators and industrial designers. Discuss this issue as it applies to the job types listed. What does this mean to American workers in these fields? Has this use of technology improved or eroded these industries? What do you think?

Major Class Project: Exploring Information Access, Creation and Distribution Across Cultures

Stage 2: Locating Resources	150 points
------------------------------------	-------------------

1 – Information Literacy Instruction (how to do research) Wednesday 6/8 through Wed. 6/15

2 – After learning about locating resources, you will find one of each type of resource regarding your selected topic.

1. General book source (either print or ebook from library)
2. Reference book source (either print or ebook from library)
3. Newspaper article (from library database)
4. Magazine article (from library database)
5. Scholarly or peer-reviewed journal article (from library database)
6. Blog (other than your classmates) or Wiki
7. Reputable website (such as from a government or educational institution)
8. Image
9. Video clip
10. Other resource of your choice

* If you find additional sources, keep track of them for possible use later in this project.

3 – For each source you will:

- a. Create a citation in MLA format
- b. Write a 3-4 sentence summary of the source.
- c. Post this information to your blog. These posts are due to be posted to your blog no later than Sunday 6/19 at noon. Points will be deducted for late submissions.

4 – Comment on blog posts of your group members so that you are aware of the other sources on your topic that have been located.

Grading: Research Resources Blog Grading Rubric (150 total points)

Book (one for each of the 10 sources)
<p>Correct Citation – 4 points 3-4 points – citation has been created properly using MLA citation style 1-2 points – multiple errors in citation; important citation information missing 0 points – citation will be difficult for another to locate due to insufficient information in citation; incorrect citation style.</p>
<p>Source Relevant to Your Topic – 4 points 3-4 points – reputable source that is completely relevant to your topic 1-2 points – authorship of source is questionable; item is not very relevant to topic and better source could have been found. 0 points – overtly inappropriate and unreliable source; topic barely discussed</p>
<p>Blog Posting – 5 points 4-5 points – proper grammar, spelling, capitalization, punctuation and sentence structure; succinct summary of at least 3 sentences; summary will easily make sense to others. 1-3 points – comprehensible, but room for improvement in the areas listed above. 0 points – meaning unclear due to grammar, spelling, etc. errors.</p>
<p>Comments on Group Member Blog – 2 points 2 points - demonstrated that you read their posting by reacting to or asking about what your classmate wrote 1 point – questionable whether you read or understood classmate’s posting 0 points – no demonstration of having read classmate’s posting</p>
TOTAL out of 15 possible points

Major Class Project: Exploring Information Access, Creation and Distribution Across Cultures

Stage 3: Individual Outline	50 points
------------------------------------	------------------

1 - While you will not be writing a paper, you will be putting together an outline that COULD be used to write a paper. Use the 'Creating an Outline' handout as your guide in this process.

2 – Create this outline using Google Docs and invite me to be an editor so that I can make suggestions to your outline. KELVM10531 – Kelly Lambert

3 - This outline is due on Tuesday 6/21.

Criteria
<p>Includes Sections Requested: 10 points Topic relevant to topic given to group; 4 main ideas with sub-headings; closing paragraph 8-10 points – includes each of these requested sections 4-7 points – includes several, but not all of these requested sections 0-3 points – includes few or none of these sections</p>
<p>Content: 10 points Ideas make sense; attention to spelling and grammar shown; ideas will easily make sense to others 8-10 points – content makes sense, attention to spelling and grammar; makes sense 4-7 points – accomplished items listed above in an acceptable way but room for improvement 0-3 points – did not accomplish above items; little effort shown in this area</p>
<p>Organization: 10 points Shows logical order of ideas; the pieces flow together well to show line of reasoning 8-10 points – shows logical order of ideas 4-7 points – shows somewhat logical order of ideas 0-3 points – outline is not in a logical order</p>
<p>Source Identification (Works Cited): 10 points Includes works cited list in alphabetical order with 10 sources relevant to the group topic 8-10 points – includes works cited list in proper MLA format 4-7 points – includes works cited list with somewhat proper MLA formatted citations 0-3 points – may or may not include works cited list with most improperly formatted citations and/or incomplete list.</p>
<p>Effort and Thoroughness: 10 points The piece shows great attention to detail and outstanding personal effort 4-5 – great attention and effort shown 2-3 – acceptable attention and effort shown 0-1 – little to no attention and effort shown</p>

Major Class Project: Exploring Information Access, Creation and Distribution Across Cultures

Stage 4: Group Outline

- 1 – Review the Individual Outlines created by your group members.
- 2 – With your group, determine the most important segments covered on your topic. Create an outline as if you were writing a group paper on this topic. Be sure to use segments from each group member's
- 3 – Create this outline using Google Docs and invite me and all group members to be editors so that I can make suggestions to your outline and see how each member participated. KELVM10531 – Kelly Lambert

Stage 5: Group Presentation

- 1 – You will be working with your small group on this project.
- 2 – Your group will be giving a 10 minute presentation to the class on the topic you have been researching. Use the sources that you and your group members have been collecting on the topic. The group outline that you have created will serve as the framework for your presentation.
- 3 – Your final presentation should have the following elements:
 - a) All group members should participate equally in the creation of your presentation and in speaking during the presentation.
 - b) Your group must have an electronic visual aid. You can use should have a [Glogster](#) collage or powerpoint for this. It will help you to explain your topic.
- 4 - You will be graded based on the oral presentation rubric that will be provided.
- 5 – Group presentations will take place on Wednesday, June 29th.