

Developing Information Literacy at Canisius College: Goals and Expected Outcomes across Four Years of Undergraduate Curriculum¹

Overview

This document seeks to further specify and define information literacy without the jargon that can sometimes detract from understanding its practical role in education as a method for learning and understanding. It provides an overview of information literacy as a Core learning goal, a definition of how information literacy appears in the Core Curriculumⁱⁱ, and some next steps for the development of classroom and supplemental practices for fostering information literacy in our students. There are seven sections and three Appendices in this document:

- I. Relevance of Information Literacy
- II. Information Literacy and Educational Processes
- III. Information Literacy through Four Years of the Undergraduate Experience
- IV. Information Literacy in the Core Curriculum
- V. Information Literacy through the Foundations (First Year Core Courses)
- VI. Information Literacy in Core Capstone
- VII. Faculty Preparation for Infusing into Courses Assignments for Developing Information Literacy

Appendix A. Information Literacy Goals for the Four Year Undergraduate Experience

Appendix B. Information Literacy through the Foundations

Appendix C. Examples of Assignments for Developing Information Literacy

The CCC conceives of this document as a living one which will be revised as the collective thinking of the faculty concerning strategies for developing information literacy evolves.

I. Relevance of Information Literacy

While a negative definition is not usually the best way to define something, it is useful to begin this way so as to dispel some persistent misunderstandings. Information literacy is not simply the same thing as information technology or technical literacy, though information literacy does presume that students are aware of and know how to use the many tools for finding where information and knowledge are located. Information literacy is not simply the same thing as critical thinking, though developing information literacy helps students to think critically because they have learned to face and evaluate the variety of perspectives evident in the multiplicity of information and knowledge available to them through multiple resources. And information literacy is not simply research, though research of sources is often the way that students learn how to use and evaluate information about which they are asked to report or from which they are required to produce original work.

Information literacy, then, is a means to teach students how to engage in the process of learning, of where and how to collect information, to comprehend and analyze it, and then apply it. It is really a way to assist students as they learn whether they are taking on a subject for the first time or deepening their

knowledge of something with which they are already familiar. In this sense, it is best to consider ways that information literacy can be developed through the work appropriate to specific courses, rather than imagine that it can be taught and retained as a stand-alone skill.

II. Information Literacy and Educational Processes

When faculty ask students to engage in academic work, most of us have certain general expectations about what we want students to accomplish:

- we want them to recognize the value of the materials we bring into our classes
- we want them to read course materials, and find outside materials that are appropriate to the course and the topic
- we want them to form questions or theses about these materials worth pursuing further
- we want them to understand multiple points of view about a topic and to incorporate fluidly those multiple points of view
- we want students to “think for themselves” about the topic, to have learned from multiple perspectives and to develop a perspective of their own from these
- we want them to have been ethical in their use and presentation of materials (free of sloppy citation and plagiarism)

These expectations define activities in which we want students to engage so that they might develop the ability to think critically and to reason clearly. When students develop information literacy, they are practicing the investigation and understanding of knowledge; they are using that practice to sharpen their abilities to reason well. Such practice, then, is consistent with the aspirations faculty have for them.

Information literacy most often implies use of materials beyond or outside of students’ usual frames of reference and daily habits. Another way to explain information literacy is to say that it involves research. Faculty may naturally think of research in terms of research papers or projects, generally involving students making use of materials from beyond the main texts of a course. Information literacy as research, however, can be conceived more broadly in a couple of ways.

First, research—and, most importantly, becoming good at it—can occur outside of coursework as well as for course requirements. Students research service learning and study abroad opportunities; they research when looking for jobs and internships; they may need to learn about club activities at other colleges; they may need to find out about health treatments for themselves or family members. In all of these situations, as well as in research of academic subjects, students need to learn where to find and how to evaluate information and thus use that information to produce sound knowledge upon which they and others may act. When students

can—with accuracy and confidence—find, evaluate and use information, they can be considered “information literate.”

Second, research, as we all have certainly experienced, is not simply a matter of knowing where to look for information, though that is part of the process. Researching effectively and finding information to create knowledge implies not only search skills but higher level thinking skills, whether the information searched is contained in main course texts or in researched material. Research is a way to get students to think about how information is produced, organized, and disseminated in a scholarly environment. Students must also consider the applicability and validity of information, as well as the extent to which found material can be turned to a specific subject or use. It is a way to teach students to ask good questions about information and determine sound parameters for topics and theses. It is a way for students to practice maintaining and respecting the boundaries between their work and that of others. Information literacy means both that students know how to find information, as well as that they know how to use it intelligently and properly once they locate it.

III. Information Literacy through Four Years of the Undergraduate Experience

Though we may want students to achieve these above or similar goals, how they will do so by the end of four years may be less clear. It is the responsibility of the faculty to provide the occasions for students to practice the search and thinking skills that develop information literacy; it is the responsibility of librarians to support the efforts of faculty through specially tailored instruction; it is the responsibility of the college administration to foster and evaluate these efforts. Both the Core Curriculum and the majors are necessary sites for the development of information literacy for and within our students.

The student learning outcomes listed below reflect both the sense that information literacy is a goal of the campus community at large, and not simply a factor of academic courses, as well as the sense that information literacy involves higher thinking abilities. These goals, however, provide only an outline that must be further specified and particularized by all of the campus departments so as to assist students in becoming information literate.

In order to demonstrate information literacy by the time they graduate, students will practice over the course of four years the following strategies for finding and using information appropriately:

1. Define what one needs to learn, and why one needs to learn this (topic).
Students will demonstrate:
 - a. The ability to define a topic (e.g. research question, thesis statement).
 - b. The ability to identify the key concepts and terms related to the topic.
 - c. The ability to develop search strategies for effective searching.

2. Find information addressing the topic.

Students will demonstrate:

- a. The ability to interpret the parts of a citation in order to find resources.
- b. The ability to find information from a variety of resources (print, including journals and books; databases; websites; etc.).
- c. The ability to use electronic resources to retrieve information.

3. Evaluate information.

Students will demonstrate:

- a. The ability to evaluate resources (using criteria such as reliability, validity, accuracy, bias, and currency).
- b. The ability to distinguish types of resources (scholarly, popular, trade publications, primary sources, etc.).
- c. The ability to recognize resources that are appropriate to the topic.

4. Use the information to do something.

Students will demonstrate:

- a. The ability to extract concepts, details, and opinions from the resource material.
- b. The ability to draw independent conclusions based on the resource material.
- c. The ability to synthesize the resource material with existing knowledge.
- d. The ability to determine whether the resource material satisfies the topic.
- e. The ability to distinguish when to quote directly and when to paraphrase.
- f. The ability to use the resource material to accomplish a specific task (e.g. write a research paper, create a presentation, conduct an interview, etc.)
- g. The ability to use technology as necessary to accomplish a specific task.

5. Use the information ethically within the norms of academic discourse.

Students will demonstrate:

- a. An understanding of issues of copyright, royalties, and fair-use of information.
- b. An understanding of what constitutes plagiarism, how to avoid plagiarism, and the institutional repercussions of academic dishonesty.
- c. The ability to use a selected documentation style to cite resources.

Certainly students should be learning and practicing these activities in courses, though they will also develop these skills through work with other campus departments such as Service Learning, Campus Ministry, and Career Services. A rubric (Appendix A) shows the kinds of knowledge and skill by which students' development of information literacy can be measured.ⁱⁱⁱ

IV. Information Literacy in the Core Curriculum

Through some changes to the Core Curriculum, it will be more possible than it has been in recent institutional history to ensure that students understand strong research as an appropriate academic goal and to assure that their studies enable them to learn, to practice, and to gain proficiency at searching through and for information.

An expectation of attention to developing information literacy is embedded in the Core Curriculum in two places: in the Foundations of the first year courses and in the Capstone. Through the experience of the four Foundations courses (ENG 101, FYS 101, PHI 101, and RST 101), students will develop a basic level of competency in information literacy (represented in a rubric in Appendix B). In the Capstone, students will demonstrate their development beyond a basic level.

While the specific work of the Core Curriculum cannot presume to address it, yet because it is an institutional learning goal, there is an assumption that all students will engage in research within and specific to their major course of study. It is presumed that the specific work of research in the major can proceed because departments may rely on a basic information literacy conveyed through the Foundations experience. Investigation and exploration within the major can deepen and specify the kinds of sophisticated thinking that research helps to develop in students. This will enable students to develop higher order, discipline-specific information literacy skills necessary for professional and graduate work.

V. Information Literacy through the Foundations (First Year Core Courses)

Foundations (ENG 101, FYS 101, PHI 101, RST 101) is where students begin the process of developing information literacy as defined above. It is a site for students to become aware of, to practice, and to become competent at using information or knowledge in order to learn about their specific course materials and also to prepare them for the general demands of college learning within and outside of their majors. Certainly research is not the only way that students learn about their subjects or to think deeply, but it is a standard of academic discourse. Research is a way for students to learn more about their course subjects. Research as a way to learn about their course subjects enables students to learn also what is expected of them in other college courses.

When thinking of "research," faculty often thinks in terms of a research paper or project of some considerable length. Engaging in research for the purpose of developing information literacy can, however, take several forms. These include (this list is not exhaustive):

- A research journal
- An annotated bibliography

- A literature survey
- A point-counterpoint presentation

These are a few general examples of work faculty currently present to students. These kinds of assignments encourage the developing of the search and evaluation skills that help students develop information literacy. These skills, in turn, develop students' critical thinking and reasoning abilities by enabling them to recognize and utilize multiple pieces of information, with attendant differing perspectives. Specific examples of course assignments that foster the development of information literacy can be found in Appendix C (still under construction).

Appendix B contains a rubric that defines the goals and expected outcomes for information literacy following the four first year Foundations courses. This rubric is not intended for use by instructors at the course level. It is intended for use at the institutional level for purposes of assessment. The rubric is of use to faculty teaching in the Foundations to guide them in the employment of research as a method of teaching course content in ways that also foster the development of information literacy. No one course within the Foundations is solely responsible for teaching information literacy. Rather, through overlapping opportunities that use research, broadly conceived, as a way to teach course concepts, students can begin to see that information literacy, with its emphasis on both technological and thinking abilities, is a valid educational goal for a college graduate.

If it is an aspiration that students develop information literacy skills through the Foundations courses, it is essential to define student learning outcomes for these courses and to assist the faculty who are teaching Foundations courses with incorporating appropriate learning strategies into their courses. The faculty as a whole, then, will have a right to expect a certain familiarity and facility on the part of students when it comes to the topic of research. Faculty can have confidence that students have had exposure to and some practice at basics of research and presentation. Even if all students are not fully or equally competent in the act of researching, faculty can legitimately rely on this information having been presented. Faculty can thus share a common language and expectation, which will in turn reinforce to students the seriousness of these pursuits.

VI. Information Literacy in Core Capstone

The Core Capstone is a place to demonstrate and further develop the learning that students have done through the Core Curriculum.^{iv} Information literacy is one kind of skill that students should expect to demonstrate in the Core Capstone. It is expected that by the time students take a Core Capstone that they have the ability to:

1. Define a topic, including relevant related concepts and effective search strategies.
2. Find and retrieve information addressing the topic from a variety of resources (print, including journals and books; databases; websites; etc.).

3. Evaluate information in terms of appropriateness to the topic using criteria such as reliability, validity, accuracy, bias, currency, and type of resources (scholarly, popular, trade publications, primary sources, etc.).
4. Use the information to do create some meaningful new information or new document, including: extracting information relevant to the topic; using the information to draw independent conclusions; and synthesizing and integrating new and existing information.
5. Use the information ethically within the norms of academic discourse, including: understanding of copyright, royalties, and fair use; understanding of plagiarism and academic integrity; and selection and use of appropriate documentation styles.

It will be an expectation of instructors of Core Capstones that students have learned the above and can demonstrate those skills with proficiency and consistency. The third column of Appendix A provides a synopsis of what faculty teaching Core Capstones can expect of students. Information literacy as such is not taught in the Core Capstone courses.

VII. Faculty Preparation for Infusing Courses Assignments with Ways to Develop Information Literacy

This document seeks to provide an over-arching sense of the place of information literacy within institutional and core learning goals. It serves as well to open a dialogue about the best practices for developing information literacy through the content and material of academic courses. To that end, the CCC will be organizing a series of events to facilitate understanding about and development of information literacy. These events include:

- Sessions for faculty developing Foundations courses and Capstones
- Campus-wide information sessions to discuss the meaning of information literacy at the College
- Assignments and practices exchange website
- Sessions for enhancing discipline-specific research

As with any academic endeavor, opinions differ about the nature and function of practices fostering information literacy. The above listed efforts are meant to enhance discussion and development of information literacy in an open and collegial manner.

Appendix A Information Literacy Goals for the Four Year Undergraduate Experience

Information Literacy Outcome	Developing Competency (First year)	Basic Competency (First year)	Accomplished (Seniors)
Defining the Assignment	<ul style="list-style-type: none"> Selects a topic that is minimally consistent with the assignment. Identifies obvious keywords. Develops search strategies for the topic. 	<ul style="list-style-type: none"> Develops a thesis statement or research question. Identifies key concepts that describe the topic. Develops effective search strategies using keywords and synonyms. 	<ul style="list-style-type: none"> Develops a persuasive thesis statement or research question. Recognizes that research often leads to revision of the thesis. Selects discipline-specific search terms, using the language of the field.
Finding Information	<ul style="list-style-type: none"> Identifies the title and author in a citation. Identifies and searches at least two sources or formats (books, online databases, interviews, etc.). Uses information technology (computer databases, catalogs, internet, etc.) to locate resources with support (from IT staff, library instruction, faculty, etc.). 	<ul style="list-style-type: none"> Identifies the parts of a citation. Identifies and searches more than two sources or formats (books, online databases, interviews, etc.). Uses information technology (computer databases, catalogs, internet, etc.) to locate resources with minimal support. 	<ul style="list-style-type: none"> Identifies gaps in the information retrieved to determine if the search strategy needs to be revised. Identifies and finds sources that are appropriate to the assignment (books, online sources, letters, interviews, etc.) Effectively uses appropriate information technology (library catalogs, databases, internet, etc.) to locate resources.
Evaluating Information	<ul style="list-style-type: none"> Attempts to examine sources for reliability. Relies on popular (non-academic) sources for most information. May not recognize whether sources are appropriate to the assignment. 	<ul style="list-style-type: none"> Evaluates sources (considering reliability, validity, currency, authority, point of view, etc.). Uses different types of sources (e.g. scholarly and popular). Determines if sources are appropriate to the assignment. 	<ul style="list-style-type: none"> Evaluates and compares sources (considering purpose, audience, context, limitations, etc.) Recognizes bias, opinion, manipulation. Uses discipline-specific sources that are best suited to the assignment (primary, scholarly, current, historical, etc.)
Using Information	<ul style="list-style-type: none"> Identifies main concepts from resource material. May not recognize whether information gathered fully satisfies the assignment. Organizes content to minimally fulfill the assignment. Uses resources to make a weak conclusion. Weakly communicates ideas. Relies heavily on quotations, with some paraphrasing. Quotes sources without comment or evaluation. Uses information technology (e.g. Word, Powerpoint, Web sites, etc.) to complete the assignment, with assistance or support (from IT, faculty, etc.). 	<ul style="list-style-type: none"> Identifies concepts and opinion from resource material. Determines if assignment has been satisfied or if additional information is needed. Organizes content to fulfill the purpose of the assignment. Uses resources to make a general conclusion. Clearly communicates ideas. Uses a minimal number of quotations and more paraphrasing than quotation Uses information technology (e.g. Word, PowerPoint, Web sites, etc.) to complete the assignment, with minimal support. 	<ul style="list-style-type: none"> Integrates new information with previous knowledge. Synthesizes concepts, ideas or viewpoints from the resource material. Effectively organizes content to support the format, purpose, and audience of the assignment. Uses the resource material and previous knowledge to make appropriate conclusions. Effectively communicates ideas. Restates concepts in own words with quotation/paraphrasing used effectively. Effectively uses information technology (SPSS, web editing, digital imaging, etc.) to complete the assignment.
Understanding the Ethics of Information Use	<ul style="list-style-type: none"> Demonstrates minimal understanding of plagiarism. Demonstrates limited knowledge of copyright laws regarding print and online sources. Uses appropriate documentation style for citing sources, but with widespread error. 	<ul style="list-style-type: none"> Understands issues of plagiarism regarding print and online sources. Observes copyright laws regarding print and online sources. Uses appropriate documentation style for citing sources, with minimal error. 	<ul style="list-style-type: none"> Understands intellectual property, copyright, and the fair use of copyrighted material. Consistently cites sources in an appropriate documentation style. Understands process of how knowledge is produced, organized, and disseminated within a community of scholars.

Appendix B

**Information Literacy through the Foundations
(First Year of the Core Curriculum)**

Information Literacy Outcome	Developing Competency (Incoming)	Basic Competency (End of first year)
Defining the Assignment	<ul style="list-style-type: none"> Selects a topic that is minimally consistent with the assignment. Identifies obvious keywords. Develops search strategies for the topic. 	<ul style="list-style-type: none"> Develops a thesis statement or research question. Identifies key concepts that describe the topic. Develops effective search strategies using keywords and synonyms.
Finding Information	<ul style="list-style-type: none"> Identifies the title and author in a citation. Identifies and searches at least two sources or formats (books, online databases, interviews, etc.). Uses information technology (computer databases, catalogs, internet, etc.) to locate resources with support (from IT staff, library instruction, faculty, etc.). 	<ul style="list-style-type: none"> Identifies the parts of a citation. Identifies and searches more than two sources or formats (books, online databases, interviews, etc). Uses information technology (computer databases, catalogs, internet, etc.) to locate resources with minimal support.
Evaluating Information	<ul style="list-style-type: none"> Attempts to examine sources for reliability. Relies on popular (non-academic) sources for most information. May not recognize whether sources are appropriate to the assignment. 	<ul style="list-style-type: none"> Evaluates sources (considering reliability, validity, currency, authority, point of view, etc.). Uses different types of sources (e.g. scholarly and popular). Determines if sources are appropriate to the assignment.
Using Information	<ul style="list-style-type: none"> Identifies main concepts from resource material. May not recognize whether information gathered fully satisfies the assignment. Organizes content to minimally fulfill the assignment. Uses resources to make a weak conclusion. Weakly communicates ideas. Relies heavily on quotations, with some paraphrasing. Quotes sources without comment or evaluation. Uses information technology (e.g. Word, PowerPoint, Web sites, etc.) to complete the assignment, with assistance or support (from IT, faculty, etc.). 	<ul style="list-style-type: none"> Identifies concepts and opinion from resource material. Determines if assignment has been satisfied or if additional information is needed. Organizes content to fulfill the purpose of the assignment. Uses resources to make a general conclusion. Clearly communicates ideas. Uses a minimal number of quotations and more paraphrasing than quotation Uses information technology (e.g. Word, PowerPoint, Web sites, etc.) to complete the assignment, with minimal support.
Understanding the Ethics of Information Use	<ul style="list-style-type: none"> Demonstrates minimal understanding of plagiarism. Demonstrates limited knowledge of copyright laws regarding print and online sources. Uses appropriate documentation style for citing sources, but with widespread error. 	<ul style="list-style-type: none"> Understands issues of plagiarism regarding print and online sources. Observes copyright laws regarding print and online sources. Uses appropriate documentation style for citing sources, with minimal error.

Information literacy will be assessed through several methods, including writing samples and possibly standardized testing. In cooperation with the IAC and library staff, students could be administered a baseline test in the fall of their first year. In order to gauge students' progress and the effectiveness of instruction, this test could be administered again at the end of the spring semester of the first year. It might also be used to determine proficiency in the Capstone courses.

Appendix C Examples of Assignments for Developing Information Literacy

Example 1: HON 133 Book Review Assignment with commentary

Assignment Sheet for Book Review

What is a book review?

A book review both tells what the book is about and comments on how well the author presents his/her argument. It is not merely a book report (summary) but an analysis of the book itself. I have designed this project to help develop critical thinking and writing skills about secondary scholarship. These skills are a necessary foundation to research papers and projects, for which you would need to integrate a variety of secondary sources, which may well present differing interpretations on a topic.

REQUIREMENTS:

- A clear thesis statement that presents your argument about the book's persuasiveness (NOT simply a statement about the content of the book or whether you liked the book).
- Length: at least 5 pages (about 1200 words)
- No outside sources to be used (other reviews of any sort, etc.)
- Use passages from the book to support your summary and analysis of the book

Books Available for Review

I have chosen four books. You may only choose one of these four. Reviews written on other books will not be read, and will receive an F.

Books on Jesus:

Johnson, Luke Timothy. *The Real Jesus: The Misguided Quest for the Historical Jesus and the Truth of the Traditional Gospels*. HarperCollins, 1996. 177 pages, available in paperback. Written for a general audience.

Overview: Johnson attacks much scholarship in the early 1990's on the historical Jesus, especially the Jesus Seminar. Most positions he attacks are labeled "liberal" and so his attack is seen as "conservative." Keep in mind, however, that he is socially liberal—and his arguments are more about culture and how to access the 'real' Jesus. If you're interested in reading about a variety of positions (though from a hostile perspective), and want to consider a more faithful answer to the issues raised by the search for the historical Jesus (and if such a search is indeed possible), this is a good choice.

Levine, Amy-Jill. *The Misunderstood Jew*. HarperCollins, 2006. 256 pages, only available in hardcover, but at substantial discount on amazon. It is also in the library (one copy!).

Comment [FM1]: This assignment sheet was written before I worked on Information Literacy. I offer it as an example of how a pre-existing assignment can already share goals with Information Literacy.

Comment [FM2]: This goal ties to several of those that appear under "evaluating information," as I detail below.

Comment [FM3]: The requirement of a thesis clearly corresponds to "Defining the Assignment."

Overview: The author is a Jewish woman who teaches at a Protestant divinity school (training future ministers). Her book is written with the long history of Christian anti-Semitism in mind. Her description of Jesus and his teachings are meant to have relevance for current Christian-Jewish dialogue. If you are interested in understanding more about Jesus as a Jew and in modern relations between Christians and Jews, this is a good choice.

Books on Paul and Early Christianity:

Gager, John. *Reinventing Paul*. Oxford, 2002. 208 pages (including notes), available in paperback.

Overview: A good overview of some of the main questions about Paul covered in our course, at times presenting more complex and challenging interpretations than the 'standard textbook' answers. Gager places Paul in his Jewish context to answer key questions about Paul's teachings, and argues for how removing Paul from that context has led to Christian misunderstanding about Paul's arguments. A good choice if you're interested in Paul and alternative understandings of his message.

Osiek, Carolyn and MacDonald, Margaret. *A Woman's Place: House Churches in Earliest Christianity*. 345 pages (including notes); available in paperback.

Overview: This work examines the role of women in early Christianity by highlighting the place of the 'house-church' as the location for the founding and expansion of Christianity. Its recreation of meetings and relationships in house-churches rely on historical imagination, and so make the reader question what can reasonably be known about these early Christians. This is a good choice if you are interested in the role of women in particular.

Steps in writing your book review:

Step 1: Choose one of the above named books, buy it and **read it**.

- Please note, again, that while all these books may have amateur reviews on amazon.com, etc., as well as scholarly reviews in various journals, NONE of those are to be consulted as you write **your** review. Any unauthorized use of these types of outside sources will be considered plagiarism. All book reviews must be submitted to me both in hard copy and electronically. Electronic versions will be submitted to turnitin.com, a software program that will search the internet to find any comparisons between your paper and material available on the Web.

Step 2: Either while reading the book, or having read it, be able to answer the following questions. Make sure that you can quote passages from the book as 'evidence' for your answer, but also make sure that you can answer the questions in your own words.

- What is the author's main argument in the book?
- What points does the author make to support that argument?
- What evidence does the author call on in making his/her argument?

Comment [FM4]: This requirement corresponds to "Understanding the Ethics of Information Use."

- What methods are used in interpreting that evidence?
 - Does the author’s position/perspective/bias influence the interpretation?
- How? Does it help strengthen the argument, or weaken it? Why?
- What are the main strengths of the book? That is, what does the author do well? What was most informative about the book?
 - What are the main weaknesses of the book? What as a reader did you not like or find confusing?
 - Would you recommend that other students read this book? Why or why not?

Comment [FM5]: The first four questions pertain to 4a: “ability to extract concepts, details and opinions from the resource material”

Comment [FM6]: 3a: “ability to evaluate resources”

Comment [FM7]: Both the previous set of questions and these pertain to 4b: “ability to draw independent conclusions based on the resource material”

There might be other points you want to cover in your review as well. This list is not exhaustive, but meant to provide a foundation from which you can begin to think about the book.

Step 3: You should now have extensive notes on the book, based on steps 1 and 2. DO NOT SIMPLY CONVERT THOSE NOTES INTO A PAPER! Papers that are organized by following the above questions in order have not fully completed the assignment. Rather, in looking over your notes, create an outline of your review of the book. This can be organized as you wish, but it is here that you need to create your own essay, based on your thinking about the book. Look over your notes; see if some themes repeat; figure out how you want to begin: was your overall assessment positive or negative? These issues should shape your presentation. Create an outline for your review.

Comment [FM8]: This corresponds to the organization component of “Using Information” (“organizes content to fulfill the purpose of the assignment”).

Comment [FM9]: This corresponds to “Using information” (“determines if assignment has been satisfied or if additional information is needed”).

Step 4: Write your review, making sure to use both your own words AND quotations from the book as evidence. NOTE: Reviews that do not quote the book will receive at most a D. Papers that are not the minimum required length will receive at most a D.

Comment [FM10]: This corresponds to 4e: “ability to distinguish when to quote directly and when to paraphrase.”

Step 5: Proofread your paper. Remember that grammar, spelling, and style are all part of the evaluation of your grade. Repeated grammatical errors, lots of typos, etc., will result in a reduced grade.

Step 6: Hand in the paper, with cover sheet, in class and email the electronic form to Professor Krawiec.

Example 2: Analyzing a Potential Hoax (adapted from the University of Cincinnati Libraries Problem-Based Learning Team)

“THE CASE OF THE BLUE-EYED CICADA AND THE \$1000 PRIZE”

When Bob found a blue-eyed cicada on the steps of Dugan Hall, his roommate, Tom, got quite excited. “You can get \$1000 in cash for that from Johns Hopkins research center,” he said. Both Bob and Tom headed directly inside to their computers.

STEP 1

Is there really such a thing as a blue-eyed cicada and if so, is it really worth \$1000?

How can Bob and Tom find out for sure? As a group identify at least 2 or 3 possible sources, or types of sources which will help Bob and Tom determine the veracity of the \$1000 cicada.

STEP 2

If the prize is for real, what should Bob and Tom do next?

If the reward is a hoax, how do urban legends/rumors/hoaxes get started. How do they spread? What elements make a hoax believable?

Example 3: Three Related Assignments from English 101

Research 1 *Flatland*

Due in ANGEL R Sept 13 by 12:30pm. Bring a copy to class for discussion.

We will meet in the Library Instruction Room on Tuesday, September 11 during class time to work on this assignment.

For this assignment, I want you to prepare a bibliography of five sources on *Flatland* and/or Edwin A. Abbott. These may be print or electronic sources; they may be popular, scholarly sources, or the work of other students; they may be housed in our library or elsewhere, including online.

Each source must be formatted according to MLA standards (consult *The Writer's Reference*). Further, for each source, you will explain how you found it, what kind of a source it is, and what it would take to acquire the source if you wanted to read it.

Later, when you write your essay on *Flatland*, you will use one of your five sources to develop your thesis on the text.

Research 2 *The Periodic Table*

Due W October 10 by 12:30pm. Submit to the ANGEL dropbox. Bring a copy to class Thursday for discussion.

The purpose of this assignment is threefold:

- To continue to develop research skills
- To continue to master MLA bibliographic format
- To provide you with ideas for developing an essay topic on Levi's text

For this assignment, I want you to prepare a bibliography of five scholarly sources on *The Periodic Table* and/or Primo Levi that you could use to form a

thesis about the text when it is time to draft your essay. The sources may be reviews in scholarly publications; critical interpretations of *The Periodic Table* or Levi's other writing; biographical information about Levi; cultural information about Judaism; or historical information about World War II or the Holocaust. In order to complete this assignment successfully, you will need to understand what "scholarly sources" means.

Your document ought to be formatted as a "Works Consulted" page, and it must include the following:

- Each source must be formatted according to MLA standards (consult *The Writer's Reference*).
- Each source must be annotated with a summary of the information and the perspective offered in the source.
- Each source must be annotated with a description of the kind of a source it is, how you found it, and how you would acquire the source.

In addition, no source may be from Wikipedia or any other online encyclopedia. Later, when you write your essay on *The Periodic Table*, you will use one of your five sources to develop your thesis on the text.

Research Assignment 3—On Photography
Due R Nov 15 by 12:30pm. Submit to the ANGEL dropbox, with an integrity verification statement. Bring a copy to class for discussion.

The purpose of this assignment is threefold:

- To continue to develop research skills
- To continue to master MLA bibliographic format
- To provide you with ideas for developing an essay topic on Sontag's text

For this assignment, I want you to prepare a bibliography of five scholarly sources on *On Photography* and/or Susan Sontag that you could use to form a thesis about the text when it is time to write your essay.

- All sources must be scholarly sources, located in publications or websites featuring the work of professional scholars on the topics of this text, the writer, or the subject of the cultural meaning of photography.
- One source must be a hard copy source, found in a book or journal. You will submit a copy of the title page of the work as evidence that you have located the physical artifact (you can scan this in or hand it in during class).
- For one of the sources, provide a paragraph that details the ideas and perspectives argued in the scholarly piece.
- No reviews of *On Photography* are acceptable.
- No source may be from Wikipedia or any other online encyclopedia.
- Your document ought to be formatted as a "Works Consulted" page.
- Each source must be formatted according to MLA standards (consult *A Writer's Reference*).

Example 4: Canisius College Library Information Literacy Website

<http://library.canisius.edu/il.html>

ⁱ References to student learning goals and outcomes are derived from the institutional learning goals (2.c Communication Skills and 4.c Critical Thinking and Problem Solving) developed by the Institutional Assessment Committee (IAC) and core curriculum learning goals developed by the Faculty Senate and the Committee for the Core Curriculum (CCC). This document was prepared by the CCC.

ⁱⁱ Throughout this document, "Core Curriculum" refers to the new core voted by the Faculty Senate and approved by the AVP in Spring 2007.

ⁱⁱⁱ The following texts were used in the creation of this list of strategies and of the rubrics to measure student learning: Middle States Commission on Higher Education. (2003). *Developing Research and Communication Skills: Guidelines for Information Literacy in the Curriculum*. Philadelphia: Author; Association of College and Research Libraries (n.d.). *Standards, Performance Indicators, and Outcomes*. Retrieved, May 25, 2007, from <http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm#stan>

^{iv} The following is the exact language from the "Structure of the Core Curriculum, March 23, 2007": One course that enables students to reflect upon the goals of the core curriculum and to develop leadership and a sense of the value of public service.