

13-4b.

AP-10/15/13
Senate info-11/5/13

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: LIBR 151 Introduction to Information Literacy

Instructor(s) of Record: Theresa McDevitt

Phone: 7-4892 Email: mcdevitt@iup.edu

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Sandra L. Janich 10/8/13
Signature of Department Designee Date

Endorsed: [Signature] 10/14/13
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

Gail Schriest 11/6/13
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Theresa McDevitt 11/8/13
Signature of Provost Date

Forward form and supporting materials to Associate Provost.



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Narrative Rationale Items A1 A5

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A 1-A5.

1. How is/are the instructor (s) qualified in the distance education delivery method as well as the discipline?

Dr. McDevitt is qualified to teach an online course for a number of reasons. For over a decade and a half she has supplemented her face-to-face course with online material, using course management software, including WebCT, Moodle, and now D2L. Her use of the learning management systems have included making the syllabus, assignments, and readings available online and providing entirely online individual class sessions periodically during the course. She also requires some assignments be turned in through the LMS. In addition, she commonly communicates with students via email and through the learning management system. Dr. McDevitt has completed a number of LMS training classes on campus and has successfully enrolled in and completed online classes in her discipline. In developing the online version of this course, she also worked with IUP Instructional Design staff to adapt course material to the online environment.

Dr. McDevitt is qualified in the discipline. She holds a Master's of Library Science in Library Studies and a PhD in American History, a discipline which requires library and internet research and other information literacy skills. She has taught LIBR 151 and other LIBR courses for nearly thirty years, since she first came to IUP in 1986. She receives good student and peer evaluations in the course, attends conferences to keep abreast of new developments in information literacy instruction, presents to library groups on methods used in the class, and has edited (or co-edited) two books on information literacy instruction best practices.

2. How will each objective of the course be met using distance education technologies?

It will not be difficult to meet objectives through distance education technologies. Similar courses (ranging from one to three credits) are commonly taught online at colleges and universities across the county, and are sometimes even a requirement for incoming students. Because searching for information (if not access to the information itself) is almost exclusively done through use of electronic tools today, the course material lends itself to online delivery. Delivery of the course online provides students with opportunities to develop their information literacy skills through direct contact with the electronic tools that they will use to find, organize, and manipulate information. Each module will provide information, and contain practical exercises, similar to those used in the face-to-face class. Activities will require students to use

research tools to apply information literacy and research skills to real research topics. Each module will include exercises and a discussion forum within which students will interact with each other and the instructor. Students ultimately will demonstrate attainment of the course objectives through two exams, which test their knowledge and understanding of concepts and vocabulary, and the completion of the Research Portfolio, the culminating activity for the course, which will assess their ability to find, evaluate, and use information.

Objective 1:

Upon successful completion of the course students will be able to define and articulate the need for information, the different types and formats of information available, and their purposes and audiences.

This objective will be touched upon in several of the modules. Students review recorded lectures and assigned readings, do interactive tutorials, participate intelligently in online discussions, and complete other exercises to practice formulating research queries, build an understanding of the different types of information resources, and explore and discover the purposes and audiences of the different resources. Exercises will provide practice in basic terms and concepts. Student attainment of this objective will be determined through their satisfactory completion of exercises, online discussions, and their performance on the mid-term and the final exam and final project which require them to demonstrate that they can formulate well-designed research queries and knowledge of different types of information resources and their purposes and audiences.

Objective 2:

Upon successful completion of the course students will be able to retrieve information online or in person using a variety of methods.

Students review recorded lectures and assigned readings, complete interactive tutorials, and complete interactive exercises to build skills in efficient and effective retrieval methods for locating information in traditional and electronic formats. Exercises will test understanding of basic terms and concepts and provide practice in retrieving information in a variety of formats, using various classification schemes and other systems to locate information resources within the library and using specialized online or in-person services available to retrieve needed information. The instructor will review and provide feedback on these exercises to provide feedback to students. Student attainment of this objective will be determined through their satisfactory completion of exercises that require them to retrieve appropriate resources through the use of library databases and the internet. Their understanding of basic terms and concepts will be assessed through their performance on the mid-term and the final exam. Students will demonstrate their ability to locate information from a variety of sources through satisfactory completion of their final project.

Objective 3:

Upon successful completion of the course students will be able to evaluate information and its sources critically.

Students review recorded lectures and assigned readings, complete interactive tutorials, and participate in online discussions to build skills in evaluating information resources in traditional and electronic formats. Assignments will require students to develop or adopt agreed-upon critical frameworks for effectively evaluating the relevance, utility, authority, and usefulness of informational resources, whether monographic, periodical, or internet based, and to complete written exercises that build skills in evaluating information resources in traditional and electronic formats. Discussion forums may also be used for students to rate and review each other's ratings on the quality of sources. Student attainment of this objective will be determined through their satisfactory completion of exercises that require them to state and apply evaluative criteria to resources retrieved on chosen topics. Basic terms and concepts will be assessed through their performance on the mid-term and the final exam. Students will demonstrate attainment of this objective by choosing appropriate sources and describing them in an annotated bibliography, which is part of the final project.

Objective 4:

Upon successful completion of the course students will be able to use information effectively to accomplish a specific purpose.

All modules will contribute to students' building skills necessary to successfully complete a unique final project based on a topic chosen by the student and researched throughout the semester. A sample final project and detailed rubric will be provided. The project will include a discussion of how the student went about doing the research, what sorts of information he or she found, and an annotated bibliography of quality sources of different types (including books, and scholarly journal articles) located during the semester. It should also include descriptive annotations and be arranged in correct American Psychological Association (APA) or other bibliographic style. Feedback will be given throughout the semester as resources are located and described in practice exercises. Peer group feedback will also be provided through working with an online peer group to review a draft of their final projects prior to final submission. Student attainment of this objective will be demonstrated through successful completion of the final project.

Objective 5:

Upon successful completion of the course students will be able to define what is meant by intellectual property and the ethical use of information and to demonstrate an understanding of copyright and plagiarism.

Two modules will deal specifically with the rules of copyright and plagiarism. These modules will provide basic background information on these topics. Readings and tutorials will expose students to the academic integrity policy at this institution and what constitutes plagiarism and copyright violations. Students will then work in small online discussion groups to evaluate copyright/academic integrity case scenarios, generate positions, and share and comment on one another's positions in a large-group discussion. Student attainment of this objective will be determined through successful completion of assignments and satisfactory performance on the mid-term and the final exams. Students will also demonstrate practices indicative of academic integrity and respect for intellectual property, in particular citing sources, through completion of the final project.

3. How will instructor-student and student-student interaction take place?

Student-instructor interaction primarily will be via email and asynchronous discussion boards. Real-time interaction will be available during online office hours, by telephone, and through library's simultaneous chat.

Student-student interaction will be facilitated through online discussions and peer work groups.

4. How will student achievement be evaluated?

Online Activities (13%)—Students will complete and submit applied assignments or exercises as part of each course module. These assignments will give them practice in finding, evaluating, and ethically using information. Each exercise will be worth 0-5 pts. based upon the completeness and quality of the submission.

Participation in Online Discussions (13%)—Students will be required to submit at least one discussion posting and one response to the posting of another student for each module. The original posting will be worth 0-3 pts., and the response worth 0-2 pts. depending upon the completeness and quality of the posting.

Exams (37%)—Students will complete two examinations as part of the course. Exams will include a variety of questions (true/false, matching, and short answer) that will require students to demonstrate knowledge of the organization of the library and how to access the library and information resources, the evaluation of information and resources, and the ethical use of library materials, including standard styles of citation.

Final Project (37%)—Students will complete a final research project through which they will demonstrate their ability to find, evaluate, and use information effectively. This project generally takes the form of a research portfolio in which the student describes how he or she

went about doing research on a unique chosen topic, lists sources in standard bibliographic style American Psychological Association (APA) and includes descriptive annotations, and demonstrates his or her ability to evaluate resources for each of the items in the bibliography. The student will be evaluated on his or her ability to apply the correct bibliographic format, to clearly state the purpose of the research, and to correctly evaluate and identify potential sources.

5. How will academic honesty for tests and assignments be addressed?

The following methods will be used to ensure academic integrity:

- In the introductory module, there is a course commitment pledge that includes course procedures and information on academic integrity that students must agree to before they can proceed in the course.
- One section of course deals with using information ethically and sections of the IUP Academic Integrity Policy will be read and discussed, and scenarios relating to ethical use of information will be discussed.
- For each module assignment for individual students, students will work independently on unique topics and many questions have personal components that reduce the likelihood of plagiarism. Additionally, the instructor will evaluate these assignments and look for similarities among submissions of different students on the same questions.
- Exams will be based on question sets, which are randomly distributed and will be timed.
- The final project requires students to investigate a unique topics and any questionable submissions will be submitted to Turnitin.

LIBR 151 Introduction to Information Literacy SYLLABUS OF RECORD

I. Catalog Description

LIBR 151 Introduction to Information Literacy

1c 01 1cr

Information literacy is the ability to locate, evaluate, and use information effectively. These skills are essential to students while in college but also for success in their personal and professional lives after they have graduated. In this course, students will explore online, print and non-print information resources and hone their information-seeking skills and knowledge as they relate to critical thinking, resource analysis, and the ethical and appropriate use of information and develop a base level of information literacy skills.

II. Course Outcomes

Upon successful completion of the course students will be able to:

Objective 1: Define and articulate the need for information, the different types and formats of information available, and their purposes and audiences.

Objective 2: Retrieve information online or in person using a variety of methods.

Objective 3: Evaluate information and its sources critically.

Objective 4: Use information effectively to accomplish a specific purpose.

Objective 5: Define what is meant by intellectual property and the ethical use of information and to demonstrate an understanding of copyright and plagiarism.

III Detailed Course Outline

Introduction -What is information literacy?	(1 hour)
Introduction to the history of libraries and evolving access to information resources	(1 hour)
Developing effective searching strategies for a research question	(1 hour)
Citation styles, creating standard citations, and plagiarism awareness and avoidance	(1 hour)
Finding and evaluating quality reference sources	(1 hour)

Finding, evaluating, and citing monographic sources	(2 hours)
<ul style="list-style-type: none"> • Library classification systems and subject headings • Accessing monographic resources and citation • Evaluating monographic resources 	
First Exam	(1 hour)
Finding, evaluating and citing periodical literature	(3 hours)
Effective internet searching, evaluation of Internet resources, and citation	(2 hours)
Copyright compliance for college students	(1 hour)
Culminating Exam	(2 hours)

IV Evaluation Methods

Final Grade will be determined as follows:

1. Two examinations (40%), one in the middle of the semester and one at the end. Exams will include a variety of questions which require students to demonstrate a basic knowledge of organization and accessing library and other information resources, evaluating such materials, and using them ethically including using standard styles of citation.
2. One final project (30%) which demonstrates student's ability to find, evaluate and use information effectively. Generally this takes the form of an annotated bibliography with additional essays on crafting efficient and effective searching strategies.
3. Frequent in class and homework assignments including completion of worksheets, group projects, and presentations. (30%)

V. Grading Scale

Grading Scale A 90-100 B 80-89 C 70-79 D 60-69 F 59 and below.

VI Undergraduate Course Attendance Policy

The attendance policy in this course will be consistence with the IUP Undergraduate Course Attendance Policy in the IUP Catalog.

VII Sample Required Textbook

Textbook: Solomon, A., Taylor, T., Wilson, G., & Williamson, N. (2011). *100% information literacy success*. 2nd ed. Boston: Cengage Learning.

VIII. Special Resource Requirements:

None.

IX Bibliography

American Psychological Association. (2009) *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

Anderson, C.E. (2009). *What every student should know about citing sources with APA documentation*. New York: Pearson Longman.

Badke, W. (2009). Stepping beyond Wikipedia. *Educational Leadership* 66 (6), 54-58.

Badke, W. What to do with Wikipedia. *Online* 32(2), 48-50.

Bolner, M. S., & Poirier, G. A. (2007). *The research process: Books & beyond*. Dubuque, IA : Kendall Hunt Publishing.

Chernow, B. A. (2007). *Beyond the Internet: Successful research strategies*. Lanham, MD: Brenan Press.

Ercegovic, Z. (2008). *Information literacy: Search strategies, tools & resources for high school students and college freshmen*. Columbus, OH: Linworth Pub.

George, M. W. (2008). *The elements of library research: What every student needs to know*. Princeton, NJ: Princeton University Press.

Hacker, D. (2006). *Research and documentation in the electronic age*. Boston: Bedford Books/St Martin's.

Hock, R. & Notes, G.R. (2007) *The extreme searcher's Internet handbook: A guide for the serious searcher*. Medford, NJ: CyberAge.

Lipson, C. (2005). *Doing honest work in college*. Chicago: University of Chicago Press.

Manuel, K. (2006). *Information literacy course handbook for distance and in-class learners*. Pittsburgh, PA: Library Instruction Publications.

Quaratiello, A. R. (2010). *The college student's research companion: Finding, evaluating, and citing the resources you need to succeed*. New York: Neal Schuman.

Solomon, A., Taylor, T., Wilson, G., & Williamson, N. (2011). *100% information literacy success*. 2nd ed. Boston: Cengage Learning.

Stern, L. (2006). *What every student should know about avoiding plagiarism*. New York: Pearson Longman.

151 Introduction to Information Literacy Online Syllabus

Catalog Description

LIBR 151 Introduction to Information Literacy

1c 01 1cr

Information literacy is the ability to locate, evaluate, and use information effectively. These skills are essential to students while in college but also for success in their professional and personal lives after they have graduated. In this course, students will explore online, print and non-print information resources and hone their information-seeking skills and knowledge as they relate to critical thinking, resource analysis, and the ethical and appropriate use of information. This will enable them to become more efficient and knowledgeable consumers of information.

Instructor

Dr. Theresa McDevitt, Professor, IUP Libraries.

Stapleton Library, Room 110

431 South Eleventh St.

Indiana, PA 15705

724-357-4892

mcdevitt@iup.edu.

Online Office Hours: Monday and Wednesday 3:00 pm- 6:00 pm Eastern Time and by appointment.

I am faculty librarian and have taught this course for many years. I am looking forward to teaching this class online because I believe this method of instruction offers excellent opportunities for helping you to develop improved skills in finding, evaluating, and ethically using information.

Communication Policy

My office is located on the first floor of Stapleton Library back by the Library Satellite Writing Center. You are welcome to come to my office during office hours or whenever we make an appointment, but there are many ways to contact me without coming to the library. You can email me at mcdevitt@iup.edu, and I generally will answer your email within 24 hours except on the weekend when it might take a little longer. That is the best way to contact me. You can also reach me by telephone at 724-357-4892 or by chat at <http://answers.lib.iup.edu/>. You can also email me through D2L. You will hear from me often as I post new material to the course and provide feedback on the work you submit.

Required Text

The required text is Solomon, A., Taylor, T., Wilson, G., & Williamson, N. (2011). *100% information literacy success*. 2nd ed. Boston: Cengage Learning.

Other readings, educational films, and video tutorials will also be available through the learning management system (D2L).

Hardware/Software Requirements

Please check your web browser for the current version. In order to use the university's course management system, your web browser must meet the following minimum technical requirements:

- Microsoft Office (Specifically, Word and PowerPoint)
- Adobe Acrobat
- Adobe Flash Player
- Microsoft Internet Explorer 9 or 10
- Firefox 17 or higher
- Google Chrome
- Safari 5.1-6.0
- JavaScript must be enabled
- Cookies must be enabled
- For more information and help, visit <http://www.iup.edu/itsupportcenter/howto.aspx?id=105109>

Technical Support

To obtain technical support for computer issues related to this course, please contact Indiana University of Pennsylvania's IT Support Center Monday-Friday between 8:30am-4:30pm Eastern Time (ET) by logging a ticket at <http://ihelp.iup.edu>. If you have trouble accessing this site, please call 724-357-4000. You should be prepared to give specific details regarding your technical issue(s), including what you were doing before the error occurred and the exact text of any error messages received.

After hours and weekend support for Desire2Learn can be obtained at 1-877-325-7778 or by completing [D2L's Web form](#).

What to expect in this Online Course:

Our work in this class is almost completely computer and internet based, so it is essential that you are comfortable using computers for word processing and that you be familiar with how to use D2L, the learning management system. If you are not familiar with D2L, you may want to review the information on the [Getting Started with Desire2Learn for Students](#).

Remember, we will do all of our work through D2L. Be sure to read this syllabus carefully. It will discuss what the class offers you and what you are expected to offer the class. Each module will include an outline of what is expected, a PowerPoint lecture, and one or more tasks to do, including a discussion in which you must reply to at least one post of a fellow student. Course modules will also include informational handouts that summarize information in the lecture and a study guide of points to focus on that will probably be on the tests. You will need to read the outline, go through the PowerPoints, do the exercises (including tutorials and worksheets) and post to the discussion forum and reply to the post of another student. You can expect to hear back from the instructor for work submitted for each module. This online course works asynchronously; that is, you do not have to log

in at a specific time each week—you will have work due each week for each module. There is no specific class time designated. This does NOT mean that you may simply complete the course work and turn in all of the assignments during the last week of class. **THIS CLASS HAS A SCHEDULE**, and you must stick to this schedule in order to receive full credit for your work. You **DO** have to log in at least twice a week.

Each week's work will be posted (made available for you to open in D2L) Mondays by 8 a.m. Eastern Time (This is subject to change because of holidays, etc. See the course calendar for specific dates.) You should try to check in on that day if possible. All assignments will have due dates that indicate when they must be completed. Usually assignments will be due by Sunday at 6:00 pm Eastern Time Eastern Time. Generally, discussion forums initial postings are due by Wednesday at 6:00 pm Eastern Time. Replies to the postings of others are due by Sunday at 6:00 pm Eastern Time.

Taking an online course brings a different set of responsibilities from traditional on-campus courses. All of the users (students and instructors) have outside lives and responsibilities and thus it is unrealistic to expect people to be online 24 hours a day seven days a week. Please allow your colleagues 24-48 hours to respond to you. Likewise, please try to respond to your colleagues in a timely fashion. Logging into the classroom once or twice a week would be the minimum requirement for being a productive participant and keeping up with assignments. Making your posts and submitting your assignments at the last moment does not give your colleagues enough time to respond.

My role in this online class is different from that of a traditional on-campus class. The content in the modules replace my traditional classroom lectures and postings will replace classroom activities. I will be closely monitoring your online work, though, and will provide feedback at every stage.

Broad Course Goals

You will not write a research paper in this class, but you will be doing lots of research and thinking about how to do research. You will choose a topic, find sources relating to that topic, and create a final research portfolio that will include information on what you found, how you went about finding it, and an annotated bibliography of the best sources you found. Basically, the class will be spent finding, evaluating, and citing sources and talking with your instructor and your fellow students on how to do that most effectively and efficiently.

Specific Course Outcomes:

Students will be able to:

1. Define and articulate the need for information, the different types and formats of information available, and their purposes and audiences.
2. Retrieve information online or in person using a variety of methods.
3. Evaluate information and its sources critically.
4. Use information effectively to accomplish a specific purpose.
5. Students will be able to define what is meant by intellectual property and the ethical use of information and to demonstrate an understanding of copyright and plagiarism.

Course Pacing and Due Dates

You must accept the Course Commitment statement in the first module before you can move on to the rest of the content in the course. All assignments must be completed and submitted during the times/dates shown on the syllabus and in the course calendar. Failure to submit required activities during the required time period will result in a loss of those points. The discussion activities that will be due each week cannot be submitted in advance or after the due dates. This is important for class discussions so that we can include all members of the class.

Course Schedule Topics, Assigned Background Materials, and Assignments Due. Unless otherwise noted readings listed by chapters are from required text <i>100 % Information Literacy Success.</i>		
Online Module Title and Description	Assigned Reading and Resources	Assignments Due
Week One Introduction to LIBR 151 and the Online Learning Environment	Getting Started with Desire2Learn for Students http://www.iup.edu/itsupportcenter/howto.aspx?id=105109	1 Hour Introductory Discussion Post due Course Commitment Statement due
Week Two Introduction of Information Storage and Retrieval Historic and contemporary means of storing and retrieving information (including organization of library materials) from the earliest libraries to the current electronic information environment. Importance of Information Literacy skills in the current electronic age.	Chapter One Magic of Reading, http://digital.films.com.navigator-iup.passhc.edu/PortalPlaylists.aspx?aid=1972&xtid=42292	1 Hour Magic of Reading /History of Libraries Discussion Postings Due Information Literacy and You? Discussion postings

Course Schedule Topics, Assigned Background Materials, and Assignments Due. Unless otherwise noted readings listed by chapters are from required text <i>100 % Information Literacy Success.</i>		
Online Module Title and Description	Assigned Reading and Resources	Assignments Due
<p>Week Three Academic Integrity and Citation Styles</p> <p>Academic Integrity (IUP's Academic Integrity Policy). Plagiarism Awareness and Avoidance. Introduction to citation styles, their importance, and creating citations in standard styles.</p>	<p>Chapter Six, pp. 182-189. OWL APA Online Workshop</p>	<p>1 Hour</p> <p>Academic Integrity group discussion postings due</p> <p>OWL Online APA Workshop Discussion posting due</p>
<p>Week Four Getting Started with Research</p> <p>Formulating research questions and effective search strategies, Using credible reference sources to begin research.</p>	<p>Chapter Two, pp. 33-40, Chapter Three, pp. 82-90.</p>	<p>1 Hour</p> <p>What is your Research Question? Postings and comments due.</p> <p>Credo Reference Resources using Credo and Summary Paragraph exercise due</p>
<p>Week Five Evaluating Sources</p> <p>Establish Criteria for evaluating information resources in all formats whether paper or electronic</p>	<p>Chapter Four</p>	<p>1 hour</p> <p>Evaluation Criteria Discussion Group Rating Resources Exercise Due</p> <p>Topic Choice Discussion Postings Due</p>
<p>Week Six and Seven Finding, Citing and Evaluating Monographic Resources</p>	<p>Chapter Two, pp. 40-53. Chapter Three, pp. 72-78.</p>	<p>2 Hour</p> <p>Writing and Annotated Bibliography of Book Sources Assignment Due</p> <p>Annotated Bibliography Posting and Discussion Postings due</p>
<p>Week Eight Midterm Examination</p>		<p>1 Hour</p>

Course Schedule Topics, Assigned Background Materials, and Assignments Due.
 Unless otherwise noted readings listed by chapters are from required text *100 % Information Literacy Success*.

Online Module Title and Description	Assigned Reading and Resources	Assignments Due
<p>Week Nine through Eleven Periodical Literature</p> <p>Finding Evaluating and Citing Periodical Sources</p>	<p>Chapter Three, pp. 53-57.</p>	<p>3 Hours</p> <p>Identifying Popular/ Scholarly Journals tutorial completion due</p> <p>Finding Articles through Academic Search Complete Exercise due</p> <p>Creating Annotated Bibliography entries for periodical articles exercise due.</p> <p>Annotated bibliography entry discussion due</p>
<p>Week Twelve and Thirteen Internet Research</p> <p>Effective Internet Searching, Evaluating Internet Sources, and Citing Internet Sources</p>	<p>Chapter Three, pp. 58-69.</p>	<p>2 Hours</p> <p>Google and Google Scholar Internet Searching Discussion Posting Due</p> <p>Writing Annotated Bibliography Entries for Internet sites posting due Final Project Draft Posting and Peer Review Discussion Due</p>
<p>Week Fourteen Copyright</p> <p>Copyright Compliance and College Students</p>	<p>Chapter Six</p>	<p>1 Hour</p> <p>Using Information Ethically Discussion Postings Due</p> <p>Final Project Due</p> <p>Final exam study guide question forum optional posting due</p>
<p>Week Fifteen Final Examination</p>		<p>2 Hours</p>

Evaluation Methods

Final Grade will be determined as follows:

1. Two examinations (200 pts./100 pts. each), one in the middle of the semester and one at the end. Exams will be taken online in the university's course management system. Each of these hour long exams will consist of multiple choice, matching, fill in the blanks, and short answer questions. These questions will be randomly chosen from a large pool of test questions based on the PowerPoint lectures, the course readings, tutorials and videos linked through the learning management system. Study guide will be provided and students will be invited to post questions to a study guide questions class forum.
2. One final project (200 pts.) which demonstrates student's ability to find, evaluate and use information effectively. The final project is a research portfolio made up of an essay on your method of crafting efficient and effective searching strategies and an annotated bibliography of ten items in APA format with annotations which describe the relevancy, reliability, authority, timeliness, and documentation of resources listed. Points will be assigned based upon the quality of research strategy, sources listed, format and citation style, and annotations. The description and rubric can be found in the learning management system (D2)
3. Online discussion (70 pts.) For each module students will be asked to respond to prompts in discussion forums and to respond to the responses of other students. (0-5 pts. each) or to participate in group activities (0-5pts each).
4. Online Assignments and Exercises. (70 pts.) For each module there will be an assignment or exercise that students will be asked to complete and submit. These will be worth between 0-5 pts. each depending upon completeness and quality of submission.

Online discussions

Students should log into class at least once a week. Each week there will be either a question posted to the discussion section of the course management system or an individual or group activity/assignment for you to participate in. To properly answer the question or participate meaningfully in the group activities, you will first need to read through the information provided in the module for that week. This information will include PowerPoint lectures, readings from the text, videos, and interactive tutorials.

Evaluation Criteria for discussion postings.

Original posting (0-3 pts.)

- Up to 3 point for original thought/contribution (perspective not previously posted), relation to class content, and grammatical correctness and writing quality.

Response (0-2 pts.)

- Up to 2 pts. for commenting specifically on the first posting and explaining why you hold the view you do, relation to posting content replied to, and grammatical correctness and writing quality.

Assignments and Exercises (1-5pts. each)

- 0-5 pts. for completeness and accuracy of responses.

Academic Integrity

All students should be aware that any type of academic dishonesty is a grave offense and can result in serious penalties, including dismissal from IUP. All work in this course must be your own and dishonesty of any kind will not be tolerated. The IUP Academic Integrity Policy will be discussed in this course and could be viewed at <http://www.iup.edu/page.aspx?id=89615>. If you are unsure of what is meant by plagiarism, you can refer to Chapter Six of your text or review a tutorial at: <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Grading Scale

Grading Scale A 90-100% B 80-89% C 70-79% D 60-69% F 59% and below.

Undergraduate Course Attendance Policy

The attendance policy in this course will be consistent with the IUP Undergraduate Course Attendance Policy in the IUP Catalog.

Required Text

Solomon, A., Taylor, T., Wilson, G., & Williamson, N. (2011). *100% information literacy success*. 2nd ed. Boston: Cengage Learning

Special resource requirements:

Required Technology Skills and Software

Students enrolled in this course should possess the following technology skills:

- The ability to access information via the Web
- The ability to use the learning management system and associated tools, including discussion/chat, quizzing, and assignment submission features
- The ability to use word processing software and to save in appropriate format
- The ability to use Internet communication tools, specifically e-mail
- The ability to demonstrate netiquette (appropriate online conduct)

IX Bibliography

American Psychological Association. (2009) *Publication manual of the American Psychological Association*. Washington, D.C.: American Psychological Association.

Anderson, C.E. (2009). *What every student should know about citing sources with APA documentation*. New York: Pearson Longman.

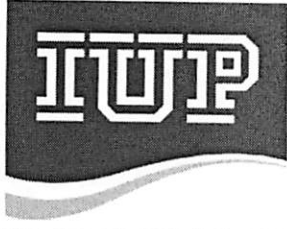
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Online Course Materials including Sample Module

Includes:

- Welcome Letter
- Module Outline and Study Guide for Finding, Citing, and Evaluating Monographic Resources Module (Week Six and Seven)
- How Do You Find a Book on the Shelf
- Writing an Annotated Bibliography for Book Materials Exercise
- Evaluating Information Sources A.S.P.E.C.T Checklist
- Research Portfolio Description (Final Project)
- Grading Rubric for Research Portfolio Final Project
- Slide handout of PowerPoint lecture on Finding, Citing and Evaluating Monographic Resources



Indiana University of Pennsylvania

GOVERNMENT DOCUMENTS/OUTREACH LIBRARIAN
LIBRARIES

110 STAPLETON

Welcome to the Online Version of LIBR 151

Welcome to the online version of Introduction to Information Literacy. I'm glad you're here! In this class we are going to look at ways to find information—how to decide what you want to know, where you can go to find the answers, how to evaluate what you have found, and how to use that information ethically. There's more to life than Google and Wikipedia, and we're going to explore those other sources of information. You may not be IN the library physically—but the library is still a great source of information for you.

About the Course

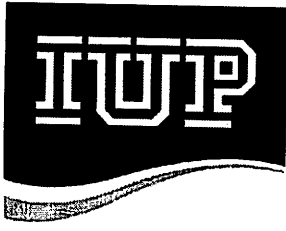
Our work in this class is almost completely computer and internet based, so it is essential that you are comfortable using computers for word processing and that you be familiar with how to use D2L, the learning management system. If you are not familiar with D2L, you may want to review the information on the Getting Started with Desire2Learn for Students.

<http://www.iup.edu/itsupportcenter/howto.aspx?id=105109>

Remember, we will do all of our work through D2L. The course content is arranged by module D2L. Be sure to read the syllabus to view the assignments and requirements. It will discuss what the class offers you and what you are expected to offer the class.

You will not write a research paper in this class, but you will be doing lots of research and thinking about how to do research. You will choose a topic, find sources relating to it, and create a final research portfolio that will include information on what you found, how you went about finding it, and an annotated bibliography of the best sources you found. Basically, the class will be spent finding, evaluating, and citing sources and talking with your instructor and your fellow students on how to most effectively and efficiently accomplish these tasks.

Each module will include an outline of what is expected, a PowerPoint lecture, and one or more tasks to do, including a discussion posting and replying to the post of a fellow student. It will also include informational handouts which often summarize information in the lecture and a study guide of points to help you focus on material that is most essential and that will probably be on the tests. You will need to read the outline, go through the PowerPoints, do the exercises (including tutorials and worksheets) and post to the discussion forum and reply to the post of another student. You can expect to hear back from me after you submit work for each module. I will assign points for each of your



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assignments and discussion postings, but will also provide you with descriptive feedback to help make sure you are on the right track.

This online course works asynchronously; that is, you do not have to log in at a specific time each week. However, you will have work due each week for each module. This does NOT mean that you may simply complete the course work and turn in all of the assignments during the last week of class. **THIS CLASS HAS A SCHEDULE**, and you must stick to this schedule in order to receive full credit for your work.

Each week's work will be made available to you on Mondays by 8 am Eastern Time. You should try to check in on that day if possible. All assignments will have due dates that indicate when they must be completed. Usually assignments will be due by Sunday at 6:00 pm Eastern Time. Generally, initial discussion forum postings are due by Wednesday at 6:00 pm. Eastern Time. Replies to the postings of others are due by Sunday at 6:00 pm. Eastern Time.

I look forward to working with you in this course. The online environment is a very different one from a traditional classroom course, and it offers its own challenges and opportunities. I am hopeful that in this class the opportunities will greatly outnumber the challenges.

Looking forward to working with you,

Dr. Theresa McDevitt

mcdevitt@iup.edu

724-357-4892

Finding, Citing, and Evaluating Books Module Outline

Objectives

When you have completed this module, you should be able to:

- Define library terms such as database, library catalog, Library of Congress Classification System, Boolean searching, and interlibrary loan
- Search online databases effectively using techniques such as phrase searching, field searching, keyword or subject searching, or searching with Boolean operators
- Evaluate books located through a library catalog search
- Order books not owned by the library on Interlibrary loan
- Cite a book using the APA annotated bibliographic entry format

Background Resources

You will need to review the following resources to be able to complete the activities in this module:

- Review materials listed under Assigned Readings and Resources for this module in the syllabus.
- LC Call Number Tutorial
- [Do You Have This Book? video](#)—Provides you instruction for how to locate books in the IUP Library Catalog.
- [Boolean Searching](#)
- [PALCI](#)
- [ILLIAD](#)
- Writing Annotations and Finding Books Assignment
- How Do I Find a Book on the Shelves? [Handout](#)
- Evaluating Information Sources A.S.P.E.C.T Checklist (from Week 5)

Module steps:

- Students should pull up the PowerPoint, the Writing Annotations and Finding Books Exercise and the How do I Find a Book on the Shelves Handout. They should also have the Evaluating Information Sources A.S.P.E.C.T Checklist from Week Five handy for review.
- They should read through the PowerPoint by Wednesday evening at 6:00 p.m. of Week Seven
- Also by Wednesday by 6:00 p.m. (ET) of Week Seven they should complete the “Writing an Annotated Bibliography of Book Materials” Assignment, submit it to D2L and post the annotated bibliography entry to the discussion forum.
- By Sunday at 6:00 pm (ET) of Week Eight they should have examined the annotated bibliography entry of at least one other student and commented on the accuracy of the APA style and the quality of the annotation.
- The instructor will also respond to postings by Monday morning of Week Eight, if not before.

Finding, Citing, and Evaluating Books Study Guide

Be able to define the following:

- Database
- Boolean operators
- Library of Congress Classification System
- Library of Congress Subject Headings
- Bibliography
- Annotation
- Annotated bibliography
- Interlibrary loan
- PALCI and ILLIAD (known when to use each)

Be able to explain what each of the following search techniques is, how each of them can assist in doing efficient searches and give an example of each:

- Phrase searching
- Field searching
- Keyword searching
- Subject searching
- Boolean searching

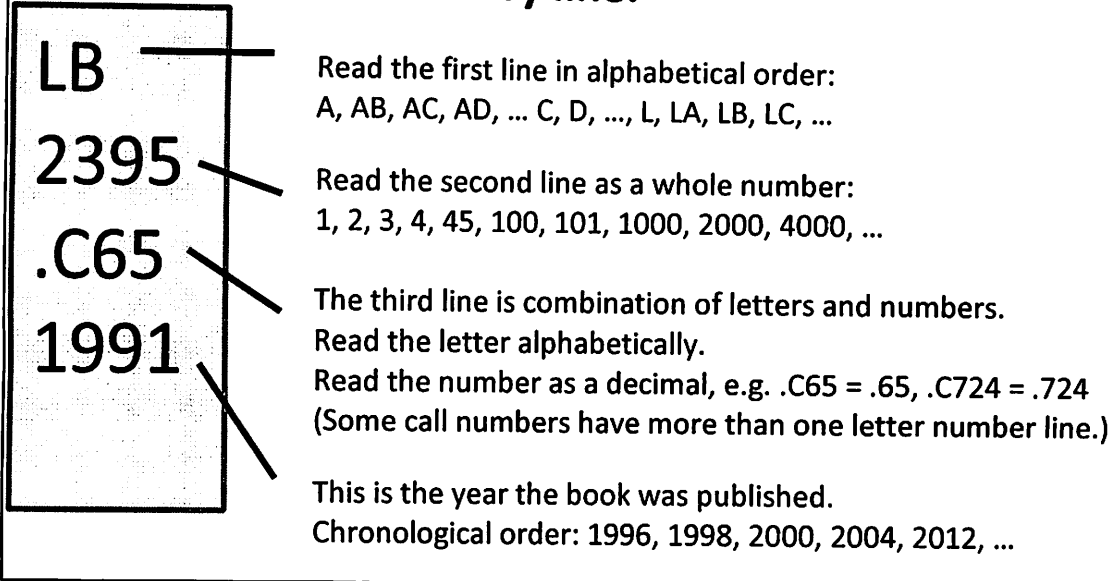
Be able to explain what a library catalog and an online catalog are and what is found through them.

How Do I Find a Book on the Shelf?

Here at IUP our books are arranged by Library of Congress Call Numbers. For information on How to Find a Book in our collection, watch the [Do You Have This Book? video](#). Once you find a book, look in the Call Number field to get the number with which to find the book. These numbers help users find books quickly. They are subject based and therefore place books on similar topics together on the shelves.

The Library of Congress System is made up of letters and numbers.

Read call numbers line by line:



LB — Read the first line in alphabetical order:
A, AB, AC, AD, ... C, D, ..., L, LA, LB, LC, ...

2395 — Read the second line as a whole number:
1, 2, 3, 4, 45, 100, 101, 1000, 2000, 4000, ...

.C65 — The third line is combination of letters and numbers.
Read the letter alphabetically.
Read the number as a decimal, e.g. .C65 = .65, .C724 = .724
(Some call numbers have more than one letter number line.)

1991 — This is the year the book was published.
Chronological order: 1996, 1998, 2000, 2004, 2012, ...

Books in the Stapleton Library are found on the Second and Third Floors.

A-K on the Second Floor and L-Z on the Third Floor.

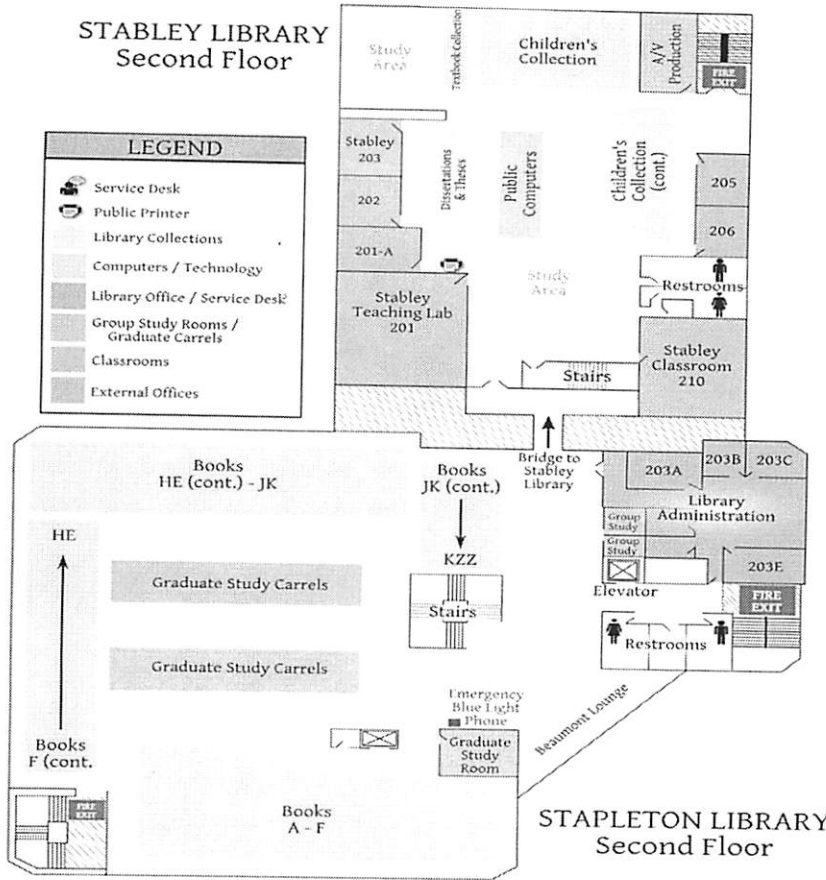
Library of Congress Subject Areas:

- A - General Works
- B - Philosophy, Psychology, Religion
- C - Auxiliary sciences of history
- D - World History
- E-F - History of the Americas
- G - Geography, Anthropology, Recreation
- H - Social Sciences
- J - Political Science
- K - Law
- L - Education
- M - Music and Books on Music
- N - Fine Arts
- P - Language and Literature
- Q - Science
- R - Medicine
- S - Agriculture
- T - Technology
- U - Military Science
- V - Naval Science
- Z - Bibliography. Library Science

STABLEY LIBRARY Second Floor

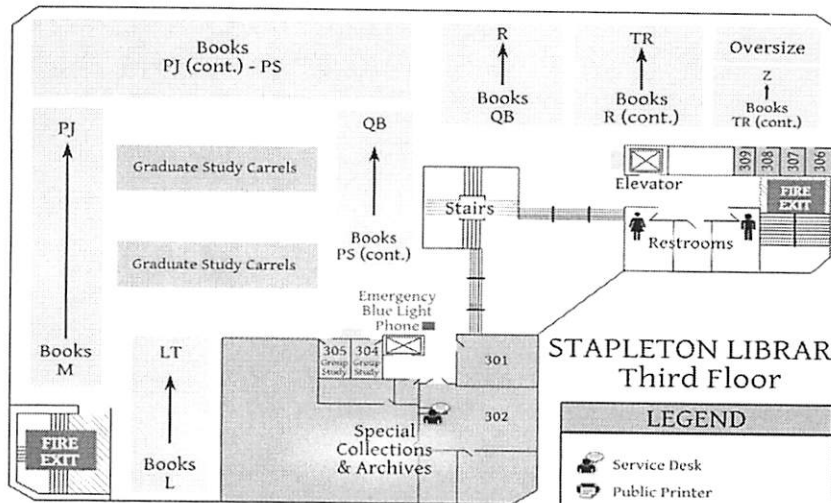
LEGEND

- Service Desk
- Public Printer
- Library Collections
- Computers / Technology
- Library Office / Service Desk
- Group Study Rooms / Graduate Carrels
- Classrooms
- External Offices



* Map is not to scale.

STAPLETON LIBRARY Second Floor



* Map is not to scale.

STAPLETON LIBRARY Third Floor

LEGEND

- Service Desk
- Public Printer
- Library Collections
- Computers / Technology
- Library Office / Service Desk
- Group Study Rooms / Graduate Carrels
- Classrooms
- External Offices

Writing an Annotated Bibliography of Books

The final project in this class is a research portfolio that includes an annotated bibliography. Being able to produce an annotated bibliography is a good skill to have. This exercise explains exactly what an annotated bibliography is and walks you through the steps necessary to write an annotated bibliography of book articles.

Finding Books for Your Bibliography

What is a bibliography? A bibliography is a list of sources that were used as resource materials for the paper or project at hand. To find books for your bibliography, follow these steps:

- Search the Online Catalog, <http://pilot.passhe.edu:8001/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First> for your topic. (For a video introduction on how to search it go to: <http://www.youtube.com/watch?v=YSM8ySCI-gU>)
- Find three books on your topic and retrieve them
- Examine the books and determine if they are appropriate for your topic
- If they are not appropriate, go back to the catalog and try again until you have identified at least three items.
- Examine the title page of each book

Writing Citations for Your Bibliography in APA Style

What is a citation? A citation is a reference or footnote to a book, article, or other material that contains all the information necessary to identify and locate the work. A book citation includes author, title, publisher, and year of publication.

- From the catalog record you will find enough information to write a citation. Type the citation for each book on a separate sheet of paper.
- If you need assistance in writing the citation in APA citation style, consult OWL 's workshop <https://owl.english.purdue.edu/owl/resource/664/1/> and style guides at <https://owl.english.purdue.edu/owl/resource/560/08/>

- Write the citation for each three books related to your topic in the space that follows:

Writing Annotations

What is an annotation? An annotation is a brief descriptive and evaluative note that provides enough information about a book to enable a reader to decide whether or not to consult the book. For this class, it should be between two and four sentences long and should include information on the A.S.P.E.C.T. evaluation criteria that we discussed earlier in the semester.

What is an Annotated Bibliography?

An annotated bibliography is just a bibliography with annotations. To write an annotated bibliography entry, beneath each citation, type in your own words an annotation.

- Here is a sample citation and annotation:

Tan, C. M. (2012). *Search inside yourself. The unexpected path to achieving success, happiness (and world peace)*. New York, NY: Harper Collins.

This recent book offers a self-paced version of a highly popular employee development course taught at Google. It offers training in emotional intelligence that the author, an engineer at Google who teaches the course, promises will make the reader happier and more successful. It includes introductions by some of the best known authorities in emotional intelligence and mindfulness and is readable and inspiring. It is documented, offering a useful bibliography of websites and books for further reading and would be

useful to anyone who is interested in developing skills in mindfulness and emotional intelligence and Google's corporate culture.

Of the three books found above, choose the book that you believe most closely related to your topic. Access it online, or go to the library and find it on the shelf (The How to Find Books on the Shelf Handout will help you find it). Examine the contents and write an annotated bibliography entry (citation and annotation) in the space below. When writing your citation and annotation remember to use APA Style and that it should be between two and four sentences long and should include information on the A.S.P.E.C.T. evaluation criteria that we discussed earlier in the semester.

More Information on Writing Annotated Bibliographies

- Annotated Bibliographies http://library.ucf.edu/Rosen/guide_annotated.php
- Annotated Bibliographies . OWL Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/resource/614/01/>

A.S.P.E.C.T. CHECKLIST FOR EVALUATING RESOURCES

This is the A.S.P.E.C.T. system for evaluating information sources. Use this checklist as a reminder as you evaluate your own sources.

Title of source: _____

Type of source: book magazine/journal article web site video other: _____

URL (if web site): _____

A: Authority

- Is there an author's name?
- Can you locate author's credentials?
- Evidence of author expertise in subject?
- Similar works by this author?
- Personal recommendations for this author?
- Publisher's credentials and reputation?
- Similar works from this publisher?

S: Sources

- Is information presented as fact? If yes...
- Does the author provide documentation? (Bibliography, Footnotes, etc.)
- If documentation/sources are included, as they from credible sources?

P: Purpose

- Was this source written to inform and educate?
- Does the source argue a perspective or specific opinion?
- Is the source intended to entertain or sell?
- Is the content aimed at a general audience, or is it written for readers with expertise in the subject?
- Is the source too basic, too technical, too advanced?
- Is the source just right for your research needs?

E: Evenness

- Does the author recognize other points of view?
- Is the information presented objectively or is it clearly biased?
- If the source is biased, does the author acknowledge the bias?

C: Coverage

- Is the information *new*? Does it *support* what you have found in other sources?
- Is the source *comprehensive* or inclusive enough for your needs?
- Does this source provide information that is *relevant* to your needs?

T: Timeliness

- When was the source published?
- Is the date appropriate for your topic?

This checklist comes from The IRIS Evaluating Information Tutorial at:
http://www.clark.edu/Library/iris/evaluate/evaluate_intro/evaluate_info_intro_p2.shtml

Research Portfolio Project (200 pts.)

Successful college students graduate and are hired by companies who expect them to come with the skills necessary to carry out research projects in their area of expertise. Each career has its own professional literature which informed professionals call upon to plan for future activities. For this assignment, you are asked to investigate a research topic that interests you and prepare a research portfolio that will provide information for someone else who would like to learn how to you went about finding information on your topic, and what information you found. It should contain the following parts:

The portfolio should have the following parts:

ITEM	Value	Description
Title page	10	Title of your project , your name, instructor's name, class, section and date
Research Statement	20	A single page with two or more paragraphs describing your topic, how/why you chose it, a bit about what you discovered, and what your best sources of information were.
Research Outline	20	Indicate how you carried out your research in a thoughtful manner, using effective and efficient research strategies that found the best and most relevant sources and which reflect the information discussed in our classes this semester . Research outlines which refer solely to Google and Wikipedia searches will receive little credit. It should assist the community partner to do their own research more effectively in the future.
Annotated Bibliography	100	Compile an annotated bibliography of ten relevant authoritative sources. Sources should be listed alphabetically by the author (or by the title if there is no author). Citations should be in standard APA citation style. Annotations should be descriptive and touch upon the points highlighted in the "How to Write an Annotation" handout provided in the Learning Management System.
Supporting Documentation	20	Include two documents from your research that you feel would be the most useful to a researcher interested in the topic including at least one scholarly publication (scholarly journal article, a book from a university or other scholarly publisher, or a web resource that you have carefully reviewed and decided was scholarly.
Research Summary	30	A thoughtful essay on your semester's work. Refer to Research Summary Guidelines for more information on what should be included.

Research Summary Guidelines

Your research summary is a thoughtful essay on your semester's work. You may prefer to divide it into two parts as described. Please type it.

Part I: Research Statement and Research Question

- Did you find enough information to enable you to answer your research question?
- Are there any gaps or missing pieces that you would prefer to have before actually trying to write a research report on this topic?
- Can you describe what is missing?

Part II: Information Literacy: Think back over the course and answer these questions in your essay:

- How did your research process go overall?
- What was the hardest part? What was the easiest part?
- For your research need, what were the best sources?
- Did you have an "ah ha" moment in thinking about information and doing research in this course?
- Have you changed anything about the way that you search, evaluate, and use information outside of academics because of what you learned in this course?
- Finally, pass on one piece of advice about information research to a non-LIBR 151 student.

Grading Rubric for the Research Portfolio Project (200 pts)

Element	Exceeds Expectations	Meets Expectations	Does Not Meet All Expectations	Fails to Meet Most Expectations
Title Page	10-8 All elements are present, in proper order and no grammar, spelling, or punctuation errors are found.	7-5 All elements are present, in proper order and few grammar, spelling, or punctuation errors are found	5-3 Most elements are present, in proper order and considerable grammar, spelling, or punctuation errors are found	2-0 Most elements are missing, not in proper order, and many grammar, spelling, or punctuation errors are found
Research Statement	20-16 All elements are present, in proper order and no grammar, spelling, or punctuation errors are found	15-9 All elements are present, in proper order and few grammar, spelling, or punctuation errors are found	8-5 Most elements are present, in proper order and considerable grammar, spelling, or punctuation errors are found	4-0 Most elements are missing, not in proper order and many grammar, spelling, or punctuation errors are found
Research Outline	20-16 All elements are present, in proper order and no grammar, spelling, or punctuation errors are found	15-9 All elements are present, in proper order and few grammar, spelling, or punctuation errors are found	8-5 Most elements are present, in proper order and considerable grammar, spelling, or punctuation errors are found	4-0 Most elements are missing, not in proper order and many grammar, spelling, or punctuation errors are found
Reference 1 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used
Reference 2 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used

Element	Exceeds Expectations	Meets Expectations	Does Not Meet All Expectations	Fails to Meet Most Expectations
Reference 3 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used
Reference 4 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used
Reference 5 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used
Reference 6 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used
Reference 7 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used
Reference 8 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used
Reference 9 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used

Element	Exceeds Expectations	Meets Expectations	Does Not Meet All Expectations	Fails to Meet Most Expectations
Reference 10 Bibliographic Citation Style	3 All elements of citation are present, and they adhere to correct APA Style	2 All elements of citation are present, and they adhere to correct APA Style with one or two minor errors	1 Elements of citation are missing, and there are a few errors in the APA Style	0 APA Style was not used
Reference 1 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 2 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 3 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 4 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 5 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 6 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 7 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable

Element	Exceeds Expectations	Meets Expectations	Does Not Meet All Expectations	Fails to Meet Most Expectations
Reference 8 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 9 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 10 Quality of Source	3 Source is relevant and highly reliable	2 Source is relevant and/or reliable but not strong in one or either area	1 Source is only marginally relevant and reliable	0 Source is not relevant or reliable
Reference 1 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist
Reference 2 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist
Reference 3 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist

Element	Exceeds Expectations	Meets Expectations	Does Not Meet All Expectations	Fails to Meet Most Expectations
Reference 4 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist
Reference 5 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist
Reference 6 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist
Reference 7 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist
Reference 8 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist

Element	Exceeds Expectations	Meets Expectations	Does Not Meet All Expectations	Fails to Meet Most Expectations
Reference 9 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist
Reference 10 Quality of Annotation	4 Annotations is well-written, no spelling or grammatical errors and reflects ASPECT evaluation criteria	3 Annotations is well-written, with only one or two spelling or grammatical errors and reflects some of the ASPECT evaluation criteria	2 Annotation has three or more spelling or grammatical errors and reflects few of the ASPECT evaluation criteria	1-0 Many issues with quality of writing and addressing evaluation criteria or annotation does not exist
Supporting Documentation	20-16 All supporting documentation is included; materials are all scholarly, described, and clearly labeled	15-9 All supporting documentation is included; materials are all scholarly, described, and labeled	8-5 Most supporting documentation is included, but materials included are marginal or clearly not scholarly and description is lacking or incorrect	8-5 Substantial supporting documentstion is missing; materials are not scholarly and description and labeling are poor or nonexistent
Research Summary	30-22 Thorough, thoughtful reflection on the research process, successes and challenges, and usefulness and final outcomes	21-15 Mostly thorough, reflection on the research process. Addresses most of the required elements	14-8 Considers most required elements but lacks sufficient thoroughness or reflection	7-0 Lacks discussion on most of required elements; may summarize but lacks reflection

FINDING, CITING AND EVALUATING BOOKS

To Complete this Module You Should

- Pull up this PowerPoint and the *How Do You Find a Book* and *Writing an Annotated Bibliography of Book Materials Exercise*. You may also want to refer back to the A.S.P.E.C.T. book evaluation checklist sheet from the evaluating books module.
- Read through the PowerPoint doing tutorials that are embedded in it.
- By Wednesday evening at 6:00 p.m. (ET), you should complete the "Writing an Annotated Bibliography of Book Materials Exercise" and submit it in the D2L drop box. Also, by Wednesday at 6:00 (ET) submit the annotated bibliography entry from that exercise to the discussion forum.
- By Sunday at 6:00 pm (ET) after examining the annotated bibliography entry of at least one other student, post a comment on the accuracy of the APA style and the quality of the annotation.
- I will also respond to postings by Monday morning if not before.

Topics covered in this module are:

- Online search techniques for searching IUP's online catalog and other databases
- An introduction to IUP's online catalog
- Accessing paper and electronic books through IUP Libraries' online catalog
- Using interlibrary loan to order books not owned by IUP libraries
- Citing books in APA style
- Writing annotated bibliography entries

Introduction

- IUP Libraries has hundreds of thousands of books for you in paper and electronic format
- To find them, you search our online catalog, an online database
- What is a database?
 - A database is an organized collection of information, data, or citations stored in electronic format that can be searched for specific information or records by techniques specific to each database.
- To find books efficiently (and who has time for inefficient searching ??), you should use effective online search techniques.

Part I Effective Search Techniques

- Most databases (and search engines such as Google) allow you to do simple searches and retrieve many (often too many) items.
- Unfortunately, in such a general search, some of the retrieved items are relevant, but most of them are not.
- You then have to spend hours sorting through a long list of irrelevant resources to find the few things you really want
- Online search techniques allow you to do precise searching that will eliminate irrelevant items and retrieve only relevant ones—saving you time!

- This section of the module will discuss the online searching techniques that can be used with searching online catalogs, the other databases and the Internet:
 - Phrase searching
 - Boolean searching
 - Keyword searching
 - Subject searching
 (Your text book also covers this material on pages 82-90 if you would like to read this before you begin)

Phrase Searching

- Phrase searching is searching for two or more words in an exact phrase
- Narrows your search because it only retrieves a string of words when they appear together and in the right order
- Often do phrase searching by putting quotation marks around a phrase
 - "climate change"
 - "global warming"

Field Searching

- Field searching is looking for information in a specific field or part of an electronic record
- It is one of the most effective techniques for narrowing results and getting the most relevant results. Some field searches that are commonly done in online catalogs are:
 - Title search
 - Journal title search (not journal articles)
 - Subject headings
 - Call numbers

Boolean Searching

- Boolean searching is doing online searches with the Boolean search terms AND, OR, NOT. They help you search more precisely.
- And – combine terms --- narrow results
 - students and English
- Not – combine terms – narrow results
 - classes not chemistry
- Or – either term – expand results
 - Instructors or teachers

Boolean Searching Understanding Check

- Boolean searching is very helpful in searching databases and the internet but is a little confusing at first.
- If you feel like you don't quite get it, you can test your understanding by taking the little quiz available from the following link:
- <http://www.mountsaintvincent.edu/library2/bquiz.htm>

Keyword vs Subject Searching

- When you search the online catalog and many other databases you can search by keyword or subject.
- What is the difference?

Keyword Searching

- A keyword is a word that appears anywhere in the database.
- When you do a keyword search you are using terms you think best describe your research topic, in any order.
- A major disadvantage of a keyword search is that it does not take into account the *meaning* of the words used as search terms, so if a term has more than one meaning (such as "mouse" - computer hardware or rodent?), irrelevant records may be retrieved.

Subject Searching

- Subject searching uses controlled vocabulary, an agreed-upon word or phrase to describe and define a concept or a thing.
- Our library uses Library of Congress Subject Headings. They are a standardized list of subject terms that catalogers use to describe items added to the catalog.
- They are found in the subject field in the online catalog record.

Keyword Searching

- When and why to use keyword searching
 - Keyword searching is the way you usually search and is almost always available
 - In addition, it is a good way to start your search
 - It is also a flexible way to do your searching. You can combine terms in any number of ways.
- Why you might not want to use it
 - Searches will result in many irrelevant items in your search results.

Subject Searching

- What is it?
 - Like the terms on top of the yellow pages. A pre-defined "controlled vocabulary." Words assigned to describe the content of each item in a database or catalog -- only limited set of words
 - Database looks for subjects only in the subject heading or descriptor field, where the most relevant words appear.
- Why use them?
 - More precise search with fewer results
- Why not to use them?
 - Less flexible. You must know the exact controlled vocabulary term or phrase.
 - Larger percentage of relevant items
 - More likely to miss things

SEARCHING IUP'S ONLINE CATALOG

Library Catalogs

What is a library catalog?

It is:

- a listing of all items available in a particular library either locally or through the Internet.
- the best way to find library materials

What can be found there?

Each record in the catalog:

- Refers to a particular item
- Gives full descriptive information including the call number
- gives the location or URL

What is an Online Library Catalog?

- Libraries used to have boxes of little cards with the titles and subjects of all the books listed in them.
- Modern libraries have online catalogs.
- An online library catalog is an electronic listing of each publication that is available through the library

What types of material will you find through searches of our online catalog?

Located through our catalog:

- ▣ Books in paper and microfiche
- ▣ Journals by title (Newsweek, American Libraries, National Geographic)
- ▣ Audiovisual materials
- ▣ Recent government documents
- ▣ Some internet items
- ▣ Items in our branch libraries

Not found through Online Catalog:

- ▣ If you are looking for an article in a newspaper, journal, or popular magazine you will NOT find a listing for that in our catalog.
- ▣ We will discuss the best way to find them later

Library Catalogs

- ▣ Allow you to use online searching techniques to do more exact searching:
 - ▣ Phrase searching
 - ▣ Field searching
 - ▣ Boolean searching
 - ▣ Subject searching
 - ▣ Keyword searching
- ▣ You already know about what these are.

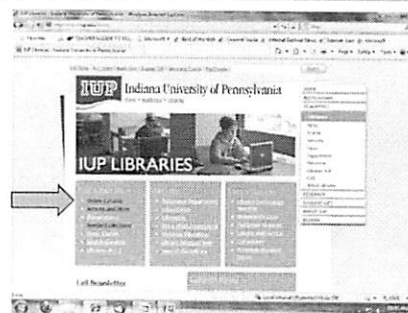
Finding Book Records in IUP Libraries Catalog

- ▣ Need books?
 - ▣ Our libraries offer access to hundreds of thousands of books in paper, microform, and electronic format.
- ▣ How do you find them?
 - ▣ Search PILOT, our online catalog.
 - ▣ Watch the video introduction to finding books in our library <http://www.youtube.com/watch?v=YSM8ySCLgU>
 - ▣ Then read the rest of this PowerPoint for more detail on how to most efficiently find the books (and other materials) through our catalog

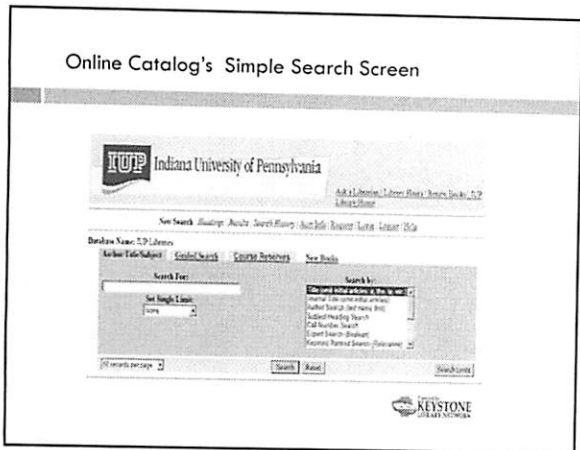
Getting Started

- ▣ The IUP Libraries website is the best place to find information about the library and to access our services and materials.
- ▣ To find books go to our website at: <http://www.iup.edu/library>
- ▣ Then look under **Finding Information** and click on **Online Catalog**.

Click on Online Catalog



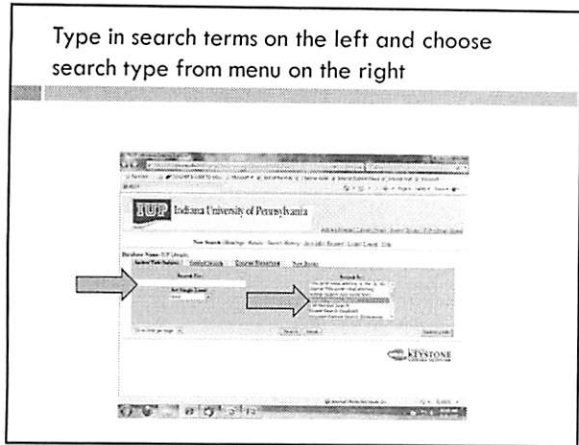
Online Catalog's Simple Search Screen



Simple Searching

- The default (the first one that comes up) search screen allows you to do perform a search by specifying search terms and then choosing your type of search, whether exact title, journal title, author (last name first), Library of Congress Subject Heading, or Keyword, from the menu on the right.

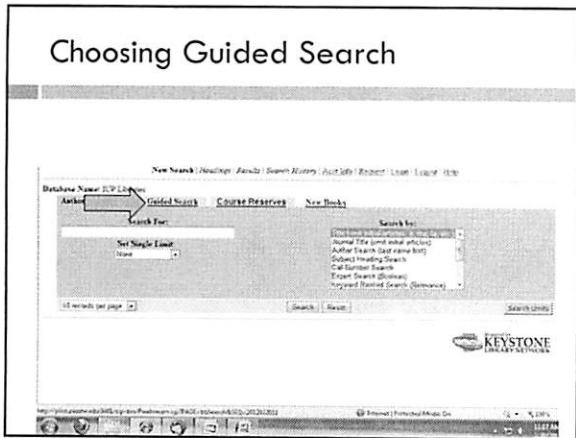
Type in search terms on the left and choose search type from menu on the right



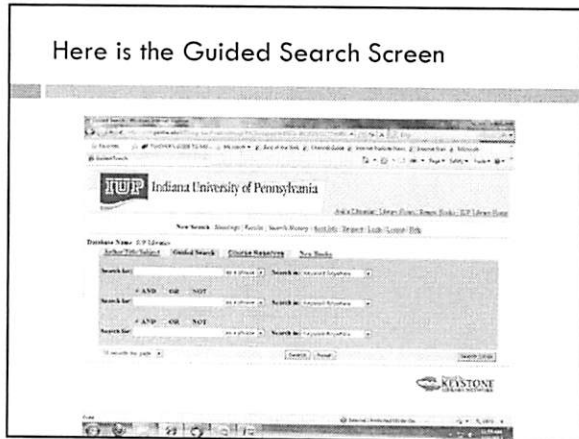
Guided Search

- You could also search with the guided search
- This search allows you to find keywords (any word) located anywhere in a record, or only in specific fields. You choose.
- To get to the guided search screen choose the Guides Search tab from the choices at the top of your screen.

Choosing Guided Search



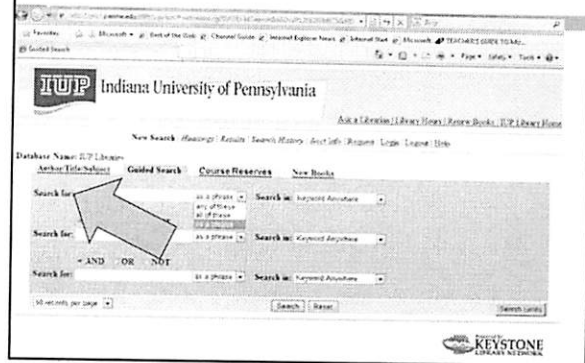
Here is the Guided Search Screen



Guided Search

- Type in the search terms you want in the **Search For** Free text field.
- Select from the **Search In** drop down list whether you want to search for:
 - All the search terms
 - Any of the search terms
 - Or as a phrase or string

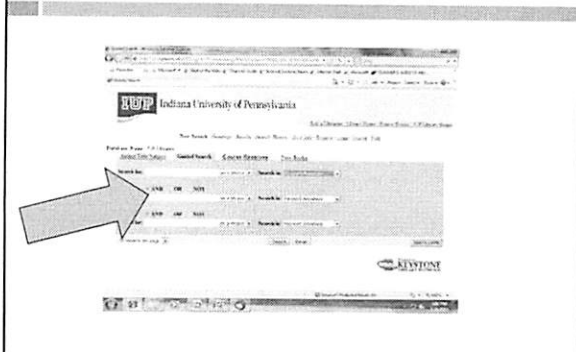
Search In Drop-down Menu



Using Boolean Operators

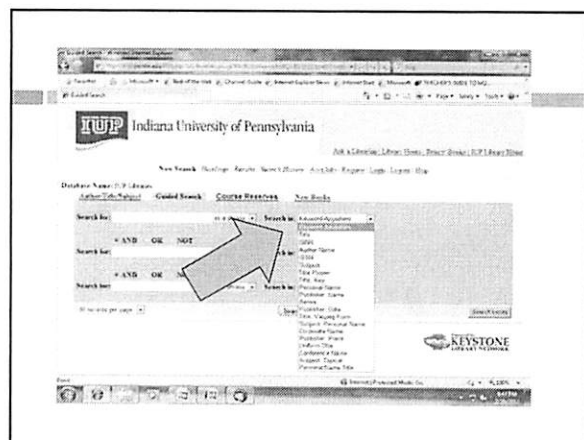
- Select **And**, **Or** or **Not** to apply a Boolean operator to your multiple line search queries.
- For more information on Boolean Operators review the PowerPoint on Online Searching Techniques

Choose Boolean Operators



Narrow Search by Fields

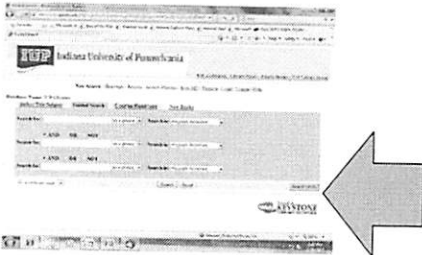
- Narrow your search by limiting the search to specific fields by choosing from the **search to** drop-down list to the right:
 - Keyword
 - Title
 - Author
 - ISBN
 - Subject (Library of Congress Subject Heading)
 - And More




Limit

- Click on the Search Limits box to limit your search by:
 - Language
 - Location
 - Medium
 - Place of publication
 - And more

Limit




Limit By



Results

- Do your search and results will be displayed
- The results page provides a list with brief information on all items located under your search query. It will typically include:
 - Title
 - Library location
 - Call number
 - Status

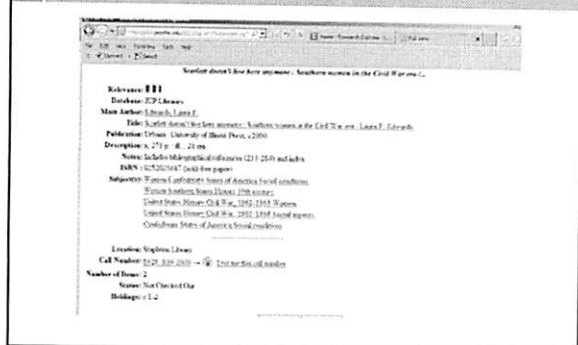
Results Page



Catalog Record

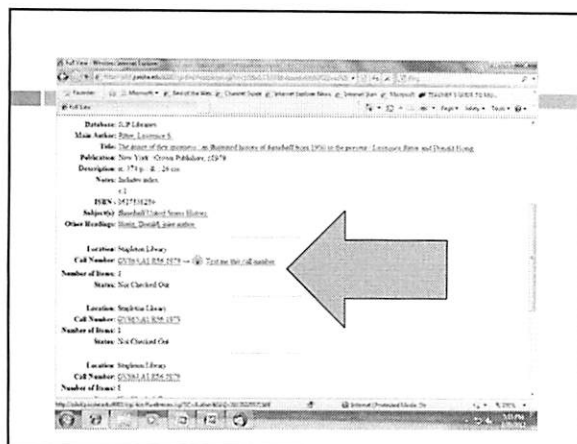
- Click on the item you are interested in to find more complete information including:
 - Author
 - Full title
 - Publication information
 - Description
 - Subject headings
 - Call number
 - Status
 - Number of copies

Online Catalog Record



Texting Call Numbers

- Click on **text me this call number** to send the call number to your phone



Arrangement of Books in the Library

- IUP Libraries arrange most of their books using the Library of Congress Classification System
- Review this tutorial to learn about this system
- LC Call Number Tutorial
<http://www.hampshire.edu/library/2454.htm>

Finding Books on Shelves

- Once you have the call number for a book, you can then locate the book in the Library.
- Call numbers with the letters A – K will be located on the second floor.
- Call numbers with the letters L – Z will be located on the third floor.
- Call numbers that begin with the word OVERSIZE will be located on the third floor.
- Call numbers that begin with the word [REF] are reference books, located on the first floor.

Electronic Books

- IUP Libraries provide access to hundreds of thousands of electronic books
- To find them you search through the online catalog as you would for a paper book
- When you find one, the book will be identified by the phrase [electronic resource] in the title
- To access the full-text of the book, you click on the hyperlink in the **linked resource field**.

Click on Linked Resource Link to Access Text of Electronic Books

Subject: [E1111]
 Author: [E1111]
 Title: [E1111]
 Publication: [E1111]
 Description: [E1111]
 Note: [E1111]
 Keyword: [E1111]
 Other Holdings: [E1111]
 Linked Resources: [E1111]
 Call Number: [E1111]
 Number of Items: [E1111]
 Grouped: [E1111]

WHAT IF THE LIBRARY DOESN'T HAVE THE BOOK I WANT?

- IUP Libraries offer access to hundreds of thousands of books, periodicals, media and microform items but we can't own everything you need— no library can!
- Libraries have created something called Interlibrary Loan to borrow and lend library materials so our users can get what they need when they need it

Interlibrary Loan

To use our interlibrary loan service, follow the steps below:

Requesting Books: [PALCI]

1. Check our ILL Database to determine whether ILL may be the best option for you and what you may need to provide.
2. If the book or item you want is not found in ILL, use ILL Database to submit a request for the item. Your request will be processed through ILL and you will receive an email notification.

Requesting Articles: [ILLIAD]

1. Check the ILL Database to determine whether ILL may be the best option for you and what you may need to provide.
2. If the article is not available in ILL, use ILL Database to submit a request for the article.

Please note: If the item is covered by ILL, your request will be processed through ILL. If it is not covered, you will need to use other services to obtain the item. If you have trouble submitting your request, please contact the ILL staff for assistance.

- PALCI Direct Borrowing**
- The first place to look for books not owned by IUP Libraries is PALCI
 - It allows you to borrow books directly from nearby libraries who are part of the system
 - Your request is automatically sent
 - Books come quickly
 - Usually get book in 3-5 days
 - Limited number of books though quite a large number
 - More information on PALCI
 - <http://www.iup.edu/page.aspx?id=17399>

PALCI

PALCI Direct Borrowing

Log in to borrow books from other libraries in the system.

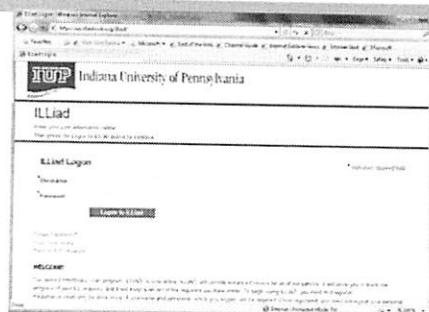
Username: [_____] Password: [_____]

Log In

ILLIAD

- Sometimes you will not find the book you want in PALCI or you will want a periodical article.
- The ILLIAD system allows you to order books not owned by IUP and not available through PALCI and also periodical articles
- PDF's of articles not owned by IUP ordered via ILLIAD are sent directly to your email as PDFs
- For more information on ILLIAD:
<http://www.iup.edu/page.aspx?id=17399>

ILLIAD



WRITING AN ANNOTATED BIBLIOGRAPHY ENTRY

Why should you care about annotated bibliographies?

- The final project in this class is a research portfolio that includes an annotated bibliography.
- Being able to produce an annotated bibliography is a good skill to have. A well-done bibliography is an impressive thing to be included in a research paper. In fact, sometimes it is even required.
- This part of the module will help you to build the skills necessary to write a good annotated bibliography, and get a good grade on the final project.

What is it?

- A bibliography is a list of sources that were used as resource materials for the paper or project at hand.
- An annotation is a brief descriptive and evaluative note that provides enough information about the book so a person can decide whether or not to consult the book.
- So an annotated bibliography is a list of sources that were used as resource materials for a paper or project with a brief descriptive and evaluative note that provides enough information about the book so a person can decide whether or not to consult the book following the citation.

Writing Annotations

- Annotations should include the information on the A.S.P.E.C.T. Evaluation Checklist that was distributed in the Evaluating Information Module.
- Find the **Writing an Annotated Bibliography of Book Materials Exercise** in the Content box for this module.
- Complete it and submit it in the drop box by Wednesday at 6:00 pm (ET)
- Also by Wednesday at 6:00 pm, submit the annotated bibliography entry that you do at the end of that exercise to the discussion forum
- Remember to try to include information (as much as possible) on the accuracy, sources, purpose, evenness, contents, and timeliness of the source in the annotation. I will provide you with feedback.
- By Sunday at 6:00 pm, comment on the quality of the annotated bibliography entry submitted by at least one other student.

APA Citation Style

- Bibliographic entries should be in APA style.
- For assistance with writing citations in APA style for book references, check the OWL site at :
<https://owl.english.purdue.edu/owl/resource/560/08/> or APA Style Simplified, an electronic book available to our users.
<http://site.ebrary.com/lib/indianauniv/docDetail.action?docID=10546580>

Post to the Discussion Forum

- When you have completed your annotated bibliography entry, read the first discussion prompt for this module.
- It will ask you to post your annotated bibliography entry to it by Wednesday at 6:00 pm
- By Sunday at 6:00 pm, examine the annotated bibliography entry discussion posting of at least one other student, and comment upon the accuracy of the APA citation style and the manner in which the annotation reflects an evaluation of the accuracy, sources, purpose, evenness, contents, and timeliness of the source.

Study Guide

- I will look over your posting and give you feedback on your bibliography entry.
- Feel free to contact me if you have any questions or any difficulties along the way.

- To prepare for the midterm and final examination know how to define these terms and be able to explain how to do the following thing