

Issue Definition

Students must select a global health issue and create a poster presentation to be presented in class. The poster should include a description of the health issue, statistics, profile of countries affected, and citations for all sources.

(Note: This assignment could be part of an embedded collaboration, with librarian visiting class several times after initial instructional session)

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
1.a Identifies research topic or information need 1.c Uses general information sources to identify relevant concepts/vocabulary...	1.a Uses subject or discipline-specific information sources...
2.1.b Recognizes similarities and differences among different formats... 2.1.c Identifies and selects appropriate tool... 2.2.a Identifies search terms relevant to topic 2.3.b Uses multi-disciplinary databases 2.4.a Evaluates search results to determine relevance 2.5.b Organizes gathered information	2.1.b Recognizes differences between general and discipline-specific sources 2.2.a Conducts subject searches using appropriate controlled vocabulary 2.4.a Identifies gaps in information gathered 2.4.b Identifies alternative search tools
3.a Evaluates information sources for relevance...	3.a Requests/ accesses information beyond local resources
4.a. Completes project with acquired information... 4.b Presents research project effectively...	
5.a Cites sources and compiles a bibliography or reference list, according to a standard format.	5.a Makes consistent and correct use of a citation style 5.b Demonstrates knowledge of what constitutes plagiarism by properly representing content and ownership of original source materials.

2. How would you assess student learning from this assignment?

- Checking citations
- Presentation
- Effectives coverage of information

Just Copy and Paste It!

Ask students to create a web page or PowerPoint presentation incorporating digital images located by searching the Web; in preparation for the assignment facilitate a discussion of the issue of copyrighted images.

(Note: title should probably be “Think Before you Copy and Paste It! Refine assignment)

1. Which standard does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
1.a Identifies research topic or information need	1.a Uses subject or discipline-specific information sources...
2.1.c Identifies and selects appropriate tool... 2.2.a Identifies search terms relevant to topic	2.2.a Conducts subject searches using appropriate controlled vocabulary
3.a Evaluates information sources for relevance... 3.d Distinguished between free Internet sources and library databases	
	4.b Uses a range of formats and technologies...
5.b Demonstrates an understanding of copyright, plagiarism, intellectual property and academic integrity...	5.a Makes consistent and correct use of a citation style

2. How would you assess student learning from this assignment?

- Examples of images reflecting copyright issues
- Importance of image vs written word and message of image

Scholarly Vs. Popular Publications

Ask students to find newspaper articles from the New York Times or other major newspaper on a scientific discovery. You should give them some examples (e.g. human cloning or solar energy). Ask students to find a study in a peer-reviewed scientific journal on the same or a similar topic. Discuss the reasons for the newspaper coverage. What points does the article emphasize? Was this emphasis replicated in the scientific study? Have students discuss the implications or significance of popular vs. scholarly scientific publication in society.

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
	1.a Uses subject-specific information sources to better inform an understanding of the topic or need...
2.1.a Identifies similarities and differences among types of information sources...	2.1.a Recognizes differences between general and discipline-specific sources.

2. How would you assess student learning from this assignment?

- Rubric with questions in assignment
- Worksheet
- Group Reports
- Key words
- Peer assessment of search terms
- Librarian checks the citations in the bibliography

Accountability in Organizations

Break students into at least 4 groups to examine a topic of public interest. Ask each group to identify and locate the Web site of an organization with an interest in the topic. Each group should be assigned a different type of organization (for example, a corporation, an advocacy group, a government agency, a policy institute, ...). Ask students to examine the ways in which the purpose of the organization influences the information on the site and the way in which it is presented. Students should describe their organizations, and analyze the influences they perceive, documenting their sources. Follow-up with a "research roundtable" discussion in which students present their findings to the class and pose questions to each other. Reconvene in a week to share additional findings with the class.

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
1.a Identifies research topic or information need	
2.2.a Identifies search terms relevant to research topic. 2.3.d Uses URLs to locate websites ... 2.3.e Identifies citation elements... 2.5.b Organizes gathered information	2.1.b Utilizes specialized information sources 2.4.a Uses advanced technologies 2.5.b Uses electronic links to access information sources online
3.a Evaluates information sources for their relevance... 3.b Identifies a source's main idea and major points.	3.e Determines whether additional information, source type and viewpoints are necessary
4.a Completes a research product that incorporates newly acquired and prior information 4.b Presents a research project effectively	
5.a Cites sources and compiles a bibliography...	

2. How would you assess student learning from this assignment?

- Evaluate website checklist as rubric
- Annotated bibliography
- Short answer worksheet

Challenge Article

Assign a short non-fiction reading that challenges widely held ideas (the more outlandish, the better). In groups or individually, have students identify the underlying assumptions and find evidence to support or disprove those assumptions, using outside sources.

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
1.a Identifies research topic or information need 1.b Drafts research question relevant to the thesis	1.a Uses subject or discipline-specific resources...
2.1.c Identifies and selects appropriate tool... 2.2.a Identifies search terms relevant to research topic. 2.3.e Identifies citation elements... 2.5.b Organizes gathered information	2.4.a Identifies gaps in information need...
3.a Evaluates information sources for their relevance... 3.b Identifies a source's main idea and major points.	3.a Analyzes logic of arguments... 3.b Recognizes and describes various aspects ...

2. How would you assess student learning from this assignment?

- Assessment depends on final product.

Identifying Keywords Using Reference Works

In preparation for a larger assignment (term paper, presentation, poster, debate ...), ask students to identify at least 2 sources, at least one of which is a reference book (print or online), that provides a broad overview of their chosen topic. Students should copy the overviews and identify and define key vocabulary terms and concepts relating to their selected topic.

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
1.a Identifies research topic or information need 1.b Drafts research question relevant to thesis 1.c Uses general information sources to identify relevant concepts/vocabulary...	
2.2.a Identifies search terms relevant to topic	
3.a Evaluates information sources for relevance... 3.b Identifies a source's main idea and major points	
4.a Completes a research product that incorporates newly acquired and prior information 4.b Presents the research product effectively using the most appropriate medium for the audience	
5.a Cites sources and compiles a bibliography or reference list according to a standard format 5.b Demonstrates an understanding of copyright, plagiarism, intellectual property and academic integrity...	

2. How would you assess student learning from this assignment?

- Test, rubrics, survey, focus group
- Self-reflection - what didn't work for you? Work with partner and discuss.
- Look at student work at intermittent stages.
- Librarian volunteers to grade bibliographies.

Raising the Standards for Information Literacy: Librarians and Faculty Working Together

June 14, 2011 – Assignment Breakout Session

Criminal Justice, Paralegal, Culinary, Education, Human Services

Website Critique

Students must evaluate a relevant website based on specific criteria, including accuracy, comprehensiveness, authority, bias, ease of use, visual style. Ask students to compare a number of websites representing government, personal, commercial, and scholarly sites.

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
2.3.d Uses URLs to locate websites	2.5.b Uses electronic links to access information sources online
3.a Evaluates information sources for their relevance... 3.b Identifies a source's main idea and major points. 3.c Distinguishes between scholarly vs. popular...	3.a Analyzes logic of arguments in information gathered 3.b Recognizes and describes various aspects of a source that impact its value for a specific project 3.c Distinguishes between primary & secondary...

2. How would you assess student learning from this assignment?

- Rubric with criteria
- Quick check using technologies.
- Annotations
- Teacher observation checklist.
- Group observation and differentiated response
- Pathfinder or wiki

A Letter to the Editor

Assign students to write letters to the editor of the local or regional newspaper on contemporary topics related to the course. In order to write the letter, students must research the issue thoroughly. This assignment demonstrates that research and the use of persuasive evidence is sometimes required for forms of expression other than college papers. It also gives students practice writing concisely and clearly for an audience other than the teacher.

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
1.a Identifies research topic or information need 1.b Drafts research question... 1.c Uses general resources to identify concepts...	
2.1.c Identifies and selects appropriate tool... 2.4.a Evaluates search results to determine relevance 2.5.b Organizes gathered information	
	3.a Requests/ accesses information beyond local resources
4.a Completes a research product that incorporates newly acquired and prior information 4.b Presents the research product effectively using the most appropriate medium for the audience	
5.a Cites sources and compiles a bibliography or reference list, according to a standard format. 5.b Demonstrates an understanding of copyright, plagiarism, intellectual property and academic integrity by completing a research product that meets institutional criteria.	5.b Demonstrates knowledge of what constitutes plagiarism by properly representing content and ownership of original source materials.

2. How would you assess student learning from this assignment?

- Was it presented and justified well with arguments?
- Students evaluate as a group with rubric.
- Ask for work cited.

Research Trail

Students locate a current book or scholarly article on their course topic, which they summarize. Then they identify a footnote or citation that is of interest, connected to a chosen theme, find that source, and summarize it. They repeat the process until they have five sources - and a clearer grasp of how to trace a theme of interest through several sources (as well as to gain more familiarity with scholarly literature about the course topic).

(Note: Students could be given the same important article to begin the assignment. Students could explain why a particular book or article was chosen and how it applies to the assigned topic (Bloom's Taxonomy) rather than just summarizing the material.)

3. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
1.a Identifies research topic or information need 1.c Uses general resources to identify concepts...	
2.1.c Identifies and selects appropriate tool... 2.2.a Identifies search terms relevant to research topic. 2.3.a Uses library catalog ... 2.3.c Identifies issues related to on-and off-campus access of fee-based online sources 2.4.a Evaluates search results to determine relevance 2.4.b Modifies search strategies to broaden/narrow topic	2.3.c Uses bibliographies or citations to find materials
3.a Evaluates information sources for their relevance... 3.b Identifies a source's main idea and major points. 3.c Distinguishes between scholarly vs. popular...	
	4.a Evaluates past and alternative strategies for integrating new and prior information ...

4. How would you assess student learning from this assignment?

- Knowledge of popular vs scholarly
- Identification of book or article
- Critical thinking applied to the rationale for choosing the article and a description of how it applies to the topic
- Create a rubric to be given at the time of the assignment

Paraphrasing and Documentation

Provide students with one or more passage(s) from a text, and matching examples of inappropriately documented summary, paraphrase, and/or quotation. Ask students to identify the inappropriate passages and correct them (by supplying the citation and/or rephrasing the passage)

(Note: Students can be asked to explain why they think items are incorrect in addition to just recognizing and correcting errors. Also, because of the difficulty of this assignment, it should be used as summative assessment after a sequence of instruction. Instructor could choose the examples, possible in collaboration with another instructor, in order to know exactly which mistakes exist and where.)

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
3.a Evaluates information sources for their relevance... 3.b Identifies a source's main idea and major points.	
5.a Cites sources and compiles a bibliography or reference list, according to a standard format. 5.b Demonstrates an understanding of copyright, plagiarism, intellectual property and academic integrity by completing a research product that meets institutional criteria.	5.a Makes consistent and correct use of a citation style appropriate to the discipline. 5.b Demonstrates knowledge of what constitutes plagiarism by properly representing content and ownership of original source materials.

2. How would you assess student learning from this assignment?

- Did the student find the mistakes?
- Did the student fix the mistakes?
- Is the written or oral justification for correcting the errors a sound argument?

Wicked Wikipedia?

Wikipedia, a free, online encyclopedia, is arguably the most popular, socially constructed website in use today. Since it is not subject to peer review, anyone may register for a Wikipedia account to create or edit articles. Due to its accessibility and user friendly format, many students use Wikipedia as their first stop for information.

For this assignment, students must select and thoroughly read a Wikipedia article on a topic covered in the class. Explain to the students the importance of peer-reviewed publications. Have the students evaluate the article for accuracy, bias or point of view by consulting resources outside of those listed in the further readings. Ask students to rewrite the entry, including citations to their sources.

(Note: Rewrite of assignment with more context including an evaluation as a product.)

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
1.a Identifies research topic or information need	
	2.3.a Requests/access information beyond local resources
3.a Evaluates information sources for their relevance...	
4.a Completes a research product that incorporates newly acquired and prior information	
5.a Cites sources and compiles a bibliography or reference list, according to a standard format	

2. How would you assess student learning from this assignment?

- Presentations
- List of citations – verifiably correct and legitimate

Primary Sources

Locate primary sources about any event. Any type of material may be used but only once, i.e., one newspaper headline of a major event, one quotation, one biography, one census figure, one top musical number, one speech, etc. Compile a minimum of six different sources. Write a short annotation of each source and include the complete bibliographic citation.

1. Which standards does this assignment speak to and why?

Introductory/Novice Skills	Gateway/Developing Skills
2.1.c Identifies and selects appropriate tool... 2.3 Retrieves information 2.5.a Uses a variety of technologies to select and access information	
	3.c Distinguishes between primary and secondary sources in a subject or discipline-specific context

2. How would you assess student learning from this assignment?

- Recognize different primary sources
- Correct usage of a citation style