January 20, 2020

Members of the UCCC:

I am pleased to nominate JOUR 302 Infomania: Information Mangement, for the Christopher Haufler KU Core Innovation Award. JOUR 302 is a required course for all journalism majors and minors. It is a KU Core Goal 1, Learning Outcome 1 (Critical Thinking) course.

In JOUR 302, we train journalism students to find, evaluate, and use credible information sources. The course is central to our curriculum because journalists and strategic communication professionals need to know, first, where to find information and how to assess information, before presenting this information with credibility to audiences. The course is offered in spring, summer, and fall sessions, with an approximate annual enrollment of 300.

The innovative structure of the course integrates journalism-specific and KU Core learning outcomes, and facilitates the demonstration of student learning. The course is organized into four units, each focused on a set of research skills. These address the journalism-specific learning outcomes of the course: (1) knowing how to use advanced search strategies; and knowing how to access and use (2) public records, (3) news archives, nonprofit records, scholarly research, public data, and (4) marketing research, social media, and public company records.

Each unit culminates in an assignment, called a "research brief." To complete a brief, students research a topic and document their research, thus demonstrating their command of the skills taught in the current and previous units. For instance, in the third brief, students research a local issue (e.g., downtown grocery store, county jail expansion), and are expected to identify, access, and make sense of news about this issue, a nonprofit that can serve as a source on the issue, and scholarly research and public data that can inform understanding of the issue. Students submit their findings in a document that a professional reporter could use as a background brief on the issue. Sample assignment instructions, grading rubric, and one student's third brief are included in the Appendix.

While each assignment focuses on different research skills, all four assignments are structured exactly the same, to reinforce students' engagement in, and demonstration of, critical thinking. There are three sections in each assignment, and each section aligns with a component of the AACU's Critical Thinking VALUE Rubric. In the first section, students describe and reflect critically on their search strategies. This section aligns with AACU's "Influence of context and assumptions" component, which expects students to show that they question their assumptions, and evaluate the context of their positions. In the second section, students evaluate the credibility of every source they consider using. This aligns with AACU's "Evidence" component, which expects students to question the viewpoints of expert sources, and to accompany information drawn from sources with evaluations of these sources. In the third section, students summarize the information they research. This section aligns with AACU's "Explanation of issues" component, which expects students to describe an issue "comprehensively, delivering all relevant information necessary for full understanding."

An Open Education Resource (OER) supports learning outcomes, student engagement, and active learning. In collaboration with seven journalism and library colleagues, librarian Karna Younger and I published a 375-page free, open-access, online textbook for JOUR 302, titled *Be Credible: Information Literacy for Journalism, Public Relations, Advertising and Marketing Students* (linked here). The OER is designed to motivate student engagement in course content and active learning. Unlike any other resource on the market, this textbook fully aligns with JOUR 302's learning outcomes, discusses and models critical thinking, and is written at a level appropriate for the first-year and sophomore, beginning journalism students who populate the course. In addition to conventional content, the OER presents prompts for activities that reinforce each chapter's concepts, and KU journalism alumni testimonials about using the skills discussed in the book professionally.

The online version of the OER includes 13 instructional videos, which we produced specifically for this textbook, that demonstrate how to access, search, and retrieve information from different information sources. Previously, such demonstrations were presented in class. Moving this instruction online has freed up substantial class time, which we now devote to instructor-guided hands-on research and source evaluation practice. This facilitates greater student engagement in their research tasks.

At the end of the semester, students have the option to produce an online video tutorial for the OER, explaining a concept covered in the course, but for which a tutorial does not exist yet. This optional assignment reflects the principles of open education, which promotes students' participation in the design of their educational experiences. Last fall, we integrated 23 student-produced videos into the textbook.

A customized assessment instrument evaluates and documents students' progress in critical thinking, and informs course modifications. Source evalution is a central skill that students are expected to develop in this course, aligning with both journalism and critical thinking learning outcomes. We thus adapted a published source evaluation instrument (Erin Daniels, "Using a Targeted Rubric to Deepen Direct Assessment of College Students' Abilities to Evaluate the Credibility of Sources," *College & Undergraduate Libraries* 17, no. 1, (2010): 31–43). We deploy this assessment at the beginning and conclusion of each semester to measure and document students' progress in critical thinking.

In the assessment, students read a recent news article and write a paragraph or two explaining whether or not they would use the article as a source in their own report on a related topic. We score students' responses on two dimensions: breadth of the credibility cues used, and evaluation depth. A credibility cue is any element of an information source that provides evidence of the source's credibility (e.g., author, publisher, tone, etc.). The breadth score, therefore, refers to the number of evaluation cues that a student identifies in an evaluation (range: 0-7). Evaluation depth refers to how well a student supports his or her credibility evaluation with evidence (range: 1-3). Each semester, Karna Younger and I split the task of scoring the student evaluations, having established good inter-rater reliability between us.

In each of the past three semesters, the assessment showed that students improved on at least one source evaluation dimension, but that other improvements were lacking. We used these results to make the following modifications in the course.

In fall 2017, students did not improve on the breadth of their evaluations. The average breadth score was 3.4 both at the beginning and at the end of the semester, a statistical tie, $t(299) = .04$, $p = .97$. This suggested that students needed better practice on cue identification. Our intervention to address this consisted of using with greater frequency an evaluation activity that prompts students to list all possible credibility cues first, before collecting evidence about each cue. In spring 2018, when we employed this intervention, students' average breadth scores improved from 2.9 at the beginning of the semester, to 4.1 at the end, a statistically significant increase, $t(355) = 9.14$, $p < .001$. The intervention appeared to have worked.

While the average depth score improved in fall 2017, and both average breadth and depth scores improved in spring 2018, these improvements were uneven between the five independent instructors who taught sections of the course. At this time, the course was being delivered in five, twice-weekly 30-student sections, each led by a different instructor. In one section in spring 2018, for instance, students scored 2.2 higher on breadth at the end of the semester than at the beginning. In another section that semester, however, the breadth score decerased .1. Analyses of variance showed that there were significant differences between instructors in how much their students improved on breadth and depth each semester. See the Appendix for detailed assessment result tables from fall 2017-spring 2019.

To standardize instruction and student outcomes, in fall 2018 the course began being delivered in a once-weekly large lecture, and once-weekly 30-student discussion sections. The disucssions were led by independent instructors, but all content and assignments were common across these sections. The fall 2018 assessment suggested this delivery change erased between-instructor differences in outcomes. The average breadth score increased from 2.4 to 3.8 over the semester, a statistically significant difference, $t(203) = 8.60$, $p < .001$. The average depth score also increased, from 1.5 to 2.1, a statistically significant difference, $t(203) = 9.76$, $p < .001$. There was no statistical significance in between-instructor differences in breadth and depth scores. Similar results were obtained in Spring 2019. In all, the assessment identifies directions for course modifications, and supports the validity of the modifications we have introduced.

Course assessment, results, and modifications are shared with KU faculty and beyond. I presented the JOUR 302 approach to teaching critical thinking at the 2019 KU Teaching Summit, in a session titled, "Teaching critical thinking about information sources." The session also included Marie Brown (History) and Cameron Piercy (Communication Studies), who presented contrasting approaches to teaching critical thinking in their courses.

A research article co-authored by Karna Younger and me has been accepted for publication in the peer-reviewed *College and Libraries Research Journal*. It is titled, "News credibility: Adapting and testing a source evaluation assessment in journalism," and documents the development and initial deployment of the JOUR 302 assessment instrument. Karna Younger, Carmen Orth-Alfie and I presented elements of the course at two national library science conferences (2017 Brick & Click Academic Library Conference, 2018 LOEX (Library Orientation Exchange) Conference), and at the 2019 Association for Education in Journalism and Mass Communication (AEJMC) conference.

All course innovations have resulted from instructor collaborations. The recent modifications and standardization of JOUR 302, aimed at how well the course meets its learning outcomes for all students, have been supported by a collaboration between me and KU librarian Karna Younger. Karna and I led the writing of the OER, and wrote large sections of the book. We adapted, tested, and deployed the assessment. We continually analyze its results, and design interventions to improve student learning.

Journalism instructors who have taught the course in recent semesters also have contributed to course re-design and assessment by creating and testing learning activities, and suggesting future modifications. These instrcutors include assistant professor Teri Finneman, lecturer Gerri Berendzen, and doctoral students Shola Aromona, Keri Meinking, Roseann Pluretti, and John Watson. At KU Libraries, Carmen Orth-Alfie contributed to the assessment design, and to planning and writing the OER. Individual OER chapters also were written by journalism faculty Kerry Benson and Eric Thomas, and by libraries faculty Callie Branstiter, Caitlin Donnelly Klepper, and Paul Thomas.

Thank you for considering JOUR 302 for the Christopher Haufler KU Core Innovation Award.
Peter Bobkowski, Ph.D., Associate Professor

Appendix

This Appendix contains the following documents, in support of the nomination of JOUR 302 for the Christopher Haufler KU Core Innovation Award:

JOUR 302: Infomania, Spring 2020

Lecture: Mondays, 11 a.m.-12:15 p.m., Lindley 412

Discussion sections:

- Wednesdays, 11 a.m.-12:15 p.m., Stauffer-Flint 202, Professor Bobkowski
- Wednesdays, 11 a.m.-12:15 p.m., Stauffer-Flint 206, Professor Benson
- Wednesdays, 11 a.m.-12:15 p.m., Stauffer-Flint 303, Professor Berendzen
- Wednesdays, 12:30-1:45 p.m., Stauffer-Flint 202, Professor Aromona
- Wednesdays, 3-4:15 p.m., Stauffer-Flint 303, Professor Berendzen
- Thursdays, 2:30-3:45 p.m., Stauffer-Flint 202, Professor Shayesteh

Instructors

Professor Shola Aromona
Email: shola.aromona@ku.edu
Office: Dole Human Development Center 2051
Office hours: Mondays, 1-3 p.m., or email to set up an appointment.

Professor Kerry Benson
Email: benson@ku.edu
Office: Stauffer-Flint 209C
Office hours: Monday from 2:00 - 3 p.m. and Wednesday from 3:30 - 4 p.m. Appointments welcome, of
course.

Professor Gerri Berendzen
Email: gberendzen@ku.edu
Office: Dole Human Development Center 2056
Office hours: 3 to 4:30 p.m. Tuesday and Thursday; 9-10 a.m. Wednesday; 2 to 4 p.m. Monday and
Wednesday. At the Bremner Editing Center from 1-3 p.m. Tuesday and Thursday and 10 a.m. to 12:15
p.m. Wednesday. By appointment at other times.

Professor Peter Bobkowski
Email: bobkowski@ku.edu
Office: Dole Human Development Center 2071
Office hours: Mondays & Wednesdays, 3-4 p.m., or email to set up an appointment.

Professor Fatemeh Shayesteh
Email: f.shayesteh@ku.edu
Office: Dole Human Development Center 2051
Office hours: Thursdays 12:30 -2:30 p.m.

Course rationale and objectives

Journalism and strategic communication practitioners must be information experts. Before communi-
cating any information in news or strategic messages, these practitioners must be able to navigate, assess,
and synthesize the vast quantities of information that are available to them. In this course, students de-
velop information literacy skills and dispositions by learning to: (1) identify and access information
sources; (2) retrieve information from these sources; (3) evaluate these sources and information critically;
(4) question their own assumptions; and (5) summarize and synthesize the information they obtain. These

skills and dispositions form the foundation of the information-intensive skills students go on to develop in subsequent courses.

KU Core: This course satisfies Goal 1 Outcome 1, Critical thinking

Learning objectives

1. Students will identify a topic of interest, articulate its significance, explain the necessity of researching it, and plan a research strategy.
2. Students will identify diverse information sources to advance their understanding of a topic.Students will use effective retrieval strategies, including search and interview techniques, to obtain information from these sources.Students will apply critical thinking to evaluate their information sources, the information they collect, and their own assumptions about the topic.
   a. Students will use digital news databases, business records, public records, population/consumer research, and individuals, as essential sources of information.
   b. Students will know about other conventional and emerging sources of information (e.g., big data), and will supplement the essential sources from (a) with other information sources as necessary.
3. Students will use effective retrieval strategies, including search and interview techniques, to obtain information from these sources.
4. Students will summarize and synthesize the information they collect, and will articulate the results of their critical thinking evaluations.
5. Students will attribute information completely and consistently to its sources.

Textbook

The textbook for this course is free and online, and written specifically for this class:

[Be Credible: Information Literacy for Journalism, Public Relations, Advertising, and Marketing Students](), by Peter Bobkowski and Karna Younger, 2018.

A PDF version of the book [is available here]().

Assignment categories

Instructions for all assignments are in their respective weekly folders on Blackboard. To do well in this class, look at Blackboard daily and follow all directions listed there.

Research Briefs
Instructions are posted in the left column on Blackboard.

- Research Brief 1: Local business search, due Feb. 16 (100 points)
- Research Brief 2: Public records, due March 1 (150 points)
- Research Brief 3: Issue, due April 5 (200 points)
- Research Brief 4: Product or brand, due May 3 (200 points)
- Research Brief 5: Final, due May 11 (200 points)

Credibility assessments
20 points (plus up to 20-30 extra credit). Completed during first & last week of class.

Reading quizzes
10 points each, 140 points total. Completed before the beginning of class for which the reading is assigned.

"I'm Extra!" initiative reports
25 points each, 75 points total. Due dates for reporting "I'm Extra!" Initiatives are:

- March 22
- April 19
- May 13

Grading

All assignments and "I'm Extra" add to 1085 points. Blackboard standards for determining letter grades will be used.

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

Grades will not be rounded up.

Attendance

Attendance will be recorded at the beginning of each lecture and discussion. Students need to be signed in before class starts to be marked present. Late arrival or early departure will be recorded as an absence.

You are permitted two absences of any kind. After two absences, you will receive a 15-point grade deduction to your total points at the end of the semester. If you are absent, you may not make up what you missed in class, and must ask a classmate for notes. Exceptions include a note from a doctor, a funeral program or an excused note for a university activity.

In the grade book on Blackboard, there is an Absence tally column. This is not a grade; it's a tally of how many classes you have missed. The number in this column will not be averaged with the other numbers in the grade book.

Journalism School's policy on classroom attendance

No student may add a journalism class after the 20th day of a semester.

Students must attend their classes and laboratory periods. Instructors may take attendance into account in assessing a student's performance and may require a certain level of attendance for passing a course. Instructors may choose to drop students from a course, based on attendance, without consent.

The School of Journalism reserves the right to cancel the enrollment of students who fail to attend the first class or laboratory meeting.

Late work, grade concerns

Assignments are due at 11 p.m. on designated Sundays. Quizzes are due at the beginning of the class or discussion for which the quiz reading is assigned. Late work will receive a grade of 0. Deadlines exist in this professional field for a reason: The broadcast starts at 6 p.m., not at 6:01 p.m.

In case of a Blackboard submission malfunction, students must email their assignments to the instructor before the due date/time. Students are responsible for ensuring that their Blackboard submissions are successful and complete. Check this and double-check it, at the time of submission.

Although grades are not negotiable, the instructor will consider any concerns a student has about an assignment grade, as long as the concerns are identified promptly. Questions or disputes about a particular grade need to be taken care of within a week of receiving that grade. The only grades that will be discussed at the end of the semester are for assignments due at the end of the semester.

Academic misconduct

You are bound by the university rules on academic misconduct. If you have any questions about what constitutes cheating, please ask BEFORE your endeavor.

Policy on Plagiarism and Fabrication/Falsification

The William Allen White School of Journalism and Mass Communications does not tolerate plagiarism, fabrication of evidence or falsification of evidence. Penalties for plagiarism, fabrication or falsification can include a failing grade for the course and expulsion from the School of Journalism and Mass Communications. If you have any questions about what constitutes plagiarism, fabrication or falsification, please consult the professor of the course.

The following definitions are from Article II, Section 6, of the University Senate Rules and Regulations, *revised FY98.*

Plagiarism: Knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the information or ideas are common knowledge.

Fabrication and Falsification: Unauthorized alteration or invention of any information or citation in an academic exercise.

Email etiquette

We encourage you to communicate with your instructors about the course face-to-face during office hours, or through e-mail. If you choose the latter, please be mindful of email etiquette:

- Compose a brief yet informative subject line.
- Use a greeting, such as "Hello, Professor Benson," at the beginning of your message.
- Write the body of your message using full sentences, proper capitalization and punctuation. Explain your question or concern as completely as possible.
- Sign your message using your full (first and last) name.

Major assignments are due on Sunday evenings. Your deadline for emailing your instructor with questions about these assignments is 5 p.m. on the preceding Friday. If you email after this deadline, do not expect to receive a response before the assignment is due.

Technology use

Laptops, tablets, smart watches, and phones may not be used during lectures or discussions unless specific accommodations are required and cleared with the instructor, or unless they are permitted for an in-class activity.

Should the instructor or a student use a personal communication device, application, or website for something other than a class-related research task, and this individual is called out for doing so, they will take their things and leave the class, and be marked absent for the day.

Copying or Recording Course Content

Course materials prepared by the instructor, as well as content of all lectures presented by the instructor, are the instructor's property. Video and audio recording of lectures without instructor consent is prohibited. On request, the instructor usually will permit students to record lectures, on the condition that these recordings are only used as a study aid by the individual making the recording. Unless the instructor gives explicit permission, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course.

Students with disabilities or special needs

Student Access Services, part of the Academic Achievement & Access Center, works with all units at the University to insure that every student has an equal opportunity to succeed at KU. The mission of Student Access Services is to facilitate appropriate resources, services and auxiliary aids to allow each qualified student with a disability to equitably access educational, social, and career opportunities at the University of Kansas. We are here to help you whether your disability is physical, medical, sensory, psychological, or related to attention or learning. Students who have special needs may require special accommodations to meet course requirements. Requests for accommodations should be made in advance. To find out more information, please contact Student Access Services (http://www.disability.ku.edu/) to acquire the proper documentation.

Student Access Services
1450 Jayhawk Boulevard
Strong Hall Room 22
Phone: 785-864-4064
Email: achieve@ku.edu

Academic Achievement and Access Center

This center offers many services and programs to assist students in their academic success and to enhance their collegiate experience at KU. Choose from learning strategy consultations, group workshops or general or course-specific academic assistance, by appointment or on a walk-in basis. Feel free to talk with us and ask for information or direction about academic and personal issues.

Blackboard and IT support

If you experience technical difficulties using Blackboard, contact Blackboard Support at 785-864-2600 or email blackboardsupport@ku.edu

For other technical issues, contact KU Information Technology 785-864-8080, or email itcsc@ku.edu

Ask a Librarian

Click on the link above to access library support. This link offers different ways to communicate with library support services.

Using the KU Libraries' How-to guides

The KU Libraries research guides serve to aid you in finding resources by subject or course. These Tutorial/Help guides explain how to use the research resources available to you. Click on the link above which will link you directly to a listing of tutorials.

Journalism Career and Outreach Office

The Career and Outreach Office at Stauffer-Flint, Room 120, provides services for all students at the William Allen White School of Journalism and Mass Communications. If you need assistance with resume and cover letter development, job search strategy, internships, mock interviews and LinkedIn profile, schedule an appointment with Steve Rottinghaus at steve_rottinghaus@ku.edu. Make sure to follow job and internship postings on Twitter at @Rhaus90.

Financial Aid Policy

The KU Office of Student Financial Aid is required by federal law to determine whether students who receive aid are attending each class in which they are enrolled. Instructors are required to report to that office absences of students who have stopped attending and names of those who have enrolled but never have attended. Students who do not attend classes may be required to repay federal and/or state financial aid."

Students who receive any form of financial aid should learn all requirements including minimum hours of enrollment and grades to qualify for and retain that aid.

Weapons policy

Individuals who choose to carry concealed handguns **are solely responsible to do so in a safe and secure manner in strict conformity with state and federal laws and KU weapons policy.** Safety measures outlined in the KU weapons policy specify that a concealed handgun:

- Must be under the constant control of the carrier.
- Must be out of view, concealed either on the body of the carrier, or backpack, purse, or bag that remains under the carrier's custody and control.
- Must be in a holster that covers the trigger area and secures any external hammer in an un-cocked position
- Must have the safety on, and have no round in the chamber.

This class will require students to visit areas where a variety of self-defense weapons may be legally restricted. Students will also be expected to leave belongings such as backpacks and purses away and unattended for prolonged periods. Students who choose to carry a concealed handgun or other means of self-defense should plan accordingly prior to beginning this class. The university does not provide appropriate secured storage for concealed handguns or any other weapons.

Individuals who violate the KU weapons policy may face disciplinary action under the appropriate university code of conduct, including dismissal from the course.

JOUR 302 Course Timeline

Lecture 1

Topic: Introduction
Instructor: Peter

Learning objectives. Students will:
- Know who the class instructors are.
- Understand what the class is about, and why they are required to take it.
- Understand the setup of the class Blackboard site.
- Know about the online textbook and reading quizzes.
- Know where to find the class syllabus, and know about:
    - Attendance policy.
    - Consequences of plagiarism and fabrication.
- Understand the consent information re. online credibility assessment.

Discussion 1

Topic: Credibility and the professions

Before class, students will:
- Complete the online credibility assessment (introduced in lecture 1).
- Read the Be Credible chapter.
- Take a quiz over the chapter.

Learning objectives. Students will:
- Understand the fundamental role of credibility in journalism and related professions.
- Connect the credibility of journalists and strat comm. professionals with the credibility of their sources.
- Be familiar with recent examples of how journalists and strat comm. professionals lost their credibility.

Suggested activities:
- Getting to know you activity.
- Review key points from the chapter.
- Small group discussions on what is credibility, and report out to the class.
- In small groups, work through "This is How Credibility Crashes and Burns" activity at the end of the Be Credible chapter.
- If time allows, work through the "Can I Get a License" activity at the end of the Be Credible chapter.

Lecture 2

Topics: Search, re-search, keywords, search strategies
Instructor: Peter

Before class, students will:
- Read the [Search and Re-Search chapter](#)
- Read the [Search More Effectively chapter](#)
- Take a quiz over these chapters

Learning objectives. Students will:
- Understand the goals and structure of Research Brief 1: Search About a Business Brief.
- Become familiar with the (1) search-re-search cycle, and (2) search operators, by observing a demonstration of how one might search for information about a local business in the class.

Discussion 2

Topics: Practice search and re-search, search strategies, using Google efficiently, keeping notes on searches and results

Before class, students will:
- Read the [Keep Detailed Research Notes chapter](#)
- Read the [Google chapter](#)
- Take a quiz over these chapters

Learning objectives. Students will:
- Develop a skepticism toward Google search results (from the chapter).
- Be able to generate effective keywords for searches.
- Use Google search operators.
- Begin developing the habit of searching and re-searching (and developing new keywords) using the results of previous searches.
- Document their search strategies and results.

Suggested activities:
- Discuss key ideas from the chapters.
- Begin working on the Research Brief with guidance from the instructor.

Lecture 3

Topics: Credibility evaluation
Instructor: Peter

Before class, students will:
- Read the [Evaluate Information Vigorously chapter](#)
- Read the [Go Lateral with Cues and Evidence chapter](#)
- Take a quiz over these chapters

Learning objectives. Students will:
- Recognize the limitations of how they evaluate the credibility of information.
- Appreciate the importance of primary sources for journalists.
- Understand the Cue-Evidence method of evaluating the credibility of information.
- Know the key cues to evaluate: publisher, author, content, sources.
- Understand the need for providing evidence to support credibility arguments.

Discussion 3

Topics: Wikipedia, primary/secondary practice, cue-evidence practice

Before class, students will:
- Read the Wikipedia chapter
- Take a quiz over the chapter

Learning objectives. Students will:
- Develop a more nuanced understanding of Wikipedia as an information source than they had been taught previously.
- Be able to use Wikipedia effectively.
- Be able to distinguish between primary and secondary sources of information.
- Be able to list the key cues for evaluating the credibility of information: publisher, author, content, sources.
- Formulate arguments and provide evidence about how cues contribute to or diminish the credibility of a source, using potential Research Brief 1 sources.

Suggested activities:
- "Get Primaried" activity, which is at the end of the Evaluate Information Vigorously chapter
- One or two of the first three activities at the end of the Wikipedia chapter

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Research Brief 1: Business/Individuals Search due

Lecture 4

Topic: Research Brief 2 intro
                  Public records intro
Instructor: Peter

Before class
- Read Public Records chapter

Learning objectives. Students will:

- Understand the goals and structure of Research Brief 2: Building/Business Brief.
- Be able to identify the key public records they can access for any building and business.
- Apply the search-re-search cycle to finding public records, and know how to construct a building/business profile from the public records, by observing a demonstration of how one might search for information about a business and a building.

Discussion 4

Topic: Credibility of public records
                    Story ideas for Research Brief 2

Learning objectives. Students will:
- Be able to find a variety of public records.
- Articulate the cue-evidence method, and apply it to evaluating a variety of information sources (review).
- Be able to identify the credibility cues in a public record.
- Articulate arguments about public record credibility cues, and provide evidence in support of these arguments.

Suggested activities:
- Practice finding public records, and evaluating the credibility of these records
- Students review public record search strategies covered in the Public Records chapter
- Begin working on Research Brief 2, with guidance from the instructor

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Lecture 5

Topic: Attribution
Instructor: TBD

Before class, students will:
- Read the Attribution chapter
- Take a quiz over the chapter

Learning objectives. Students will:
- Understand the connections between attribution and a journalist's credibility.
- Know how to paraphrase information from a source.
- Know what terms to use in attribution (i.e., said, according to).
- Be able to attribute sources in their writing.
- Know how to embed links to online sources in their attributions.

Discussion 5

Topic: Research Brief 2 work day

Suggested activities:
- Students work on Research Brief 2 with guidance from the instructor.

Research Brief 2: Business/Individuals Public Records due

Lecture 6

Topic: News, news archives and the chronology of an issue
Instructor: TBD

Before class, students will:
- Be assigned (randomly via an online survey) an issue for the next Research Brief
- Read the News chapter

Learning objectives. Students will:
- Understand the goals and structure of Research Brief 3: Issue.
- Use appropriate search operators and to find information on their issue.
- Understand the standard sources of an issue article: past news, nonprofits, experts research studies, data.
- Apply the search-re-search cycle to constructing a chronology of an issue by observing a demonstration of how this can be done using news archives.

Issue article used as an example in previous semesters
Slideshow link from the previous semester

Discussion 6

Topic: Keywords, News searching practice, Constructing the chronology of a news story, Credibility of news

Learning objectives. Students will:
- Be able to generate keywords, using prior search results, to search for information on their issue.
- Evaluate the credibility of a news story using the cue-evidence method.

Suggested Activities
- "Search Phrases," at the end of the Search and Re-Search chapter.
- Ask students to review news searching strategies covered in the News chapter.
- Students begin working on Research Brief 3 by looking up news stories about their topic.

Lecture 7

Topic: Bias, fake news, photo manipulation
Instructor: TBD

Before class, students will:
- Read the Bias chapter
- Take a quiz over the chapter

Learning objectives. Students will:
- Know strategies for spotting bias, fake news, and manipulated photos.
- Be familiar with online tools for checking bias, fake news, and photos,

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Discussion 7

Topic: News verification

Learning objectives. Students will:
- Practice spotting bias, fake news, and manipulated photos.

Suggested activities:
- TBD

Lecture 8

Topic: Nonprofits and the credibility of nonprofits
Instructor: TBD

Before class, students will:
- Read the Nonprofits chapter
- Take a quiz over the chapter

Learning objectives. Students will:
- Understand nonprofits as potential sources of information and expertise on a topic.
- Know how to find nonprofits.
- Be able to evaluate the credibility of a nonprofit using information from a Form 990.

Discussion 8

Topic: Nonprofits practice

Learning objectives. Students will:

- Practice finding nonprofits and their public documents.
- Practice evaluating the credibility of the nonprofits from this information.

Suggested activities:
- Find a nonprofit related to the issue topic
- Evaluate the nonprofit's credibility based on its website and Form 990
- Glean information about the topic from the nonprofit
- Work toward completing Research Brief 3 with guidance from the instructor.

Lecture 9

Topic: Scholarly research
Instructor: TBD

Before class, students will:
- Read [Scholarly Research](#) chapter
- Take a quiz over the chapter

Learning objectives. Students will:
- Understand the creation process and purpose of research studies.
- Know how to access research studies.
- Articulate strategies for reading scholarly sources.
- Understand how the creation process and purpose of scholarly sources contribute to their credibility.

Discussion 9

Topic: Research Brief 3 work day

Suggested activities:
- Students work on completing Research Brief 3 with guidance from the instructor. Focus is on fiding and evaluating a piece of scholarly research on the topic of the brief.

Lecture 10

Topic: Polling, data, data manipulation
Instructor: TBD

Before class, students will:
- Read [Data](#) chapter
- Take a quiz over the chapter

Learning objectives. Students will:
- Understand the creation process and purpose of public data.

- Know how to access research data.
- Understand how the creation process and purpose of public data contribute to their credibility.
- Recognize and consider ethical implications of using data, such as privacy and other concerns.

Discussion 10

Topic: Research Brief 3 work day

Suggested activities:
- Students work on completing Research Briefs 3 with guidance from the instructor. Goal is to find and visualize data on the topic of the brief.

Research Brief 3: Issue due

Lecture 11

Topics: Research Brief 4 intro, Market research
Instructor: Peter

Before class, students will:
- Read the Market Research chapter
- Take a quiz over the chapter

Learning objectives. Students will:
- Understand what market research is
- Appreciate market research as a useful source of information
- Know how to access market research reports through KU Libraries

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Discussion 11

Topic: Market research work day

Suggested activities:
- Encourage students to review strategies for accessing market reports covered in the Market Research chapter.
- Students begin working on Research Brief 4 by selecting a company, product or brand to research.
- Students find market reports for their selected entity, and begin reading these reports.

Lecture 12

Topics: Public company filings and credibility
Instructor: TBD

Before class, students will:
- Read the Public Companies chapter
- Take a quiz over the chapter

Learning objectives:
- Define and identify public companies.
- Explain why public company filings are worth locating and reading.
- Evaluate the credibility of public company filings.
- Access and read a company's 10-K and DEF 14A documents.

Discussion 12

Topic: Public company filings workday

Objectives:
- Students work on Research Brief 4 with instructor guidance.

Lecture 13

Topic: Social media listening
Instructor: TBD

Before class, students will:
- Read an article on social media listening.

Learning objectives. Students will:
- Understand the different processes that companies use to learn about consumer sentiment on social media.
- Know about social media listening tools.

Discussion 13

Topic: Research Brief 4 workday

Activity:
- Students work on their Resarch Briefs 4 with instructor guidance.

Research Brief 4: Product, service or brand due

Lecture 14

Topic: Credibility assessment 2
Instructor: Peter

In class:
- Students bring laptops to class and complete end-of-semester assessment.

Discussion 14

Topic: Final Research Brief workday

Suggested activities:
- Students work on their final projects with instructor guidance

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Final Research Brief due

Assignment Instructions

==Your Name==
JOUR 302: Infomania
==Discussion Professor's Name==
==Due Date==

Research Brief 3: Issue
==Topic==

Journalists and other communications professionals often need to become familiar with issues in which they may not be interested, and to identify sources they can use to understand these issues better. In this assignment, you are expected to demonstrate that you can (1) find information about an issue with which you are not familiar, (2) describe and evaluate how you searched for and found this information, (3) identify and evaluate the sources you found, and (4) summarize the information you found.

When thinking about the information you search for, find, evaluate, and synthesize, imagine that you are completing the brief for a local reporter who will write or record a story about your issue. If you need to get in the right frame of mind, the episode <u>Very Tough Love</u> of the podcast This American Life might help you get there.

Step-by-Step Instructions for this Assignment

Receive a local issue assignment from your instructor. You can appeal to your instructor to cover a different <u>local</u> issue that's not being covered by your classmates.

News
- Re-read the <u>Search More Effectively</u> chapter in the Be Credible textbook.
- Search the web for information about this issue.
- Read the <u>News</u> chapter in the Be Credible textbook.
- Search news archives for this issue and construct a chronology of this issue.
- Search news archives for similar issues happening elsewhere, and about any context that's important to understanding this issue.

Nonprofit
- Read the <u>Nonprofits</u> chapter in the Be Credible textbook.
- Search for a nonprofit organization that specializes in this issue, related issues, or the context that's important to understanding this issue.

Research Study
- Read the <u>Scholarly Research</u> chapter in the Be Credible textbook.
- Search for a research study that is related to this issue, or to the context that's important to understanding this issue.

Data
- Read the <u>Data</u> chapter in the Be Credible textbook.
- Search for public data related to this issue, or to the context that's important to understanding this issue. Create a graph using data you find.

Source Evaluation Steps
- Re-read the <u>Evaluate Information Vigorously</u> chapter in the Be Credible textbook.
- Re-read the <u>Go Lateral with Cues and Evidence</u> chapter in the Be Credible textbook.

- Identify all of the individual sources your searches turned up. For example, a news article is a source, a nonprofit's website is a source, Form 990 is a source, a research study is a source, a dataset is a source.
- For each source, determine if it is a primary or a secondary (or a tertiary) source. Collect evidence to support this determination.
- For each source, list the cues that say something about the credibility of this source. This is an incomplete list of possible credibility cues: publisher, author, date, content, sources, writing style, bias, visuals. Not every source will contain all of these cues.
- Investigate each cue, and collect evidence about it. Use this evidence to determine the extent to which the cue contributes to or diminishes the credibility of the source.
- Keep detailed notes on the sources, cues, cue evidence, and your determination of each source's credibility

- Use all of this information to complete sections 1, 2, and 3 of this document.

Section 1: Search Strategies and Results

Use bullet points or numbers to **list all of the searches** you performed, and to **fully explain your thinking** behind each search.

As you list each search:
- Identify the collection of sources you searched (e.g., Guidestar, Google Scholar), and the search term you typed into the search box.
- Briefly explain your thinking about why you used this collection and this search term. If your thinking is related to the results of a previous search, explain this connection.
- Briefly explain the results of each search, which results you pursued further, which you didn't, and why.

At the end of this section, write a **one-paragraph synthesis** of all the searches you completed, and all the information you found. Evaluate the effectiveness of your search strategies and results. Support your evaluation with specific evidence from the list of searches and results. This is a critical thinking class. Show some critical thinking about what you did, why you did it, whether or not it worked, and what you learned in the process.

Grading hints:
- *In this assignment, your instructor is looking to see that you are searching the different collections of information discussed in the four textbook chapters covered in this unit. As you did previously, show that you are also using sophisticated search strategies.*
- *Show critical thinking as you reason through the search strategies you use and the results you get. Your goal is NOT for all your searches to hit the jackpot. Your goal is to show that you are a thoughtful and critical search user.*

Section 2: Source Evaluation

Use bullet points or numbers to **list all of the sources** your searches turned up, and to **fully explain your evaluation** of each source.

As you list **each source**, attribute it:
- Provide enough information so that anyone can find the source and look at it.
- Embed a link to every publicly accessible online source (avoid pasting unreadable URLs). Include a screenshot or a photograph of each source that can't be linked to online.

Evaluate **each source**:
- Your ultimate goal is to explain whether or not each source is credible enough for you to use in a report on your issue.
- Use the evaluation information you generated earlier to explain and support your thinking (see "Source Evaluation Steps," above). Your explanation needs to include these parts:
    - An explanation about whether the source is primary or secondary, evidence supporting this, and a statement about whether this contributes to or diminishes the source's credibility.
    - A list of all of the credibility cues for this source.
    - Evidence about each cue, including any necessary quotations, embedded links, screenshots, etc.
    - An explanation about whether, based on this evidence, the cue contributes to or diminishes the credibility of the source.
    - A synthesis statement about each source that re-states the key evidence presented above. This statement should start with the phrase, "Overall, this source is / is not credible enough for me to use because … ."

Instead of writing in paragraphs, for each source you can (but don't have to) use a table like this:

Source: Insert the name of the source here, and embed a link to it.

Cue	Evidence	Contributes to (+) or diminishes (-) the source's credibility
Primary/secondary	Evidence about primary/secondary	+ / -
Cue 1 name	Evidence about cue 1	+ / -
Cue 2 name	Evidence about cue 2	+ / -
Cue 3 name	Evidence about cue 3	+ / -
	DO NOT stop at 3 cues. Add a new row for each additional cue (right-click and press "Insert" and "Rows Below")	

Synthesis statement: Overall, this source is / is not credible enough to use because … [synthesize the key evidence and arguments from the table]

Grading hints:
- *Your instructor is looking for you to show that you question the credibility of everything. For every credibility assertion you make, ask yourself "why?", and investigate further. Keep asking "why?"*
- *Do not rely on gut feelings about the credibility of sources. Your evidence needs to come from somewhere other than yourself.*
- *If you use the table, make sure that the information in the "Evidence" column is complete. In each row, use multiple full sentences, links, quotes, and any other information to support your thinking.*
- *Don't forget the synthesis statement, and don't skim on the evidence you re-state in it.*

Section 3: Topic Summary

Summarize the most important and interesting information you found about the issue. The following are devices you can use to structure this summary. You won't use all of these devices; your issue will dictate which ones you use.
- Definition
- Chronology of key developments
- Key issues
- Key points of view
- Key players (include contact information where appropriate)

Your writing should be thorough but not excessively detailed.

Attribute all information to the appropriate sources in the summary. Use the phrase "according to" as much as you need to; do not worry about sounding redundant. **Embed links** to sources that are openly accessible on the Internet. (For a refresher, read the Attribute All Sources chapter in the Be Credible textbook.)

Remember that in journalism, paragraphs are short, usually no more than four sentences long. There is no limit on how many paragraphs you write.

How to Handle and Submit this Assignment

- Save this document to your computer.
- At the top of this page, change "Your Name," "Discussion Professor's Name" and "Due Date." The "Topic" is your assigned issue. Get rid of the yellow highlighting.
- Save the document periodically so you do not lose your work.
- As you complete the assignment, refer to the grading rubric on Blackboard to understand how the assignment will be graded.
- Delete all sections of the document that are in blue (like this one). All text in the final document should be black.
- When finished, click on the appropriate assignment in Blackboard and upload this document using the "Attach File: Browse My Computer" button.
- Submit a Word file. Don't submit a PDF file. If you use Pages, save your file as a Word document before uploading. If you upload a Pages document, your instructor will not be able to read it or grade it.
- Make sure that the assignment uploads completely. Your Internet connection and Blackboard can malfunction during the submission process. It is **your responsibility** that your assignment upload is successful.
- Go back and check that your assignment is submitted. Take a screenshot to document that your assignment was fully submitted before the deadline. Save the screenshot to your computer.

Brief 3 Grading Rubric

	Alignments with the AACU Critical Thinking VALUE Rubric
Section 1: Search	
Search is thorough & uses appropriate strategies	Category: Student's position. Capstone-level characteristics: "Specific position (perspective/thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective/thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective/thesis/position)."
Search thinking process is explained well	
Search summary contains critical thinking	
Section 2: Evaluation	
Credibility evaluation uses adequate cues	Category: Influence of context and assumptions. Capstone-level characteristics: "Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of conctexts when presenting a position."
Thorough evidence is used in credibility evaluation	
Credibility of each source is clear	
Section 3: Summary	
Summary is informative yet concise	Category: Explanation of issues. Capstone-level characteristics: "Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding."
Summary includes attribution and links	
Data is presented visually and described using text	
Writing is free of grammatical and other errors	

JOUR 302: Infomania
Professor Peter Bobkowski
Due Date October 29, 2018

Brief 3: Issue
Proposed Expansion of the Douglas County Jail

Section 1: Search Strategies and Results.

- Assigned article: Lawrence Journal World [Douglas County voters reject controversial countywide sales tax; leaders say jail project will proceed after public input](#)
    - This initial article helped give me background for the rest of my searches.
    - 53% voted against the tax increase, 47% voted for the tax increase (so a relatively close vote)
    - The half-cent sales tax increase would have funded a $44 million expansion of the county jail, $11 million behavioral and health campus, and $5.1 million additional behavioral health services.
    - Ultimately the expansion needs to happen so Douglas County Commission is looking into ways to cut the budget in other areas and raise property taxes; the expansion will be done in phases no matter where the money is found.
    - The sheriff and commissioners are looking at how to reword the proposition or break the expansion in to parts to gain voter support on future ballots.
    - While the county is upset that the proposition did not pass, they are 'energized' by the involvement form the community, stating that this is a movement in the works.
- Linked in assigned article: Lawrence Journal World, [Get ready to vote: Questions and answers on Douglas County half-cent sales tax ballot question](#)
    - This article was linked in my assigned article which seemed like an obvious que for more information on my topic.
    - This article's goal was to further explain Proposition 1 so voters had a clear idea of the ballot. The article is organized in a clear Q&A style, easy for readers to comprehend.
- Google: Douglas County Kansas Proposition 1
    - Lawrence Journal World, [Proposition 1 ballots](#) coming in at 'impressive' rate
    - This article helped me better understand the voting process and that this proposition was a mail-in ballot. The Douglas County Clerk, Jaime Shew, estimated that 35% of the population would turn in ballots but at the time this article was written he had a new estimate of 45%.
    - I used the search term "Douglas County Kansas Proposition 1" since that is the terminology I found popular in the other articles I read.
- Google: Douglas County Kansas Proposition 1

- o [The Bert Nash Center](#) is a nonprofit community mental health organization that offers outpatient services.
- o Since Proposition 1 proposes a mental health and behavioral campus for the Douglas County Jail, the nonprofit offered a breakdown of the proposition on their website to help voters better understand what they are voting on.

- Google: [Douglas county jail expansion](#)
  - o The Kansan, the University of Kansas newspaper, offered a new perspective on Proposition 1. This article broke down further what all the expenses would be going towards (ex: who would be getting which beds, why the expansion is needed, and why other options- such as reform- may not work for Douglas County).
  - o I thought another outlook was needed since up to this point, most of my information was from the Lawrence Journal World.
  - o This article brought up the opposing side which was not in the other articles I read; many were concerned that there was not enough research done before the proposal of Proposition 1. However, Lawrence had been working towards a solution for the past four years.
  - o I added jail expansion to my list of search terms to possibly widen the articles I found.
- Google: Douglas County jail expansion:
  - o Back to the [Lawrence Journal World](#), this article looked at how Douglas County does not follow the national trend of declining inmate populations. This is because 30% of Douglas County jail's population comes from Shawnee County and the Kansas City metropolitan area, where their jails are overcrowding and inmates need to be transferred elsewhere.
  - o The article had a link to the data they used to support their article which was produced by the [U.S. Department of Justice](#). This is the data I will use for my chart and graph since it is the most comprehensive set of data as it is collected from city and county jails across the United States.

- Google: need for jail expansion
  - The article "Sheriffs assess need for future jail expansion" gives an inside look to the thought process of a jail expansion and if it would truly fix the problem of jail over-crowding.
  - The Smokey Mountain News is an outlet centered in Waynesville, North Carolina. According to The Prison Policy Initiative, North Caroline is one of the leading states for this issue.
  - This table was included in the article which compares the costs to run a jail between Johnson County Kansas and Bernalillo County New Mexico.
  - I know the need for jail expansion is a vague term but I was attempting to find broader information about jail expansion in the United States.

A tale of two counties: Inmate populations drive costs (FY 2014)
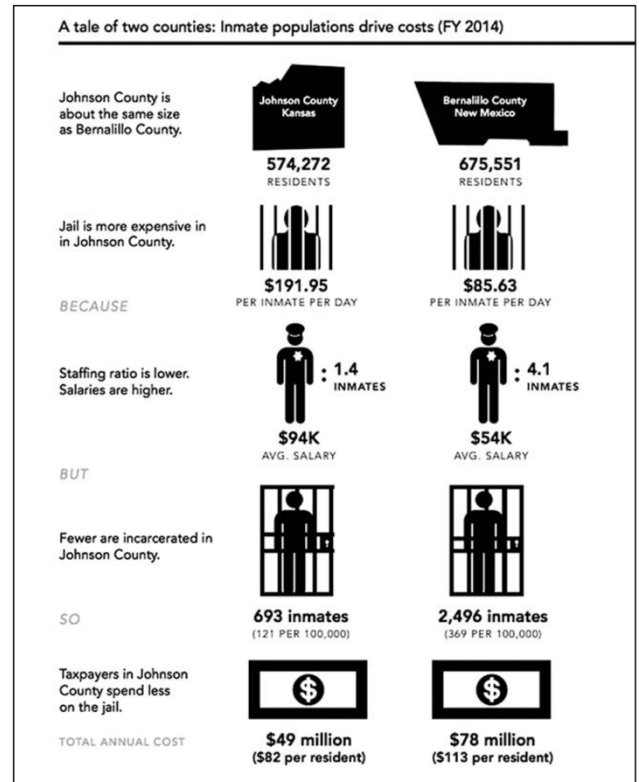
- Google: Jail expansion United States
  - New Report Slams "Unprecedented" Growth in US Prisons is a PBS article explaining how spending on jail expansions in the United States has gotten out of hand, making it the third most costly expense for states after health care and education.
  - This study also showed how minorities are over represented in jail with black men under the age of 35 being more likely to be in jail than in the work force (in 2014 when this study was published).
  - This article was accompanied by a video which followed inmates in Louisville, Kentucky and how an overcrowded jail negatively affects their quality of life
    - It is often forgotten that inmates are still people and deserve to be treated like human beings; without many of these jail expansions inmates can lack the basic needs of life.
- Google: Jail expansion United States
  - The Prison Policy Initiative is a non-profit dedicated to researching prison reform and exposing the broader harm of mass crimilization.
  - Apparently, jails are run locally and prisons are run by the state. Most of the people in local jails are there for committing state crimes, but the jails often have little reform or funding form the state causing a domino effect of issues.
  - Since the 1980s, the US jail population has more than tripled (this is because of a large increase of people held before trial)

- o Kansas has one of the highest amounts of jail growth out of the United States since the 1980s. (The convicted population has actually decreased in the last 20 years; the jail population has primarily risen due to the amount of people held pre-trial so they are not a risk to flight.)
    - 60% of people in jail in Kansas are those there for pre-trial/ unconvicted
  - o The courts have imposed a wealth-based test of freedom due to the bail prices.
  - o Often policymakers want to make criminal justice reform but do not realize that to do so they also need to focus on the jails.
  - o The Prison Policy Initiative is very transparent as they post links to where they got all their information and post all their finances on the about section of their website.
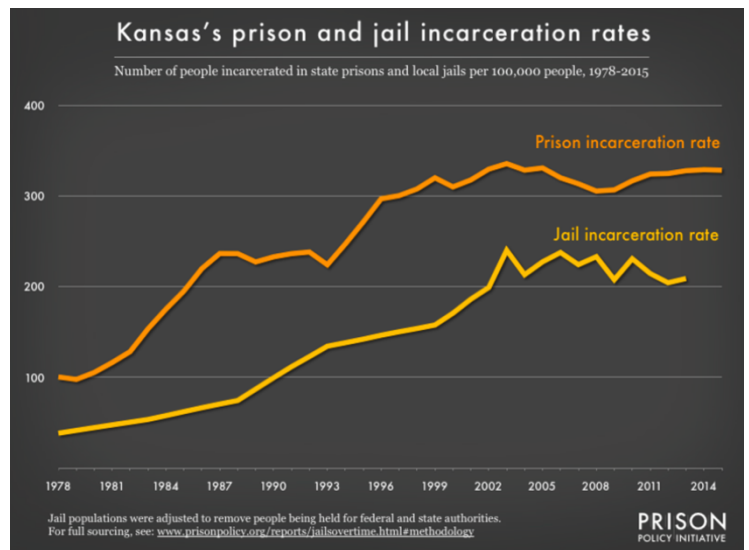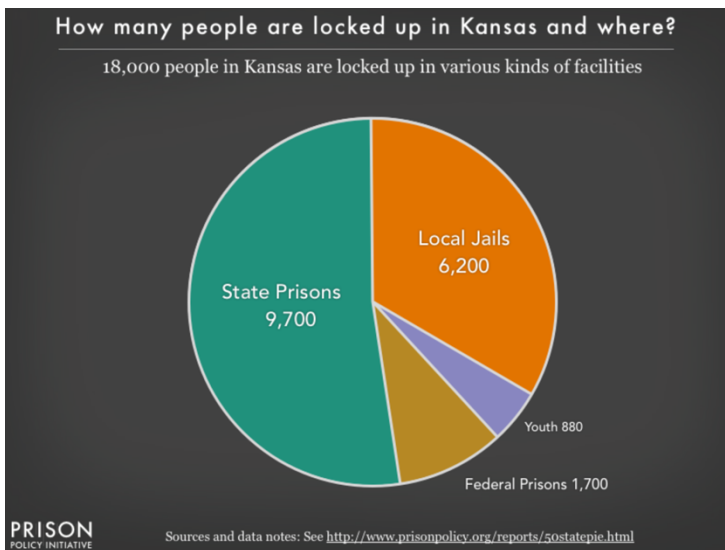
- Guide Star: The Prison Policy Initiative
  - o While I had found the nonprofit just by doing a Google search, I wanted to check Guide Star for the 990 Form and any other possible information.
  - o After reading their 990 Form I found that they brought in about $400,000 in 2016 but only spent about $300,000 meaning they had a profit; this extra money could be used for more public programs. I also found that they have 9 "employees" but only one is paid (Peter Wagner) and the other 8 are volunteer positions.
  - o The Prison Policy Institute is very transparent about their finances since they post their 990 Form on their personal website.
- KU Libraries database (Access World News): jail expansion
  - o I'll just say I was impressed with this new database that I had never known of. I like how it compiled stories from anywhere you wanted (I narrowed my results to the United States and searched for jail expansion). All of these stories were published on the day I did my search so all are recent and relevant.

- - o [Sales tax plan" Second public hearing today](#): Hancock County in Ohio is experiencing similar issues when it comes to needing funding for a jail expansion. Instead of allowing citizens to vote, the commissioners board will be discussing the issue at their next hearing.
    - o [Sheriff's Office Protects Large Area](#): McDonald County in Missouri just recently underwent an expansion and remodel to increase the safety of their jail. This expansion will ultimately allow more detective positions to open up which will allow more cases to be followed up or pursued that would otherwise be forgotten. This shows how a jail expansion is not just about creating more beds but allowing the jail system to run more smoothly.
    - o [Committee recommends building new jail off-site, expanding downtown courts](#): Twin Falls in Idaho recently created a committee of local residents to research the jail expansion issue meaning they probably did a lot fo what I'm dowing now. The committee proposed that the best solution would be to expand the jail to hold 400 inmates, which they hope would suffice for the next 30 years. Currently their jail was built to house 135 inmates but currently has 224, with 50 inmates in surrounding county jails.
- Research Study: Google: jail research → The Prison Policy Institute → [Open Roads and Overflowing Jails: Addressing High Rates of Rural Pretrial Incarceration](#)
  - o This research study primarily focuses on how jail overcrowding affects suburban and rural areas. Again, this study reiterates how a large part of the jail population is people awaiting a trial. One of the few places to overcome this issue is New York City; since the city has limited space for jails, pretrial "inmates" are often allowed to live their normal lives and are monitored either by phone call or personal check ins.
  - o I picked this study since it made the numbers I've been looking at easier to comprehend. While this research study uses many of the numbers/data it is in an easier to use format.

Summary: I was assigned the proposed jail expansion in Douglas County which is referred to as Proposition 1. This proposition was voted on by mail ballots distributed in April 2018 and collected May 2018. The proposition was for an expansion of the Douglas County jail, a mental health campus, and mental health services. Through my research I found more information on why jails are overcrowding and why justice reform may not necessarily fix these issues. Many local jails are overcrowded due to the fact that about a third of inmates are being held before their trial, just in case they were to flee before the trial. I built most of my information from Lawrence Journal World articles as they are the local paper that knows the ins and outs of Douglas County. Other research I found helpful was statistics in other states and the Access World News database that gave an inside look to local news across the United States. The nonprofit I found, The Prison Policy Initiative, was possibly my most helpful resource since they collect data from various states in hopes of reforming the prison system. Here I was able to be directed to research studies and data sources.

Section 2: Sources

Source: Lawrence Journal World [Douglas County voters reject controversial countywide sales tax; leaders say jail project will proceed after public input](#)
- Author: Elvyn Jones has written hundreds of stories for the Lawrence Journal World. He has also been the primary reporter for the Lawrence Journal World regarding the Douglas County jail expansion debates.
  - Positive: Since Jones has been following this issue for months means he has lots of background information and connections to the commissioners.
- Title: I personally think the title is a bit long and gives too much information about the story away. If I saw that title I may not even read the article since I would think I already knew what it was about.
  - Negative: Since the title is too long I'm guessing not many people read the article since they already thought they knew the story. However, if people clicked and read they would find why the leaders are continuing with the jail expansion.
- Publisher: Lawrence Journal World is a long-standing publication that has gained credibility in the Lawrence community.
  - Positive: Since Proposition 1 is a Lawrence issue, the Lawrence Journal World has the connections and credibility to report on the proposition.
- Their Sources: Jones used the Douglas County Clerk's office and county commissioners to support his argument.
  - Positive: Jones used primary sources since he spoke directly to them himself making this a secondary source.
- Substance: Jones showed both sides of the story, speaking to people from the County Commission and activist's groups against the expansion. He reported facts about what the expansion would entail and what the final votes showed.
  - Positive: This article is well rounded with minimal bias to either side.
- This is a credible secondary source since it is produced in Lawrence by an educated reporter who has obviously done their research in sources and substance.

Source: Lawrence Journal World, [Get ready to vote: Questions and answers on Douglas County half-cent sales tax ballot question](#)
- Author: Chad Lawhorn is another established writer for the Lawrence Journal World but primarily reports on Lawrence businesses.
  - Positive/negative: Lawhorn is established in Lawrence and has connections to the community which is positive, however he has not followed Proposition 1 as closely as Jones. In this article, it is not as relevant though as it is a quick question and answer format to help voters be knowledgeable on the ballot.
- Picture: The image shows where the Douglas County Commission meets which could be important for citizens looking to go to a meeting to ask questions about the ballot.
  - Positive: While the image and caption is simple, it conveys helpful information to voters.
- Date: This article was published a few days before the ballots would be received.
  - Positive: This information was published close to the election so the information would be fresh in voters' minds.

- Substance: The article is broken up into an easy to read question answer format that eliminates a lot of bias since many of the answers are quotes from the County Commission or from the ballot itself. From there the article is broken up into subsections including the ballot, sales tax, and jail expansion.
    - Positive: The answers would help a voter decide how they wanted to vote. The easy to digest format is reader friendly.
- This is a credible secondary source that I would feel comfortable using if I were to be voting on Proposition 1.

Source: Lawrence Journal World, Proposition 1 ballots coming in at 'impressive' rate
- Author: Again, the author is Elvyn Jones who has written hundreds of stories for the Lawrence Journal World. He has been the primary reporter for the Lawrence Journal World regarding the Douglas County jail expansion debates.
    - Positive: Since Jones has been following this issue for months means he has lots of background information and connections to the commissioners.
- Publisher: Lawrence Journal World is a long-standing publication that has gained credibility in the Lawrence community, especially regarding Proposition 1 since they are the publication with the most information on the topic.
    - Positive: Since Proposition 1 is a Lawrence issue, the Lawrence Journal World has the connections and credibility to report on the proposition.
- Their Sources: This article's only source that is cited is Douglas County Clerk Jaime Shew.
    - Negative: While Douglas County Clerk Shew is a credible source on the topic, since he is the only person cited it makes me wonder what other commissioners would have to say.
- Argument: This article is all about how Lawrence members really stepped up when returning their mail in ballots which lead to a high voter turnout.
    - Positive: The article does not really add to the jail expansion debate but more on how the ballot did. It is an interesting perspective when talking about Proposition 1 that only the Lawrence Journal World would report on.
- Overall, I would say this source is a credible secondary source if you needed to know about how the ballot turnout went, but I would not use this article is arguing about Proposition 1.

Source: The Bert Nash Center
- Publisher: The Bert Nash Center is a mental health nonprofit centered in Lawrence.
    - Neutral: The fact that they are a mental health corporation means they have knowledge of mental health but also means they are biased towards the passing of Proposition 1.
- Their Sources: Similar to Lawrence Journal World, the Bert Nash Center talked to the Count Commissioners and those who work at the Douglas County Correctional Facilities.
    - Positive: These sources are the most credible when talking about Proposition 1 since they helped write the ballot.
- Writing style/arguments: Their writing and arguments only show why you should vote to pass proposition one. They show many statistics that are in favor of a

mental health campus and jail expansion, but no information for justice reform or why you shouldn't vote for Proposition 1.

- o Negative: This style of writing is bias towards the passing of Proposition 1. Both sides are not shown, but that is expected when looking a nonprofit's website.
- This is credible secondary source if you are looking for statistics on mental health campuses, but this is a non-credible source if you are wanting to cite it in a report or use it in debate of Proposition 1. If you were to use this source you need to know that it is bias and you cannot accept their statistics as the whole story.

Source: The Kansan, [Sales tax to raise a half-cent if jail expansion plan goes through](#)

- Picture: The picture is of the current Douglas County Jail which has been used at different angles for many of the Kansan and Lawrence Journal World article son Proposition 1.
  - o Positive: The image gives reference to what the article is about and helps show some of the current issues with the jail.
- Author: Josh McQuade is a college student which is important to keep in mind when reading this article; it may not be up to larger publication's quality since students are still learning the ins and outs of the journalism world.
  - o Neutral: All journalists start somewhere so that does not take away from McQuade's credibility, it's just something to know when reading this article.
- Publisher: The Kansasn is the newspaper for the University of Kansas.
  - o Positive: The University of Kansas is located in the heart of Lawrence, where Proposition 1 is being debated about. This publication has connections to the Lawrence community which are very important when talking about this issue.
- Their sources/ substance: What I sound interesting is that McQuade interviewed sheriffs from Douglas County which the Lawrence Journal World did not. Those in justice has an inside perspective. They were also able to give further breakdown of what all the money would be going towards which is important as a voter to know.
  - o Positive: New perspective and new information is always interesting, especially in controversial topics. I applause the Kansan for thinking outside the box when reporting on this issue.
- Overall this is a credible secondary source. This article had an informative tone and added new information not found in other sources.

Source: The U.S. Department of Justice, [Inmate study of 2016](#)

- Pictures: The "pictures" used in this report are actually graphs which I find very helpful when analyzing data; it can be heard just looking at a table of numbers.

- o Positive: The graphs are a helpful way to visualize data that add context to the data.
- Publisher: The U.S. Department of Justice have the ability to contact all county and city jails since they are required to report their populations each year.
  - o Positive: The Department of Justice is a primary source of information who are able to survey all of the US jails, reporting conclusive numbers for the whole country.
- Their Sources/ Substance: Since all county and city jails are required to gibe they midyear jail population, this is a conclusive set of data that can accurately represent the United States Jail system.
  - o Positive: In class, we talked about the importance of representative data which this falls under. All demographics are covered since everyone in the jail community has been accounted for.
- This is a credible primary source since it comes directly from the U.S. Department of Justice and is a representative set of jail data.

Source: Smoky Mountain News, [To build or not to build: Sheriff assess need for future hail expansion](#)
- Author: Jessi Stone has written over 700 articles for the Smoky Mountain News which would lead me to believe that she is well established in Waynesville, North Carolina (where this article takes place).
  - o Positive: Stone has created connections to her community through her experience with Smoky Mountain News. She has knowledge of her community.
- Picture: The image shows police officers doing paperwork.
  - o Negative: The image has little to do with the story and just looks like a filler. Either the article should have a picture that goes with the story or just no image at all. There is a graph further into the article that is helpful.
- Their Sources: Stone cites G. Larry Mays who has studied jails for 35 years. She also cited various officers and criminal justice consultants from her area which shows she has done some research behind jail expansion.
  - o Positive: This piece shows a lot of research and professional references which help the credibility of this article.
- This article is a credible secondary source since it pulls together research from various jails and has been well thought out with credible sources; I would note however that this comes from a small town news source so these jails may not operate the same as a larger town.

Source: PBS, [New Report Slams "Unprecedented" Growth in US Prisons](#)
- Publisher: PBS is a news source known to present facts in an informational, blunt way. They often cite research studies and government agencies which have helped them build a following.
  - o Positive: PBS is a credible source due to their following and their use of credible sources.
- Author: Jason Breslow is the digital editor at Frontline and has worked there for 7 years. He got his bachelors from American University and masters from Northwestern University, both prestigious schools when it comes to journalism.

- - Positive: Not only is he an editor of a well-known publisher, he also has a credible education.
  - Their sources: Breslow cited the National Research Council for their study in rising incarceration numbers and some criminal justice officials. The investigation video includes some current prisoners which gives an inside perspective to the increasing issue.
    - Positive: The different perspectives and a credible research study add to the credibility of this article.
  - Writing styles: This piece is like a profile in a way that it gives a face to the issue of jail expansions. It is often forgotten that these prisoners are people and it is a duty as a society to take care of these people.
    - Neutral: This type of writing does not add or subtract credibility, it is just a statement to how the piece is written.
  - I would say this is a credible secondary source since it reports directly what the data shows and what the interviews reported. The video attached gives an even closer look to the face of jail expansion.

Source: [The Prison Policy Initiative](#)
  - Publisher: The Prison Policy Initiative is a non-profit focused on researching mass incarceration and advocating for change.
    - Positive: Yes, they will be biased towards criminal justice reform, but they have also done lots of research into the topic to back up their opinions.
  - Their sources: The Prison Policy Initiative has collected its data from each state individually and then compiled it into their final data study. They also used the National Jail Census for overarching information about the United States jail system.
    - Positive: The abundance of data shows more representativeness in their surveys.
  - Pictures: This research report has many graphs to show the growth of jails and the amount of people being held that are unconvicted.
    - Positive: Graphs make data easier to comprehend which better supports their data.
  - Writing Style: Most of the writing is just to explain what is shown on the graphs (like what we will be doing in section 4).
    - Positive: By writing about their graphs they are showing how they understand the data they have collected and what can be done to change the data.
  - Form 990: Not entirely a credibility cue, but the Prison Policy Initiative is run by just a few people and only pays one person full time. Their expenses are quiet balanced which leads me to believe that this is a credible nonprofit.
  - While every nonprofit will have their biases, The Prison Policy Initiative is a credible secondary source sine they have done their research and published it in a way that is informative to the public.

Source: Access World News Database ([Sales tax plan second hearing](#), [Sheriff's Office Protects Large Area](#), [Committee recommends building new jail off-site, expanding downtown courts](#))

- Publisher: Access World News Database pulls articles from various news sources worldwide to help give you a look at how certain topics are appearing in different communities. You can narrow your search with different search terms, different formats, or specific locations which can be extremely helpful if you are looking for a specific topic or document.
  - Positive: One of the easiest ways to get world news, especially on a certain topic.
- Their sources: Untimely the database just pulls stories directly from the original publisher so the credibility is in the hands of the specific publisher.
  - Neutral: This step requires the reader to look at each specific newspaper and decide individually if each article is credible.
- Ads: Since this is a database that I would have to pay for if I didn't go to the University of Kansas there are no ads.
  - Positive: Ads can be distracting or influence the info the article is trying to present so the lack of ads is helpful in this case.
- Overall, this database and the stories I used are credible secondary sources.

Source: [Open Roads and Overflowing Jails Research Study](#)
- Authors: Marc Levin and Michael Haugen are policy analyst for the justice system. Their work was featured in The Hill.
  - Positive: After looking up both of the authors I found that they work in justice reform and review policy for the justice system. Think background knowledge of the courts and criminal justice helped better inform their research.
- Publisher: Right on Crime is a research agency which focuses on the criminal justice system. About 20 people work with this research agency, many with PhDs.
  - Positive: With so many professionals working towards a common goal, they all have the research and knowledge to make an educated change making this a credible source.
- Their sources: The end of the research has 10 pages of sources showing they were in depth with their research. Most of the sources cited are government agencies or interviews with professional on the topic making this a secondary source.
  - Positive: Government and public records are a credible source since they are directly from the government. It is also a positive to talk to professionals in the field to know the write language and terms when speaking on the topic they know best.
- Writing style: This study focuses on the fact giving it an informative and formal tone. The research primarily focuses on rural areas in Texas and how jails are increasingly filled with pretrial inmates rather than actual criminals (since the status quo in the United States is innocent until proven guilty).
  - Positive: The informative tone leaves little room for biases since the study is not pushing propaganda but rather just informing on a growing issue.
- In conclusion this is a credible secondary source since it is written by educated researchers and they seeked the best possible sources for their data.

Section 3: Topic Summary

In April 2018 Douglas County, Kansas sent out ballots for Proposition 1 which included a half-cent sales tax increase that would have funded a $44 million expansion of the Douglas County jail, and $11 million behavioral campus, and an additional $5.1 million to cover mental health services. Proposition 1 did not pass in May 2018 with a 53% "no" votes according to the Lawrence Journal World.

While this initial push did not pass, the city commission revised the 2019 budget in June to allow for more funding for the Douglas County jail according to Lawrence Journal World. The current goal of the Douglas County jail is to keep the inmates in a safe environment which requires the jail to separate the inmates in relation to the level of crime they committed. Proposition 1 would have added 179 beds which would have aided in this separation according to the Kansan.

Another large issue with the Douglas County jail is its lack of mental health treatment and space for those with mental conditions. The new expansion would have offered the ability for Douglas County jail to watch over these inmates with a 24 hour mental health campus according to the Kansan.

The Proposition 1 ballot only offered two choices, yes for the expansion and no against the expansion. Many people believed that if they voted no that the whole expansion would go away which is not true according to the county commissioners; the sheriff and commissioners plan to bring the expansion forward in a new way with a sunset tax to gain more support from the public according to Lawrence Journal World.

The need for jail expansions has become a national crisis; since 1973 the prison population has grown from 200,000 to 2.2 million according to a report published by the National Research Council. According to the Prison Policy Initiative, a nonprofit dedicated to mass incarceration research, shows through their research that up to 70% of a jail's population at any time could be being held in pretrial detention. Those held before their trial are more likely to plead guilty, be convicted, sentenced to jail, and hold longer sentences which ultimately contribute to the need for jail expansions.

Another layer to the issue is that there is not one fix as each county in the United States need to find what works best for their community. Rural and city areas do not operate the same and ultimately do not house the same number of inmates According to the research study Open Roads and Overflowing Jails, Marc Levin and Michael Haugen explain how often times rural areas need to house inmates from larger cities while larger cities often forget that rural areas often times do not have the resources to house excess inmates.

JOUR 302 Assessment Results

Students are assessed at the beginning and at the end of the semester on how they evaluate the credibility of information. At each time point, students are asked to read a recent news story, and to determine if they would use this news story as a source in their own reporting.

The assessment consists of two metrics:
- **Breadth** of evaluation: How many credibility cues students mention in their evaluations (e.g., publisher, author, date, sources, etc.). Possible score is 0 to 7.
- **Depth** of evaluation: The extent to which students support their evaluations with evidence. Possible score is 1 to 3.

Fall 2017

	N		**Breadth (0 – 7)**			
	Aug	Dec	Aug	Dec	Δ	
Overall	152	149	3.40	3.39	-.01	$t(299) = .04, p = .97$
Instructor 1	32	30	2.97	2.73	-.24	$t(60) = .88, p = .38$
Instructor 2	28	29	3.64	3.93	.29	$t(55) = .99, p = .33$
Instructor 3	34	32	3.59	3.75	.16	$t(64) = .59, p = .55$
Instructor 4	32	30	3.68	3.97	.28	$t(60) = 1.03, p = .31$
Instructor 5	26	28	3.03	2.5	-.54	$t(52) = 1.94, p = .06$
	N		**Depth (1 – 3)**			
	Aug	Dec	Aug	Dec	Δ	
Overall	152	149	1.80	2.22	.42	$t(299) = 5.71, p < .001$
Instructor 1	32	30	1.86	2.08	.23	$t(60) = 1.45, p = .15$
Instructor 2	28	29	1.75	2.16	.42	$t(55) = 4.06, p < .001$
Instructor 3	34	32	1.81	2.69	.86	$t(64) = 3.95, p < .001$
Instructor 4	32	30	1.79	2.03	.24	$t(60) = 2.02, p = .05$
Instructor 5	26	28	1.81	2.11	.30	$t(52) = 1.99, p = .05$
Jan article: "You probably live in a bubble – I want to help you," published in BuzzFeed						
May article: "Twitter isn't veryfing any new accounts & is taking the privilege away from others," published by Refinery29						

Inter-instructor differences

Breadth: Main effect for instructor (ANOVA): $F(4,132) = 2.64, p = .04$
Inter-instructor comparisons on breadth:

	Instructor 2	Instructor 3	Instructor 4	Instructor 5
1	$t(117) = 2.15, p = .04$	ns	ns	ns
2	—	ns	ns	$t(49) = 2.99, p = .004$
3	—	—	ns	$t(52) = 2.36, p = .022$
4	—	—	—	$t(50) = 2.09, p = .042$

Depth: Main effect for instructor (ANOVA): $F(4,132) = 2.92, p = .02$
Inter-instructor comparisons on breadth:

	Instructor 2	Instructor 3	Instructor 4	Instructor 5
1	ns	$t(56) = 2.38, p = .02$	ns	ns
2	—	ns	ns	ns
3	—	—	$t(56) = 2.33, p = .02$	$t(52) = 2.15, p = .04$
4	—	—	—	ns

Spring 2018

	N		**Breadth (0 – 7)**			
	Jan	May	Jan	May	Δ	
Overall	180	177	2.94	4.10	1.16	*t(*355*) = 9.14, p <* .001
Instructor 1	27	29	2.70	3.31	.61	*t*(54) = 2.36, *p* = .02
Instructor 2	34	33	3.11	3.64	.52	*t*(65) = 2.23, *p* = .03
Instructor 3	88	81	2.96	5.12	2.16	*t*(167) = 14.61, *p <* .001
Instructor 4	31	34	2.90	2.79	-.11	*t*(63) = .41, *p* = .69
	N		**Depth (1 – 3)**			
	Jan	May	Jan	May	Δ	
Overall	180	177	1.78	2.07	.28	*t(*355*) = 4.08, p <* .001
Instructor 1	27	29	1.69	1.82	.12	*t*(54) =.84, *p* = .41
Instructor 2	34	33	1.97	1.66	-.31	*t*(65) = 2.67, *p* = .01
Instructor 3	88	81	1.80	2.30	.51	*t*(167) = 4.57, *p <* .001
Instructor 4	31	34	1.61	2.10	.49	*t*(63) = 3.43, *p* = .001
Jan article: "Twitter promoted a tweet that steals your credit card details," published in the Daily Beast						
May article: "Target's drive-up service lets customers order from the app and have their items delivered to their cars," published by Bustle						

Inter-instructor differences

Breadth: Main effect for instructor (ANOVA): $F(3,165) = 27.07, p < .001$
Inter-instructor comparisons on breadth:

	Instructor 2	Instructor 3	Instructor 4
1	ns	*t*(105) = 4.88, *p* < .001	*t*(55) = 2.27, *p* = .03
2	—	*t*(110) = 6.08, *p* < .001	ns
3	—	—	*t*(108) = 8.17, *p* < .001

Depth: Main effect for instructor (ANOVA): $F(3,165) = 6.89, p < .001$
Inter-instructor comparisons on depth:

	Instructor 2	Instructor 3	Instructor 4
1	ns	ns	ns
2	—	*t*(110) = 4.11, *p* < .001	*t*(60) = 4.09, *p* < .001
3	—	—	ns

Fall 2018

	N		Breadth (0 – 7)			
	Aug	Dec	Aug	Dec	Δ	
Overall	104	101	2.38	3.75	1.38	$t(203) = 8.60, p < .001$
Instructor 1	19	23	1.90	3.26	1.37	$t(40) = 4.19, p < .001$
Instructor 2	30	28	2.47	3.93	1.46	$t(56) = 4.86, p < .001$
Instructor 3	26	22	2.58	3.77	1.20	$t(46) = 3.55, p = .001$
Instructor 4	29	28	2.41	3.96	1.55	$t(55) = 5.05, p < .001$
	N		Depth (1 – 3)			
	Aug	Dec	Aug	Dec	Δ	
Overall	104	101	1.53	2.13	.61	$t(203) = 9.76, p < .001$
Instructor 1	19	23	1.45	1.99	.54	$t(40) = 3.64, p = .001$
Instructor 2	30	28	1.66	2.11	.45	$t(56) = 3.70, p = .001$
Instructor 3	26	22	1.35	2.13	.78	$t(46) = 7.72, p < .001$
Instructor 4	29	28	1.60	2.28	.67	$t(55) = 5.80, p < .001$
August article: "Serena Williams talked about pressure to look a certain way & it's not the first time she opened up," published in Bustle						
December article: "The majority of women elected to congress this year are former Girl Scouts," published in Upworthy						

Inter-instructor differences
Breadth: Main effect for instructor (ANOVA): $F(3,92) = .59, p = .62$
Depth: Main effect for instructor (ANOVA): $F(3,92) = 1.87, p = .14$

Spring 2019

	N		Breadth (0 – 7)			
	Jan	May	Jan	May	Δ	
Overall	168	155	2.55	4.37	1.82	$t(321) = 12.34, p < .001$
Instructor 1	20	19	2.65	4.21	1.56	$t(37) = 3.83, p = .001$
Instructor 2	28	27	2.46	4.51	2.05	$t(53) = 2.05, p < .001$
Instructor 3	25	26	2.64	4.08	1.44	$t(49) = 3.84, p = .001$
Instructor 4	26	23	2.42	4.52	2.10	$t(47) = 5.84, p < .001$
Instructor 5	20	21	2.70	4.19	1.49	$t(39) = 3.46, p = .001$
Instructor 6	43	39	2.67	4.56	1.89	$t(80) = 6.35, p < .001$
	N		Depth (1 – 3)			
	Jan	May	Jan	May	Δ	
Overall	168	155	1.83	2.18	.35	$t(321) = 6.83, p < .001$
Instructor 1	20	19	1.76	2.23	.48	$t(37) = 3.38, p = .002$
Instructor 2	28	27	1.88	2.17	.29	$t(53) = 2.32, p = .02$
Instructor 3	25	26	1.95	1.99	.04	$t(49) = 0.29, p = .771$
Instructor 4	26	23	1.73	2.31	.57	$t(47) = 5.22, p < .001$
Instructor 5	20	21	1.84	2.30	.46	$t(39) = 3.27, p = .002$
Instructor 6	43	39	1.77	2.16	.39	$t(80) = 3.82, p < .001$
January article: "This Is How Much Money Marie Kondo Has Made From Her Tidying Empire," published in Refinery29						
May article: "This Is How Much Money Marie Kondo Has Made From Her Tidying Empire," published in Refinery29						
Students in this semester evaluated the same article in January and May, to facilitate a written reflection on how their evaluations changed between the two time points.						

Inter-instructor differences
Breadth: Main effect for instructor (ANOVA): $F(5,164) = .78, p = .57$
Depth: Main effect for instructor (ANOVA): $F(5,164) = 1.75, p = .13$