



Program Assessment of Student Learning 2007-08 Summary

Part One:

PROGRAM:		SUBMITTED BY:	
Information Studies		Thomas Eland	659-6286
Program Goals or Student Learning Outcomes: (Add more cells as needed)	Assessment criteria/objectives, processes, assessed populations & evaluation methods used:	What were your measures, what were your assessment results? (How did these results compare with last year?)	Use of results: (How will/have the results be used?)
<p>1. Students are able to specify the dimensions of a research topic. Clearly state the scope of your research topic. Develop an appropriate working thesis statement and research questions for your topic. Take appropriate steps to narrow and focus your research topic.</p>	<p>The assessment criteria for each of the five student learner outcomes are listed on the attached assessment rubric. This rubric was used to score all sections of INFS 1000 offered in fall and spring semesters of the 2007-2008 academic year. The assessment rubric was used with a common final examination project. Students had three weeks to complete the exam project. See the attached exam project guidelines and assessment rubric for details.</p>	<p>We measured the five student learner outcomes listed in column 1. Our goal was to have 90% of students pass each of the exam learning outcomes with a 70% or higher. We measured the results using a common competency based examination project with a common assessment rubric. We used the same student learning objectives, exam project, and assessment rubric as last year. See the summary of the results listed below for details.</p>	<p>The results have been used to make major modifications to the course structure. The library faculty met at the end of spring semester to redesign the class. We changed the approach to teaching content and added new readings and assignments. See the attached syllabi. All sections use the same syllabus.</p>

<p>2. Students are able to develop and articulate a clear research strategy. Clearly articulate the process used to locate and identify resources, documenting the appropriate use of basic and advanced search procedures.</p>			
<p>3. Students are able to identify and use appropriate keywords and subject headings to assist in locating resources.</p>			
<p>4. Students are able to select resources that are appropriate for your research topic and demonstrate why each resource was a good choice and how it supports specific aspects of the topic.</p>			
<p>5. Students are able to evaluate each resource according to specific criteria, such as credibility, authority, accuracy, and reliability.</p>			

(Continue objectives as needed.)

Part Two:

Summarize changes and improvements in curriculum, instruction, and learning that have resulted from the implementation of your assessment program. While this section should focus on the current academic year, some departments may find it useful to discuss trends in longitudinal data. If you have any data files or charts/graphs, please attach the digital files to this document.

INFS 1000: Information Literacy & Research Skills Final Exam Project Results Summary:

Break down of the 286 students that completed the final competency exam project:

- 93.83% of the 286 students completed the assessed outcomes with a score above 70%
- 42.15% of students completed the assessed outcomes with a score between 90 – 100% (A)
- 35.14% completed the assessed outcomes with a score between 80 – 89% (B)
- 16.54% of students completed the assessed outcomes with a score between 70 – 79% (C)
- 1.56% of students completed the assessed outcomes with a score between 60 – 69% (D)
- 4.61% of students completed the assessed outcomes with a score below 50% (F)

Learner Objective 1: Specify the dimensions of a research topic. Clearly state the scope of your research topic. Develop an appropriate working thesis statement and research questions for your topic. Take appropriate steps to narrow and focus your research topic.

Students passing this outcome at 70% or higher: **96.86%** (2006-2007: **95.6%**)

Grade break down:

A 90 – 100%: 137 students (47.9%)
B 80 – 89%: 100 students (34.97%)
C 70 – 79%: 40 students (13.99%)
D 60 – 69%: 2 students (.7%)
F below 59%: 7 students (2.45%)

Learner Objective 2: Develop and articulate a clear research strategy. Clearly articulate the process used to locate and identify resources, documenting the appropriate use of basic and advanced search procedures.

Students passing this outcome at 70% or higher: 95.1% (2006-2007: 92.3%)

Grade break down:

A 90 – 100%: 122 students (42.66%)
B 80 – 89%: 107 students (37.41%)
C 70 – 79%: 43 students (15.03%)
D 60 – 69%: 3 students (1.1%)
F below 59%: 11 students (3.8%)

Learner Objective 3: Identify and use appropriate keywords and subject headings to assist locating resources.

Students passing this outcome at 70% or higher: 96.15% (2006-2007: 94.5%)

Grade break down:

A 90 – 100%: 100 students (34.97%)
B 80 – 89%: 130 students (45.45%)
C 70 – 79%: 45 students (15.73%)
D 60 – 69%: 0 students (0%)
F below 59%: 11 students (3.85%)

Learner Objective 4: Select resources that are appropriate for your research topic and demonstrate why each resource was a good choice and how it supports specific aspects of the topic.

Students passing this outcome at 70% or higher: 95.45% (2006-2007: 95%)

Grade break down:

A 90 – 100%: 141 students (49.3%)
B 80 – 89%: 93 students (32.51%)
C 70 – 79%: 39 students (13.64%)
D 60 – 69%: 6 students (2.1%)
F below 59%: 7 students (2.45%)

Learner Object 5: Evaluate each resource according to specific criteria, such as credibility, authority, accuracy, and reliability.

Students passing this outcome at 70% or higher: 85.6%

(2006-2007: 85.6%)

Grade break down:

A 90 – 100%: 121 students (35.9%)

B 80 – 89%: 86 students (25.4%)

C 70 – 79%: 52 students (24.3%)

D 60 – 69%: 6 students (3.9%)

F below 59%: 24 students (10.5%)

As the above results show, we reached our goal in each learner outcome, and increased the success rate in each category from the previous year with the exception of learner outcome 5. The evaluation of resources is the objective that students have the hardest time achieving at a satisfactory level. This is not a unique issue with MCTC students; it is the outcome that is the most difficult for students across the country based upon published data in the scholarly journal literature and information presented at conferences dealing with information literacy and academic librarianship. We have increased our emphasis on teaching evaluation skills in the class, and with our new approach to teaching course content and the additions of required readings and quizzes, we hope to move the results in this category above the 90% target. The learner outcomes for the course have remained pretty stable over the years. We have been successful in providing students that complete the course with the concepts and skills they need to succeed in doing college level research, and to search for and evaluate information in their life outside of college. The MCTC information literacy program reaches a very higher percentage of students graduating from our college with an A.A. degree (as well as many A.S. degree programs). Our information program provides students with one of the most comprehensive and in depth curriculums, at the lower division undergraduate level, of any college in the United States. Using a common syllabus, assignments, mid-term and final examination projects with common assessment rubrics allows the faculty to understand what our students are learning across all sections of the course. This approach has allowed us to do continuous course improvement and to assess how the changes have worked. The decision to add a required textbook and additional readings and online videos and to assess the readings and viewings came out of common faculty observations of how students were engaging course content across all sections.

We decided to no longer give the pre and post test. The test served its purpose in demonstrating the lack of knowledge related to information literacy concepts and skills that MCTC students have before taking the class. Rather than the pre and post test we will now require students to use a required text book and read and view other material related to the concepts being taught in the class. We will quiz students on the content of the readings. Students will be required to read the material before we cover the content in the course, and they will be quizzed on their understanding of the readings before we cover the content in the course lecture. This approach should help students be better prepared to engage the content covered in the lectures. After the lectures students will be required to put into practice what was covered in the readings and lectures by engaging in hands-on lab activities that lead to the completion of a group homework assignment.

INFS 1000 Pre-Test and Post-Test Results:

The pre and post test is composed of true/false and multiple choice questions totaling 100 points. The combined pre-test and post-test scores of students in 18 of INFS 1000 during the 2007-2008 academic year were averaged. The average pre-test score was 56.9 (F). The average post test score was 73.7 (C). Students moved a total of 16.8% points from the pre-test to the post-test.

Information Literacy Competency Exam [105 points]

Spring Semester 2008

Overview

This competency examination will test your information literacy and research skills. To complete the examination you will employ all of the concepts and resources you learned in INFS 1000. You must complete this examination on your own. You are not to ask any librarian, faculty member, or fellow student for assistance. *This must be your own work*, written in your own words. If you have any specific questions about this exam, please talk to or email me.

To complete the examination you must choose one of the topics listed below and then proceed through the guidelines. *Do not use any topic that you selected for your mid-term or as your research topic throughout the course.* Assume that you are writing a 10-page research paper. You need to include between 10–12 sources in support of your research. You will want to collect sources that would be appropriate for writing such a paper. You are to write this exam in a narrative format (not in outline) and justify all your choices (*see the example A exam*). In grading the exam I will consider the rationale you provide to justify your choice of specific items. I will also grade you on your choice of resource selection (*i.e.*, indexes, reference books, databases, etc.). More points will be awarded for the use of *appropriate* resources (*i.e.*, those that cover your chosen topic). If you understand all the concepts and skills that we have covered in the course the exam should take you between 16 to 20 hours to complete.

STEP ONE: Choose one of the following broad topics

- Arts education
- Conflict and health
- Debt
- Nanotechnology
- Nursing homes
- Oil
- Religious fundamentalism
- Sexually Transmitted Diseases (STDs)
- Supreme Court
- Tibet

These topics are broad and you will need to narrow your topic appropriately. You must also consider the academic discipline, or disciplines, that deal with your topic and decide the particular angle from which you will approach the topic, *i.e.*, ethical, moral, social, political, scientific, etc. The more specific you can be about your topic the better.

Step Two: Locate two reference resources that will provide you with background information and will help you focus and narrow your topic

1. Locate 2 reference resources that will provide you with appropriate background information on your topic. You can use either electronic or print reference resources, including handbooks, subject encyclopedias, atlases, bibliographies as well as the *Gale Virtual Reference Library*, *CQ Researcher*, *Issues & Controversies*, *Facts.com*, *Opposing Viewpoints*, or any other MCTC library electronic reference database. *Do not use either the print or the online versions of the Encyclopedia Britannica or the World Book Encyclopedia, or any other general encyclopedia.*
2. Explain how you searched for and located each of your reference resources. Justify why you think each reference resource will help you develop your topic focus. Write an MLA citation for each reference resource.

Step Three: Write a working thesis statement and research questions

1. Write a working thesis statement that focuses your research topic appropriately and makes an argument that you will back up with your research. Your thesis should include 2 – 4 sentences that summarize the main issues that you plan to address, and then a 1 sentence argument.
2. Develop 4 – 6 research questions that will give your topic a clear and focused direction. Your research questions should work with your thesis statement to create a focused and coherent topic.
3. Based upon your working thesis statement and research questions write out keywords and keyword phrases that you can use to begin to search for material to support your research topic.
4. **Email me your working thesis statement, research questions, keywords, and the MLA citations of your two reference resources with the justifications for how they have helped you develop your research topic. You must submit the material as an attachment in either Microsoft Word (.doc, or .docx), or Rich Text Format (.rtf). I will not accept the material in any other format. I will evaluate your draft material and give you my comments. You must email me this material by: Wednesday, April 23rd at 11:45 a.m. This is worth 5 points. Late submissions will not be accepted--there are no exceptions.**

Step Four: Search for 8 – 10 resources that will support your research topic

1. Now that you have defined your topic focus you must **locate between 6 – 8 books, scholarly journal articles, magazine articles and/or newspaper articles that will elaborate on various aspects of your topic.** The goal is to locate the best and most appropriate resources which will support specific aspects of your topic focus. You choose the distribution of your resources based upon your research needs.
 - a. Create an MLA citation for each book, magazine, journal or newspaper article, and attach a printout of *each* item record.
 - b. Tell me which library catalog or online subscription periodical database you used to search for each item (*i.e.*, the specific library catalog you used, the specific online subscription database such as EBSCO Academic Search Premier, ProQuest Newspapers, Lexis/Nexis, Alt Press Watch, etc.). Tell me exactly how you searched for each item, *i.e.*, keyword, subject heading, or other type of search. Write down your exact search phrases,

including and any advanced search techniques such as Boolean operators or truncation. Also, tell me if any of the subject headings in an item record lead you to other resources, or if the subject headings helped you refine or refocus your search strategy. Provide any other information about your search that will help me understand why you searched the way you did.

- c. Justify why you think each book or article is valuable for supporting your research topic and focus; *include the criteria you used for evaluating the items for reliability, authority, accuracy, and point of view*. What evidence do you have that the author, publisher, or journal is reliable, accurate and authoritative? What other resources did you check to verify this information?
 - d. Make sure to tell me which books and articles are available through the MCTC Library. If you locate a book in another library, tell me which library.
 - e. If the article is not available full-text in the database, and the MCTC Library does not own the periodical in print, tell me how you would retrieve a copy of the article?
2. **Locate 2 web pages that are NOT newspaper or journal articles**, which contain information that supports your research focus. (Also, do not select web sites or pages that only link to other pages. You must locate web pages that contain actual content that you could read and use to write a research paper.)
- a. Provide an MLA citation for each web page. Print out the *first* page of each web resource and attach it to the end of your exam. *Make sure that the URL of the web page appears on the printout.*
 - b. Tell me the specific search engine(s) that you used.
 - c. Tell me exactly how you searched for the information. If you used a keyword search, provide me with the exact search phrase, including any special limiting commands such as phrase searching or truncation. If you searched using the browse feature of the search engine tell me which categories you chose.
 - d. Justify why you think the information you found is valuable for writing your paper *including the criteria you used for evaluating the content of the Web site for reliability, authority, accuracy, presence or absence of bias.*
3. **You must email me the searching, resource justification, evaluation, and MLA citation documentation for 3 of the above resources. You choose which of your three resources you want to send me information about. You must email me the material as an attachment in either Microsoft Word (.doc, or .docx) or Rich Text Format by: Wednesday April 30th at 11:45 a.m. This is worth 5 points.**

Step Five: Put it all together and hand in a completed final exam project

1. **Your completed exam is due to me by Wednesday, May 7th at 11:45 a.m. Hand in your completed exam at the library circulation desk.**
2. Consult your example “A” final exam for formatting ideas.
3. Your final exam needs to include the following things:
Exam Check List
 - ✓ Your broad topic
 - ✓ Your primary research focus
 - ✓ Your final thesis statement

- ✓ Your final research questions
- ✓ The keywords, keyword phrases, and official subject headings that you used to search for your resources, and any others that you think would be useful to do further searching
- ✓ 2 reference resources with an explanation of how each helps you develop your topic focus with a MLA citation for each.
- ✓ 6 – 8 books, magazine, scholarly journal, and/or newspaper articles with detailed information on how you searched for each resource, a justification for why each resource supports your research topic, an evaluation of each resource, and a MLA citation for each resource.
- ✓ 2 web pages that are not newspaper or periodical articles with detailed information on how you searched for each, a justification for why each resource supports your research topic, an evaluation of each resource, and a MLA citation for each resource.
- ✓ A print out of the item record from the databases for each reference, book, and periodical article, or the first page of the full-text reference or periodical article. The first page of each of your web resources. A total of 10 – 12 print out attachments. (DO NOT attach the full text of articles or web pages.)

Final Thoughts

Budget your time and plan on the exam taking at least 16 to 20 hours to complete. Do not ask librarians, tutors, faculty or students for help with your exam. If you have questions about the exam or the process, talk to your instructor or one of the MCTC librarians.

- You will be deducted one point for each missing print out that you do not attach to your exam.
- You will be deducted two points for each resource that you are short of the total required.
- A late exam will automatically be deducted two points per day it is late.
- Handwritten exams are not acceptable.
- Your citations must be in MLA format. Consult your MLA citation style handout if you have questions.

INFS 1000 Final Exam Grading Rubric

Requirement	Insufficient (D or F)	Basic (C level)	Proficient (B level)	Advanced (A level)
<p><i>The student specified the dimensions of the topic appropriately.</i></p> <ul style="list-style-type: none"> Clearly state the focused topic. Developed an appropriate working thesis. Took appropriate steps to narrow and focus the topic. <p>(20 Points Possible)</p>	<p>Topic has an imprecise or unclear focus. The focus needs to be narrowed or clarified.</p> <p>Thesis statement does not clearly state a focused topic, lacks precision. Thesis statement does not clearly lay out the main ideas and issues.</p> <p>Research questions are too broad or vague and do not adequately focus the topic.</p> <p>(Points)</p>	<p>Topic has a discernable focus but lacks precision.</p> <p>Thesis statement addresses the topic but needs more precise focus and precision. There is an argument but it needs to be more clearly stated.</p> <p>Research questions address the topic but need more focus and precision.</p> <p>(Points 14, 14.5, 15, 15.5)</p>	<p>Clear focus on the topic which is adequately precise.</p> <p>Thesis statement that is clear and focused and adequately precise. The argument is adequately stated and precise.</p> <p>Clear, focused and adequately precise research questions.</p> <p>(Points 16, 16.5, 17, 17.5)</p>	<p>Very clear focus that is precise, appropriately narrow, and well articulated.</p> <p>Thesis statement that is very well focused and concise. The argument is clear, focused and well stated.</p> <p>Very clear, concise and well focused research questions.</p> <p>(Points 18, 18.5, 19, 19.5, 20)</p>
<p><i>The student had a clear articulate research strategy.</i></p> <ul style="list-style-type: none"> Clearly articulated the process used to identify and locate resources. Used search techniques appropriate for the topic. Used specific and effective search techniques. <p>(20 Points Possible)</p>	<p>Research process is not clearly stated or is confused in its application. Research process does not adequately take account of the topic focus and is much too broad in application.</p> <p>Consistent mistakes are made in applying basic search techniques. Confusion related to application of search terms and search techniques.</p> <p>(Points)</p>	<p>Research process is articulated but needs more focus and clarity.</p> <p>Basic search techniques are adequately applied but no or little demonstration of advanced search strategies, or errors are made in the application of search techniques.</p> <p>(Points 14, 14.5, 15, 15.5)</p>	<p>Clear research process that adequately takes account of the issues related to the topic.</p> <p>Clear use of basic and advanced search techniques. Minor errors in application of search techniques, or lack of connection in search strategies across library resources.</p> <p>(Points 16, 16.5, 17, 17.5)</p>	<p>A clear, concise, and well focused research process that takes into account all the relevant issues related to the topic.</p> <p>Used basic and advanced search techniques very well and has applied the search techniques consistently well across all the library resources.</p> <p>(Points 18, 18.5, 19, 19.5, 20)</p>

<p><i>The student identified keywords and subject headings that were appropriate to the topic.</i></p> <p>(10 Points Possible)</p>	<p>Keywords and subject headings were not useful for the topic focus. Misapplication of keywords and subject headings. Shows a lack of understanding of what subject headings are and how they are to be used.</p> <p>(Points)</p>	<p>Some useful keywords and subject headings that relate to the research focus. Keywords and subject headings may be too broad or need to be combined to be effective.</p> <p>(Points 7, 7.5, 7.75)</p>	<p>Many useful keywords and subject headings that clearly relate to the research focus. Indication that the keywords and subject headings have been combined in useful ways to help focus searching.</p> <p>(Points 8, 8.5, 8.75)</p>	<p>Very useful keywords and subject headings that clearly relate to the research focus. Located sub-headings and connected them appropriately with main subject headings. Combined keywords and main and sub-headings in very useful ways to help focus searching.</p> <p>(Points 9, 9.5, 10)</p>
<p><i>The student selected resources that were appropriate for the topic and demonstrated how each resource supported the thesis statement and research topic.</i></p> <p>(20 Points Possible)</p>	<p>Most resources selected were not appropriate for supporting the topic focus. Little to no consistency in the selected resources and the research topic focus.</p> <p>Little or no demonstration of the appropriateness of resources for topic relevance, or confusion related to resource relevance.</p> <p>(Points)</p>	<p>Most of the resources selected are appropriate for the topic.</p> <p>Demonstration of the appropriateness of resources for topic relevance is adequate for most resources.</p> <p>(Points 14, 14.5, 15, 15.5)</p>	<p>All of the resources selected are appropriate for the topic.</p> <p>Demonstration of the appropriateness of resources is well documented and clearly stated. Good level of detail provided concerning relevance of resources to thesis statement, research questions, and topic focus.</p> <p>(Points 16, 16.5, 17, 17.5)</p>	<p>All of the resources selected are very well focused on the topic or specific sub-aspects of the topic.</p> <p>Demonstration of the appropriateness of resources is very well documented with in-depth analysis of each resource. Clear and detailed explanation of how each resource supports the thesis statement, research questions, and the various aspects of the topic focus.</p> <p>(Points 18, 18.5, 19, 19.5, 20)</p>
<p><i>The student evaluated each resource according to specific evaluation criteria. The student provided clear and specific evaluations.</i></p> <p>(20 Points Possible)</p>	<p>Little or no evidence of evaluation of the resources. Attempts at evaluation were not based on any criteria but were mere assertions of credibility without evidence to support claims.</p> <p>(Points)</p>	<p>Clear evidence of evaluation of most of the resources, but evaluation lacks depth.</p> <p>(Points 14, 14.5, 15, 15.5)</p>	<p>Clear evaluation of resources based upon specific criteria of authority, reliability and bias.</p> <p>(Points 16, 16.5, 17, 17.5)</p>	<p>Strong and in-depth evaluation of all resources based upon specific criteria. Clear understanding of the bias, authority, reliability, and credentials of the author, publisher, or web site sponsor.</p> <p>(Points 18, 18.5, 19, 19.5, 20)</p>

NEW Syllabus
Information Literacy & Research Skills

Fall Semester 2008
INFS 1000 Section 01

**Mondays & Wednesdays, 10:30–11:45 a.m.,
2 credits (1 lecture + 1 lab)**
**Office hours: Tuesday 10:00 a.m. - 12:00 p.m.
Friday 1:00 - 2:00 p.m.**

Instructor/Librarian
Minneapolis Community & Technical College
1501 Hennepin Avenue
Minneapolis, MN 55403

Office: L.
Phone:
Fax:
Email:

Course Prerequisites:

Placement into READ 1300 or completion of READ 0200 or ESOL 0052; placement into ENGL 1110 or completion of ENGL 0900 or ESOL 0051.

Philosophy of Course:

The course provides an introduction to research and information seeking skills which include: an understanding of how information and knowledge is produced and organized within a societal context; how to create a strategy for finding information; how to use print and electronic sources to locate information; how to evaluate information found; how to cite information in a works cited list; and issues related to intellectual freedom and copyright.

Course Objectives:

You will gain:

- The ability to examine information critically and determine its authenticity, credibility, intellectual content, bias, etc.
- The ability to determine the proper tool needed to locate desired information
- The ability to use print, electronic, and Internet indexes in various academic disciplines to locate information
- The ability to use and understand library reference tools and classification systems

You will:

- Understand how knowledge is produced and organized in society
- Understand how information and knowledge is affected by cultural, political and economic factors
- Understand issues related to copyright, intellectual freedom, and the public vs. private ownership of information

Course Expectations:

You WILL be graded on your class attendance. All assignments are due at the beginning of each class session. All late assignments will automatically receive a deduction of 2 points. I will NOT cover course material again if you miss class. You can log into the D2L course site to make up missed course content. You should try and notify me in advance when you know you will miss class.

Last Date of Attendance Policy

You are expected to attend classes every session. If you decide to stop attending class you should *immediately* drop/withdraw from this class. You may be *administratively withdrawn* if you never attend or stop attending this class. You will remain responsible for any financial liability for Title IV (financial aid) funds, less applicable refunds, and for any academic consequences due to this administrative withdrawal. If you stop attending this class for more than two consecutive weeks without notifying me by email or phone, I will withdraw you from class.

Assessment and Evaluation:

Grade Scale:

A	248-275
B	220-247
C	193-219
D	165-192
F	164-below

Grade Distribution:

70 points for Assignments
35 points for Quizzes
30 points for Class Attendance
5 points for the Mid-Term Exam Review
30 points for the Mid-Term Examination
10 points for the Final Exam Reviews
<u>95 points for the Final Examination</u>
275 TOTAL POINTS

Grading/Assessment Criteria:

A grade: You demonstrate mastery of all the concepts and procedures taught in the class. You are able to articulate your research topics and questions in a clear, concise and specifically focused manner; locate and use appropriate subject headings and sub-headings and keywords to search for information; and are able to correctly evaluate material based upon clear and well defined criteria and demonstrate how each of your resources directly support your chosen research focus. You must also hand in all assignments on time and complete them at an advanced level.

B grade: You demonstrate mastery of most concepts and procedures taught in the class, but your work shows weakness or a lack of understanding in a few areas.

C grade: You demonstrate an adequate understanding of the concepts and procedures taught in the class, but your work lacks mastery. You demonstrate an understanding of the fundamental concepts but display weakness in many areas.

D or F grade: You do not demonstrate an adequate understanding of the concepts and procedures taught in the class. You do not complete required assignments, or complete them at a sub-standard level.

Class Attendance

You will lose points for missing class. You start the class with 30 attendance points. For each lecture or lab session you miss after the first week you lose 1.5 points. You will drop a grade in this category for every two class sessions you miss. So if you want to get an A in this category you can only miss 0 – 2 class sessions, a B, 3 – 4 class sessions, a C, 5 – 6 class sessions, and so on.

Assignments

There are seven homework assignments worth 70 points (10 points each). The assignments are done as a group and you will turn in one composite group assignment for grading. Your group members will rank your participation in each assignment and the ranking will be factored in to your score for the assignment. You will automatically be docked 2 points if an assignment is not turned in on time. *Late assignments will not be accepted after one week from the original due date.*

Quizzes

There are a total of eight quizzes based upon the class readings, but only seven will count towards your grade. Your lowest scoring quiz will be dropped from your total quiz grade. Each quiz is worth 5 points. Quizzes must be taken during the posted time. If you do not complete a quiz within the posted time frame you will get a zero on that quiz.

Mid-Term Examination Project

The mid-term examination project is worth a total of 35 points. You will hand in a draft of your thesis statement, research questions, and keywords for review prior to handing in the final mid-term project. The mid-term project is a mini version of the final exam project. On the mid-term you will be asked to choose a topic, narrow the topic, create a research strategy and locate and evaluate one book, one scholarly journal article, and one magazine/newspaper article.

Final Examination Project

The final exam project is worth a total of 105 points. The final exam (95 points) is a take home project. In addition to the exam you will turn in your working thesis statement, research questions, and keywords for review (5 points). You will also hand in searching and evaluation documentation for three resources for review prior to handing in your final exam project (5 points).

A Note on Plagiarism:

Plagiarism is defined as follows in the MCTC Student Code of Conduct:

“Plagiarism includes, but is not limited to the use by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgement; unacknowledged use of materials prepared by another person or agency engaging in selling or otherwise providing term papers or other academic materials.”

This class requires you to evaluate information in your own words. It is not always easy to be original and clear, but it is important work. I expect you to acknowledge the sources of your ideas by giving correct citations to the original authors. I do not expect to see direct quotes of others' words, because I expect you to rephrase ideas in your own words, hopefully adding some original thoughts of your own. The penalty for plagiarizing will range from loss of points to a failing grade in the course, depending on the extent.

Course Outline:

Week #1

Session #1 Monday, August 25

Overview of the Course

Read & view for Wednesday:

- Chapters 1 & 8 of Badke
- “The Information Cycle.” Penn State University Libraries 3 March 2004. Penn State University. 3 June 2008.
<<http://www.libraries.psu.edu/instruction/infocycle/infocycle.html>>.

Quiz 1: Take the quiz on Chapters 1 & 8 of Badke before the beginning of the next class.

Session #2 Wednesday, August 27

Lecture/Discussion: Discuss Chapters 1 & 8 of Badke.

Read & view before the next class (Located on the D2L course web page):

- Martin, Brian. “The Politics of Research.” Information Liberation. London: Freedom Press, 1998: 123-142.
- Schiffrin, Andre. “Bucking the Monoliths: Publishing with a Mission.” American Libraries. May 1999: 44-46.
- “Story of Stuff” web video with Annie Leonard. <<http://www.storyofstuff.com>>.

Quiz 2: Take the quiz on the Martin and Schiffrin articles before the beginning of the next class.

Week #2

Holiday, No Class, Monday, September 01

Session #3 Wednesday, September 03

Lecture/Discussion: *The Production of Information*

We will discuss how political, economic, and cultural factors influence the creation of information. We will discuss Brian Martin’s article: “The Politics of Research,” and Andre Schiffrin’s article “Bucking the Monoliths.” We will discuss the structure of academic disciplines and the publishing industry and how they create and control information production. We will also discuss the role that government agencies and private research organizations play in the creation of information.

Read before the next class: Chapter 4 of Badke

Quiz 3: Take the quiz on Chapter 4 of Badke before the beginning of the next class.

Week #3

Session #4 Monday, September 08

Lecture/Discussion: *The Organization of Information*

We will discuss concepts and theories of information organization and how they relate to disciplinary based knowledge. We will discuss information taxonomies in general and look specifically at *Library of Congress Subject Headings* as an example of a taxonomy used by libraries to organize information.

Read before the next class: Chapter 3 of Badke

Quiz 4: Take the quiz on Chapter 3 of Badke before the beginning of the next class.

Session #5 Wednesday, September 10

Lecture: *Using Reference Resources for Background Information*

We will talk about online reference resources and how they are useful in locating background information on a topic. We will focus on the *CQ Researcher* and *Issues & Controversies*, the *Gale Virtual Reference Library* and other subject encyclopedia databases.

Week #4

Session #6 Monday, September 15

Lab: *Using Reference Resources to Locate Background Information*

You will work together in your groups to locate background information on the topic you will develop for future assignments.

You will use the *CQ Researcher*, *Issues and Controversies*, *Gale Virtual Reference Library*, and/or other library subject encyclopedia databases to locate two reference articles on a topic of interest to you.

Read before the next class: Chapter 2, and Appendix One (pp. 177- 188) of Badke

Quiz 5: Take the quiz on Chapter 2, and Appendix One (pp. 177- 188) of Badke before the beginning of the next class.

Session #7 Wednesday, September 17

Hand in: Homework Assignment #1: *Using Reference Resources*.

Lecture: *Developing a Thesis Statement & Research Questions*

We will discuss the process of developing a research topic, argumentative thesis statement and research questions.

Week #5

Session #8 Monday, September 22

Lab: *Developing a Research Statement & Research Questions*

You will work together in your group to develop an argumentative thesis statement and research questions based upon the two reference resources you located in assignment #1.

Read before the next class: Chapter 5, (pp. 71- 76) of Badke

Session #9 Wednesday, September 24

Hand in: Homework Assignment #2: *Developing a Thesis Statement & Research Questions*

Lecture: *Finding, Using & Evaluating Books*

We will discuss how to use various databases to locate books and why you would use a book in your research. We will also discuss print and e-books. We will explore the local *MCTC Library Catalog*, *MnPALS Union Catalog*, *WorldCat Union Catalog*, and *NetLibrary*.

Week #6

Session #10, Monday, September 29

Lab: *Finding, Using & Evaluating Books*

You will work together in your groups to locate two books that complement each other and support different aspects of your research topic. Your books should also complement your reference resources.

Read before the next class: Chapter 5, (pp. 76- 95) of Badke

Quiz 6: Take the quiz on Chapter 5 of Badke before the beginning of the next class.

Session #11, Wednesday, October 01

Hand in: Homework Assignment #3: *Searching for Books*.

Lecture: *Finding, Using & Evaluating Scholarly Journal Articles*

We will discuss how to use various journal databases to locate scholarly journal articles. We will explore *Ebsco Academic Search Premier*, and *Open Access Journals*.

Week #7

Session #11 Monday, October 06

Lab: *Finding, Using & Evaluating Scholarly Journal Articles*

You will work together in your groups to locate two scholarly journal articles that complement each other and support different aspects of your research topic. Your journal articles should complement your books and reference resources.

Session #12 Wednesday, October 08

Hand in: Homework Assignment #4: *Searching for Scholarly Journal Articles*.

Lecture: *Finding, Using & Evaluating Other Periodical Articles*

We will discuss how to use various periodical databases to locate general, trade, and professional magazines and newspaper articles. We will explore *Ebsco MasterFILE Premier*, and *ProQuest Newspapers*.

Week #8

Session #13 Monday, October 13

Lab: *Finding, Using & Evaluating Other Periodical Articles*

You will work together in your groups to locate two periodical articles (one magazine & one newspaper) that complement each other and support different aspects of your research topic. Your periodical articles should complement your scholarly journal articles and books.

Session #14 Wednesday, October 15

Hand in: Homework Assignment #5: *Searching for Magazines and/or Newspaper Articles*.

Course Review: We will review everything we have covered so far. Come with questions.

RECEIVE YOUR MID-TERM EXAMINATION PROJECT

Week #9

Session #15 Monday, October 20

- Work on your mid-term exam project.
- **Submit Part One** (draft thesis, research questions, and keywords) to the Dropbox by 11:45 a.m. to receive points. (5 points)

Session #16 Wednesday, October 22

- Work on your mid-term exam project.

Week #10

Session #17 Monday, October 27

Work on your mid-term exam project.

Read before the next class:

- Dodge, Chris. "Knowledge for Sale: Are America's Public Libraries on the Verge of Losing Their Way?" *Utne Reader*. June/August 2005. 27 May 2008. <http://www.utne.com/issues/2005_130/promo/11706-1.html>.
- Eland, Thomas. "Critical Thinking, Deviant Knowledge and the Alternative Press." *Update Newsletter*. Dec. 2004: 4-6. (Located in D2L course readings area).
- Stoddart, Richard A. and Teresa Kiser. "Zines and the Library." *Library Resources & Technical Services* 48.3 (July 2004): 191-198. *Academic Search Premier*. EBSCO. MCTC Library, Minneapolis, MN. 27 May 2008.

Quiz 7: Take the quiz on the Dodge and Eland articles before the beginning of the next.

Session #18 Wednesday, October 29

Hand in: completed midterm examination project (30 points)

Lecture: *Finding, Using & Evaluating Alternative Press Resources*

We will discuss alternative press resources and their value as an information source. We will discuss why there are “alternative” publications and why they have not been included in “mainstream” resources. We will explore the *Alternative Press Index*, *Alt-Press Watch*, *Ethnic News Watch*, and *Alt-Health Watch* databases, *The Nation* digital archive and the MCTC Zine catalog.

Week #11

Session #19 Monday, November 03

Lab: *Finding, Using & Evaluating Alternative Press Resources*

You will work together in your groups to locate two alternative press resources that complement each other. You will choose your topic from one provided by your instructor.

Session #20 Wednesday, November 05

Hand in: Homework Assignment #6: *Searching for Alternative Press Resources*.

Lecture: *Finding, Using & Evaluating Web Portals and Directories*

We will explore numerous web portals and directories, such as *Librarians Index to the Internet*, *Scout Report*, *USA.gov*, *American Memory Project*, *Internet Public Library*, *Internet Archive*.

Week #12

Session #21, Monday November 10

Lab: *Finding, Using & Evaluating Web Portals and Directories*

You will work together in your groups to locate and evaluate material from web portals and directories.

Read & view before the next class:

- Chapter 6 of Badke.
- “Blogs in Plain English” Common Craft Show 30 Nov. 2007. Common Craft. 3 June 2008. <<http://www.commoncraft.com/blogs>>.
- “Wikis in Plain English” Common Craft Show 29 May 2007. Common Craft. 3 June 2008. <<http://www.commoncraft.com/video-wikis-plain-english>>.
- “Social Networking in Plain English” Common Craft Show 29 May 2007. Common Craft. 3 June 2008. <<http://www.commoncraft.com/video-social-networking>>.
- “Does What Happens in Facebook Stay in Facebook?” Common Grounds Common Sense 3 June 2008. <<http://albumoftheday.com/facebook/>>.

Quiz 7: Take the quiz on Chapter 6 of Badke before the beginning of the next.

Session #22 Wednesday, November 12

Hand in: Homework Assignment #7: *Searching Web Portals and Directories*.

Lecture: *Finding, Using & Evaluating Web 2.0 Resources*

We will discuss Web 2.0 resources such as blogs, wikis, social networking, videos and images. Examples include: *Source Watch, Radical Reference, The Googlization of Everything, Daily Howler*.

Week #13

Session #23 Monday, November 17

Lab: *Finding, Using & Evaluating Web 2.0 Resources*

You will work together in your groups to locate and evaluate information in blogs, video that complement each other. You will choose your topic from one provided by your instructor.

EXTRA CREDIT: Read the following article and take the extra credit quiz in D2L before the next class. Quiz is worth up to 10 extra points.

- Darton, Robert. "The Library in the New Age." The New York review of Books 12 June 2008. 28 May 2008. <<http://www.nybooks.com/articles/21514>>.

Session #24 Wednesday, November 19

RECEIVE YOUR FINAL EXAMINATION PROJECT: Choose your exam topic and locate background information to help you narrow and focus your topic by next Monday. Start to develop your working thesis statement and research questions.

Week #14

Session #25 Monday, November 24

- Work on Part One of your final exam project, i.e., your working thesis statement, research questions and keywords/subject headings.

Session #26 Wednesday, November 26

- Work on your final exam during class.
- **Submit Part One** to the Dropbox by 11:45 a.m. to receive points. (5 points)

Week #15

Session #27 Monday, December 01

- Work on your final exam during class
- Talk to me about any questions you have on my comments on Part One of your exam project.

Session #28 Wednesday, December 03

- Work on your final exam during class.
- **Submit Part Two** to the Dropbox by 11:45 a.m. to receive points. (5 points)

Week #16

Session #29 Monday, December 08

- Talk to me about any questions you have on my comments on Part Two of your exam project.

Session #30 Wednesday, December 10

Turn in your completed exam project at the library circulation desk by 11:45 a.m. today. Any exam project received after 11:45 a.m. will be considered late and will lose points.

