

**Enhancement Option #2:
Undergraduate Research and
Information Literacy** (*e.g.*, assignments
that fulfill department programmatic
approaches to undergraduate research and
information literacy, systematically
building students' research and writing
skills throughout their majors)

*Corresponding COMAR requirement for
one credit hour (COMAR regulation
.16.C.1.c. and/or d.):* Additional 45 hours
per semester of supervised, documented
learning and/or supervised instruction and
documented learning through appropriate
technology mediums.

Enhancement Option #2:
Undergraduate Research and Information Literacy
**Just a Few Possible Ways One Might Include this Option
in a Course**

***Important note: In order to count toward the 4th, additional credit, the work referred to below and otherwise specifically associated with the enhancement aspect of a course must exceed that expected or already executed within a traditional 3-credit version of the course in question, and all such work must be specifically assigned and evaluated via papers, exams, etc.**

- Collaboration with the liaison librarian remains a primary possibility, via the more traditional "one-shot" library instruction sessions, but also via any sort of variation on this - multiple sessions, visits to the classroom (when appropriate), insertion into online or hybrid courses, etc.
- Expanding teaching about citation styles, related to plagiarism, seems to be logical.
- Adding IL assignments or redesigning current assignments to add IL content. Many research assignments already touch on many IL principles, and can be expanded. No reinvention necessary. See web sites mentioned in presentation and handouts associated with this option for some IL assignment ideas.
- Use of the general library tutorial as an assignment. It has a pre- and post-test (based on IL standards) and questions along the way (which must be correctly answered to move forward). It culminates with a 'Certificate of Completion' that can be turned in as proof. The certificate also lists all the correct and incorrect answers, to gauge how well the student did. Note: the tutorial is not completed yet, but will be soon.
- Refocus on, and repeated reference to, library resources.
- Literature review: Have student review articles in the discipline or specific subject area and compare/contrast various points of view.



Undergraduate Research and Information Literacy

Stephen Ford – Fulton Curriculum Reform Workshops, 2007

What is Information Literacy?

“Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information.”

Source: Presidential Committee on Information Literacy. Final Report



Information Literacy is...

- Acquiring concepts that enable a person to use information effectively, regardless of format
- Applying these concepts to all information needs
- Using critical thinking and problem-solving skills

Information Literacy is NOT...

- Technical skill in using a computer
- Understanding a particular program, software or database
- Simply finding information/articles on a specific topic
- Knowing how to search the Web

An Information Literate person is one who can:

- Determine the extent of information needed
- Access the needed information effectively and efficiently
- Evaluate information and its sources critically
- Incorporate selected information into his/her knowledge base
- Use information effectively to accomplish a specific purpose
- Understand the economic, legal and social issues surrounding the use of information; access and use information ethically and legally
- Technical skill in using a computer
- Understand a particular program, software or database
- Find information/articles on a specific topic
- Know how to search the Web

Source: ACRL Information Literacy Competency Standards for Higher Education

Information Literacy Competency Standards

Identifying Sources

Does the assignment encourage students to:

- identify different types of info from a variety of formats?
- identify and differentiate between popular and scholarly, current and historical and primary and secondary sources?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. **Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. Each article must be at least 3 pages in length** and must focus directly on your topic. Sources should be cited in APA format.

Information Literacy Competency Standards

Accessing Information

Does the assignment encourage students to:

- develop and implement a search strategy to retrieve info?
- identify key terms and synonyms for searching?
- use appropriate search strategies/finding tools?
- use a variety of search and classification systems?
- review and revise search strategies as necessary?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. **Each article** must be at least 3 pages in length and **must focus directly on your topic**. Sources should be cited in APA format.

Information Literacy Competency Standards

Evaluating Sources

Does the assignment encourage students to:

- evaluate print and electronic sources for validity and appropriateness?
- compare info to determine currency, authority, accuracy, objectivity and coverage?
- review research results and incorporate additional info?
- determine the appropriateness and value of info?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. **Each article must be at least 3 pages in length and must focus directly on your topic.** Sources should be cited in APA format.

Information Literacy Competency Standards

Using Information Effectively

Does the assignment encourage students to:

- synthesize and incorporate source material effectively?
- integrate material correctly, using summaries, paraphrases and quotations?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. Each article must be at least 3 pages in length and must focus directly on your topic. **Sources should be cited in APA format.**

Information Literacy Competency Standards

Understanding Legal and Ethical Issues

Does the assignment encourage students to:

- recognize legal and ethical issues in the use of info - intellectual property, copyright, fair use, etc.?
- abide by the university academic integrity policy?
- use appropriate documentation style for citation?

Write a 15 page paper on some aspect of censorship. Your paper should explain and defend a particular point of view. Use at least five sources, two of which must be scholarly journals from the library's periodical shelves, one must be a book, and one should be a newspaper article on microfilm. Do not use internet sources. Each article must be at least 3 pages in length and must focus directly on your topic. **Sources should be cited in APA format.**

What is Information Literacy?

“Ultimately, information literate people are those who have learned how to learn. They know how to learn because they know how knowledge is organized, how to find information and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand.”

Source: Presidential Committee on Information Literacy. Final Report



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Developing Research & Communication Skills:

Source: Middle States Commission on Higher Education
<http://www.msche.org/>

Click on Publications, then Guide for Institutional
Improvement, then scroll to the publication, *Developing
Research & Communication Skills*.

INFORMATION LITERACY COMPETENCY STANDARDS

1. Identifying Sources

The information literate student:

- identifies different types of information from a variety of formats, including print and electronic
- identifies and differentiates between popular and scholarly, current and historical, and primary and secondary sources of information

2. Accessing Information

The information literate student:

- develops and implements a search strategy for effectively and efficiently retrieving information
- identifies key terms and synonyms for searching
- uses appropriate search strategies and finding tools for both print and electronic sources
- uses effectively a variety of search and classification systems
- reviews and revises search strategies as necessary to find appropriate sources

3. Evaluating Sources

The information literate student:

- evaluates print and electronic sources for validity and appropriateness
- compares information from a variety of sources to determine coverage, accuracy, authority, timeliness, and objectivity
- reviews research results and incorporates additional information as necessary
- determines the appropriateness and value of needed information

4. Using Information Effectively

The information literate student:

- synthesizes and incorporates source materials effectively
- integrates source material correctly, using summaries, paraphrases, and quotations

5. Understanding Legal and Ethical Issues

The information literate student:

- recognizes legal and ethical issues concerning the use of information, including intellectual property, copyright, and fair use of copyrighted material
- abides by university policy regarding academic integrity
- uses appropriate documentation style for citing sources

Information Literacy Competency Standards for Higher Education:

Source: Association of College & Research Libraries
(ACRL) <http://www.ala.org/ala/acrl/index.cfm>

Information Competency Standards for Higher Education -
<http://www.ala.org/ala/acrl/acrlstandards/informationliteracycompetency.cfm> (web version)

Information Literacy Development Plan

First Year Students

Information literacy Concepts	Learning Goals	Performance Outcomes	Instructional Responsibility
Framing the research question	<ul style="list-style-type: none"> Recognizes the need to find information to supplement his/her own knowledge of a topic or to gain an understanding of an unfamiliar topic. Defines the scope of information needed in terms of quantity, recency, format and type of resource. 	<ul style="list-style-type: none"> Analyzes an assignment or task to determine what information is needed. States a specific information need (e.g., "I need three articles from scholarly journals written within the past 5 years, about ____.") 	Faculty, reinforced by librarians.
Accessing sources	<ul style="list-style-type: none"> Understands that there are differences among information sources. Is able to use one or more research tools appropriate for his/her need. Recognizes that information sources may be in several different formats and physical forms. 	<ul style="list-style-type: none"> Lists key words or subject terms for searching topic. Searches one or more databases to identify articles and/or books. Knows how to use Research Port for multiple database searching and for off-campus access. Retrieves articles in bound volumes and/or electronic full text. Retrieves books from the stacks using LC call numbers. Seeks help in using unfamiliar formats (e-books, microforms, etc.) 	Librarians
Evaluating sources	<ul style="list-style-type: none"> Considers whether or not the amount and type of information retrieved is adequate for the purpose. Identifies the purpose and audience of the sources retrieved (i.e., scholarly vs. popular, historical vs. current). 	<ul style="list-style-type: none"> Selects the types of material best suited for the purpose at hand. Broadens or narrows search strategy/terms as needed. 	Librarians, reinforced by faculty.

Evaluating content	<ul style="list-style-type: none"> • Examines and compares information from various sources, making judgments about the probable accuracy and reliability of the content • Reviews information to assess the relevance and reliability of each source. 	<ul style="list-style-type: none"> • Begins to recognize the purpose and intent of each information source. • Selects from among the available information sources those that are most suitable for the intended use. 	Faculty, reinforced by librarians.
Using information for a specific purpose	<ul style="list-style-type: none"> • Organizes content in a way that it can be used for the intended purpose. • Uses the information in developing his/her own essay, presentation, etc. 	<ul style="list-style-type: none"> • Satisfactorily completes the assignment or applies the information to a specific task. • Communicates cogently. 	Faculty
Understanding issues affecting the use of information; observing laws, regulations and institutional policies	<ul style="list-style-type: none"> • Understands what plagiarism is. • Understands the plagiarism policies of the University and the course instructor. 	<ul style="list-style-type: none"> • Does not plagiarize. • Cites all sources used. • Uses the approved documentation style for citing sources. 	Faculty, reinforced by librarians.

Seniors

Information literacy Concepts	Learning Goals	Performance Outcomes	Instructional Responsibility
Framing the research question	<ul style="list-style-type: none">• Understands how to use information to strengthen his/her own knowledge.• Understands the value of finding information to support his/her own ideas.	<ul style="list-style-type: none">• Clearly defines the research question to be answered.	Faculty
Accessing sources	<ul style="list-style-type: none">• Identifies the most appropriate research tools to obtain the needed information.• Develops effective search strategies.	<ul style="list-style-type: none">• Uses the research tools most appropriate to the discipline.• Uses advanced database features to limit and refine search results.• Understands the unique search requirements of the discipline and/or database (e.g., how to search chemical names or how to use a discipline specific thesaurus for controlled vocabulary searching)	Librarians
Evaluating sources	<ul style="list-style-type: none">• Reviews information retrieved to evaluate the appropriateness of each source.• Understands ways of modifying search strategies to improve search results.• Understands the origins and purposes of material retrieved electronically (e.g., journal article, e-book, website)	<ul style="list-style-type: none">• Judges the appropriateness of each source.• Modifies search strategies to ensure that the amount and quality of information is sufficient to address the subject at a level appropriate for a senior.	Librarians and faculty
Evaluating content	<ul style="list-style-type: none">• Understands point of view, contradictory information, prejudice, deception, and manipulation in information sources.	<ul style="list-style-type: none">• Compares new information with prior learning and draws conclusions.• Develops a critical response to the information.• Incorporates new learning into his/her knowledge base.	Faculty

Using information for a specific purpose	<ul style="list-style-type: none"> Effectively organizes the information retrieved from multiple sources to support the purpose of the project. 	<ul style="list-style-type: none"> Chooses a style and medium of communication that is appropriate for the assignment. Uses an editorial style appropriate to the discipline. 	Faculty
Understanding issues affecting the use of information; observing laws, regulations and institutional policies	<ul style="list-style-type: none"> Understands issues of ethical use of information, including privacy and security of information, censorship, freedom of expression. Observes copyright laws 	<ul style="list-style-type: none"> Recognizes the points at which documentation is needed. Documents all sources in the appropriate editorial style. Understands the concept of plagiarizing ideas, and gives proper attribution. 	Faculty

Source: Middle States Commission on Higher Education. *Developing Research & Communication Skills: Guidelines for Information literacy in the Curriculum*, Draft #6, March 2003, pages 11-12 and 23.