Data Literacy (Fall 2024)
CDA 220

Dr. Nathan Michalewicz

Michalewiczn@queens.edu

Class Meetings	Student Hours
Mon. / Wed. / Fri.	Mon. / Wed.
9:20 AM - 10:30 AM	12 noon - 2 pm
Sykes 220	Watkins 207

Overview

Data Literacy in Human Context: This course develops students' data literacy by exploring how humans create, analyze, understand, and share data. The course asks students to consider data in light of its full life cycle, from concept to message. Students build introductory skillsets in areas such as the rhetoric of data, data ethics, qualitative data analysis, and data visualization and accessibility.

Learning Objectives

Students who engage fully in this course will be able to

1. Frame data analytics questions and design appropriate methodology for authentic contexts
2. Interpret and translate data into actionable ideas and communicate them visually, orally, and in writing.
3. Evaluate implications associated with the pervasive creation and use of data.

Assignments

Assignment	Due Date	Weight
Engagement	Weekly	12.5%
Essay 1	Oct. 6/14	12.5%
Essay 1 Peer Review	Oct. 7	2.5%
Essay 2	Nov. 17/25	12.5%
Essay 2 Peer Review	Nov. 18	2.5%
Mini Group Presentations	Fridays during Workshops	12.5%
Group Presentation 1	Oct. 11	12.5%
Group Presentation 2	Nov. 22	12.5%
Final Essay Peer Review	Dec. 6	2.5%
Final Essay	Nov. 25	17.5%

General information

Grading

Queens uses a plus/minus grade scale: B- receives less than 3 points, for instance. Grades in this class will follow the same pattern with one exception. Here are the numeric grades associated with each letter grade:

A = 90-100

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C = 76-73

C- = 72-70

D+ = 69-67

D = 66-60

F = 59-0

Notice a couple inconsistencies. One, I do not give an A-. In my experience, if you get an A, you deserved it without qualification. Also, there is not a D-. This difference is because Queens does not include a D-.

The Writing Center

- To make an appointment with a writing tutor, log on to www.queens.edu/tutoring to register or contact The Writing Center at writingcenter@queens.edu.

The Writing Center (part of the Center for Student Success) is a place for students at Queens University to receive peer feedback on their writing assignments. Writing Consultants in The Writing Center are your peers who come from a wide range of backgrounds and majors. They are trained to work across the disciplines to support student writing no matter where you are in the process.

There are three options for appointments:

1. Face to Face – Monday to Thursday, 8 to 6 sessions are in the Michael Murphy Learning Studio (Knight-Crane Hall); Sundays and after 6 Monday to Thursday – sessions are in Everett Library (main floor)
2. Face-to-Face Virtual (Synchronous)

   - On RingCentral (link is in the tutor's bio on WC Online)
   - These options are best for brainstorming, idea development, understanding the assignment or when you are in the early stages of your writing project.

3. Written Feedback (Asynchronous): submit your project for written feedback where the writing consultant gives you marginal responses to specific questions or concerns

   - Feedback will be sent within 24 hours of submission of the text.
   - This option is great for organizing, citation questions, and the polishing stage or your project.

Honor Code

The Honor Code, which permeates all phases of university life, is based on three fundamental principles. It assumes that Queens students: a) are truthful at all times, b) respect the property of others, and c) are honest in tests, examinations, term papers, and all other academic assignments. Please contact the Instructor if you believe a violation of the Honor Code has occurred. It is a violation of the Honor Code for a student to be untruthful concerning the reason for a class absence. See The Honor Code Book for more information on the process in the event of a suspected violation.

Every student is expected to produce their own work based on their own ideas and cite anyone else's ideas or words appropriately. Certain material that an average person would consider common knowledge does not need to be cited. Such information would include that Christopher Columbus sailed across the Atlantic Ocean

in 1492 or that the American Revolution began in 1776. Other information, however, needs to be cited if it did not originate in your mind. See the Queens Library's page on plagiarism: https://library.queens.edu/plagiarism/.

Queens AI Policy

The use of AI Tools is prohibited for coursework unless explicitly communicated by the course instructor.

If the instructor has given explicit direction(s) that AI Tools may be used (such as but not limited to ChatGPT, QuillBot, DALL-E, or Bard), the material produced must be acknowledged with a citation by the student for any assignment for which it was used. Their use should be limited so that they do not interfere with the student learning objectives for the assignment and the course.

Student Accessibility Services

Queens University of Charlotte is committed to making reasonable accommodations to assist students with disabilities. If you have a disability which may impact your performance, attendance or grades in this course and require accommodations, you must first contact Student Accessibility Services at sashelp@queens.edu. The steps for receiving accommodations must be completed before accommodations can be given. The steps are available on the Student Accessibility Homepage. SAS is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that students are responsible for sharing their letter of accommodation with their instructors to receive classroom accommodations.

Student Complaint Process

Queens University of Charlotte is committed to providing an educational climate that is conducive to the personal and professional development of each individual.

To ensure that commitment, the university has developed procedures for students to pursue grievances within the university community should such action become necessary. A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, a student group, or an administrator has the right to file a written complaint without prejudicing his or her status with the university. For more information, please visit the Student Complaint Process page. For information regarding the online student complaint process, please visit the online student complaint process page.

QAlert

QAlert is the emergency notification system Queens uses to notify the campus community of an emergency, inclement weather, or class cancellations. It sends messages about the status of a given situation, as well as other details the campus needs to know. Students, faculty, and staff are automatically registered for QAlert through the university's enterprise resource.

Religious Holidays

If any assignments or due dates interfere with your personal religious observation, I will be happy to make accommodations. Remember, within the first two weeks of the semester, the student must let me know the dates of major religious holidays on which the student will be absent or unavailable due to religious observances. Please, see the Queens Office for Equity, Diversity, and Inclusion religious holiday calendar:

E-mail Communication

When writing emails to me, be sure to include a subject line, address me properly by my title and last name, and sign off with your name. Proper email formatting skills are required in post-university life.

Each student is issued a University e-mail address (username@queens.edu) upon admittance. The University uses this e-mail address for official communication with students. Students are expected to read e-mails sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications.

Course Outline

Week (Date)	Topic
1 (Aug. 26)	Class Introduction
2 (Sept. 2)	Monday (No Class), Tuesday:Is Data Objective?
3 (Sept. 9)	Data Ethics with Eric Mullis
4 (Sept. 16)	How do we get data? Databases & APIs
5 (Sept. 23)	How do we get data? Surveys with Dr. Sementes
6 (Sept. 30)	How do we get data? Manual Collection
Oct. 6	**Essay 1 Rough Draft Due**
7 (Oct. 7)	Peer Review & Project
Oct. 14	**Essay 1 Due**
8 (Oct. 14)	Fall Break (Monday) / Open Source & Open Access
9 (Oct. 21)	Quantitative Analysis
10 (Oct. 28)	Qualitative Analysis
11 (Nov. 4)	Geospatial Analysis
12 (Nov. 11)	Visualizing Data
Nov. 17	**Essay 2 Rough Draft Due**
13 (Nov. 18)	Peer Review & Project
Nov. 25	**Essay 2 Due**

Week (Date)	Topic
14 (Nov. 25)	Thanksgiving Break (No Class)
Dec. 6	**Final Essay Rough Draft Due**
15 (Dec. 2)	Putting it all together & Peer Review
Dec. 11	**Final Essay** **Due**