The Information Literacy Across the Curriculum Proposal Review Committee is seeking proposals from full-time faculty to develop (or update) information literacy curriculum modules (or student library research assignments). These research assignment modules must meet or exceed the criteria of “Effective Library Research Assignments” (Attachment A) which were developed by the Library in 2003.

In addition to meeting these criteria, the Committee is seeking projects that develop a module that have any of the following characteristics:

- Innovative and challenging for you to develop it and for your students to complete it. It goes beyond a traditional assignment, such as a research paper or an oral presentation.
- Uses new technologies such as Web tutorials, chat software, instant messaging.
- Addresses a unique population of students, e.g. distance, developmental, or any student group that is not usually expected to acquire information literacy skills for a course or program.
- Used for a new course or program.
- Emphasizes a particular skill or concept, such as the critical thinking abilities needed to evaluate Web sites.

For examples of some research assignment modules that would be acceptable to the Committee, please contact Diana Fitzwater, ext. 2078 or fitzwate@cdnet.cod.edu.

**What are the additional requirements?**

In addition to the characteristics mentioned above, the module:

- Must be jointly developed by at least one discipline faculty member and at least one librarian.
- Must have written learning outcomes that are part of the essential outcomes for the entire course.
- Must include a means to assess student learning.
- Must be evaluated by the developers after the module is used (See evaluation form).
- Must be supported by your dean; he or she will need to “sign off” on the proposal (see last page of attached form).
Why are these modules needed?
These modules will give our students innovative and challenging opportunities to become information literate. Information literacy abilities are critical for today’s students as they pursue higher education, as they enter the work world, and as they engage as productive and informed global citizens. Our students need to be proficient at finding, selecting, evaluating, and using information. Students acquire information literacy skills through regular and meaningful classroom assignments that require them to research information and demonstrate their mastery of a chosen topic.

When should the module be taught?
The module should be taught within one or two terms (quarters or semesters) of development. You may indicate to the committee if another time would work better.

How will you be compensated?
Each of the developers will receive one (1) overload hour during the term that the module is developed. No more than 2 hours will be granted per project.

How will your project be evaluated?
You will submit an evaluation of the project 30 days after the module has been taught using the attached set of questions (p. 5). You are also strongly encouraged to report on the project to colleagues within your discipline.

How do you submit your proposal?
Please submit your proposal to Diana Fitzwater (Library), Information Literacy Across the Curriculum Team Leader by April 28, 2006 using the attached form (p. 3). Proposals may be submitted electronically using this form or you may type up your responses to each item separately and send it by email to fitzwate@cdnet.cod.edu, or send it by Intercampus Mail. Project proposals will be reviewed by a committee by May 12, 2006. This proposal will be for development in either Summer or Fall Semester 2006.
Information Literacy Across the Curriculum
Request for Proposal for an
Information Literacy Module
Submission Form

Discipline Faculty Name__________________________________________
Librarian Name__________________________________________________
Your Division____________________________________________________
Your Associate Dean______________________________________________
Module/Activity Title____________________________________________

Project Description

1. Write a brief description of the module that you are proposing (please attach the description if submitting by writing).

2. In addition, please answer these questions:
   • What are the student learning outcomes for the module? Please use the College of DuPage Library “Student Learning Outcomes for the Information Literacy Instruction Program”? (Attachment B) Note: You may use other lists of relevant learning outcomes or standards such as the American Library Association’s “Information Literacy Standards for Higher Education.”
   • In what other ways will your module benefit your students that are particular to your course and/or discipline?
   • What are the main learning activities of the module?
   • How will you assess student learning?
   • How many students do you expect to enroll in the course that includes this module (per semester or per year)?
   • How will your module benefit your faculty colleagues and their students?

3. Please provide any additional information that you think would persuade the selection committee to approve your module.

Support Required

• What support do you anticipate needing in order to successfully complete this module/activity, such as clerical or technical support, specialized support (graphics, video, sound programming)?
• What special training will you need in order to complete this module?
Module Delivery Method

Where will your module be taught? Check all that apply.

___Classroom

___C.I.L.

___Online

Signatures

*Please acquire the signatures below before submitting your proposal.*

We believe this project would make a worthy contribution to the educational mission of the College of DuPage.

Discipline Faculty______________________________  Date_______________

Library Faculty______________________________  Date________________

Assoc. Dean of
Library_______________________________________Date________________

Assoc. Dean of Division________________________  Date________________

D. Fitzwater
Rev. 2/17/06
Information Literacy Module
Evaluation Form

This evaluation form is **due 30 days** after the module has been taught. Please send to Diana Fitzwater, Library, Chair of the Information Literacy Across the Curriculum Proposal Review Committee.

Date______________________________________
Classroom Faculty____________________________________
Library Faculty______________________________________

Please answer the following questions. In addition, submit a copy of your completed module in addition to any materials that you used with your students.

1. How did the module increase your students' knowledge of information literacy concepts? To what extent did your students increase their competency with information literacy skills?
2. How effective were your assessment activities?
3. Did your choice of activities meet your learning goals? How successful were your learning activities?
4. What are the notable strengths and weaknesses of your module?
5. How exactly did the developers work together on this module? What were your joint and separate roles?
6. What is the future for this module? Will you plan on developing more information literacy learning activities for students in your discipline?
Creating Effective Library Research Assignments

What is the purpose of a library assignment for your course?
The assignment:
- strives to teach about the course content through the use of outside resources found through library research.
- leads to increased understanding of a subject.
- leads to acquisition of skills needed to locate information about a subject.
- makes students aware of the variety of information sources in your discipline.
- teaches students to select and evaluate quality information sources appropriate to their research topic.
- reinforces habits of ethical scholarship including citing sources and abiding by the Copyright Law.

How can you prepare your students for your assignment?
- Tell your students why they are doing this assignment and what purpose it serves.
- If the assignment requires the use of specific sources, give the students a list of them and make sure that the Library has them.
- Schedule a customized library instruction session with your Librarian who will teach your students the skills necessary to effectively complete the research for your assignment.

What are the characteristics of effective library research assignments?

1. The assignment is clear and students know what you want them to learn and why.
   - Make sure your students know what they are supposed to do by stating your expected learning outcomes for the assignment.
   - Tell them what kinds of sources you expect them to use.
   - Give them a grading rubric to help them understand your criteria for success.
   - Put the assignment in writing.

2. Correct and unambiguous terminology is used.
   Familiarize your students with terms that you may take for granted. To prevent student frustration:
   - state the differences between magazines and journals when there is a specific requirement for either or both.
• let your students know that the following terms for journals are often used interchangeably: "scholarly journals," "peer-reviewed journals," "research journals," "professional journals."
• explain what you mean when you tell your students to only use the Internet. Since all of our online databases for finding articles are on the Internet, can your students use these as well as Internet search engines (like Google or Yahoo) to find their information? As you know, the type of information found in each can be very different.
• explain what you mean when you tell their students not to use the Internet. Are you including the Library's online databases in this instruction?
• use the full and current titles of journals and databases.

3. **There is a critical thinking component.**
Design assignments that require your students to evaluate, analyze and synthesize the information they find. Consult with your librarian about designing an assignment that challenges them yet permits them to acquire basic and more mechanical research skills.

4. **Students are given opportunities for learning the knowledge and skills needed.**
   - Provide your students with the instruction they need in your class or schedule an instruction session with your librarian.
   - The library instruction session will be customized for your assignment and is likely to include knowledge and skills that are not acquired in other library instruction sessions, such as those done for English courses.
   - Do not assume that your students have the skills necessary to complete your assignment successfully. Many of our students do not adequately learn these skills in high school.
   - Your students may in fact have the skills necessary to do the assignment and may tell you this, but repetition can reinforce concepts and can give them an opportunity to hone skills.

5. **Learning of knowledge and skills needed for the assignment are assessed.**
Besides assessing or grading the final product, consider including these "checkpoints":
   - First, check the knowledge and skills acquired during your own session or the librarian's instruction session about how to find the needed information. Do not assume they "got it" just because they showed up. Work with your librarian to design a quiz or some learning activity that tells you and them that they learned the material.
   - Second, for an extended project like a paper, establish deadlines by which the students need to hand in work, such as topic ideas, an outline of how the paper or project will be structured or handing in a list of sources that they expect to use for their research project. This keeps your students
from procrastinating. It also gives both you and the student a chance to make sure they're making progress in the right direction.

- Finally, assess the sources that they used for their paper or project, not just the product itself. To what extent did they find and use appropriate sources for your assignment? Besides asking them to document or cite their sources, require that they also state why they decided to use those sources.

6. **The assignment can be reasonably done within the time allowed and with available resources.**
   - Make sure that the information resources that you expect your students to use are available.
   - Consider putting materials on reserve to ensure that your students can easily access them.
   - Do the assignment yourself to see how long it takes before you decide how long students need to do it.
   - Allow for the students' limited research experience and such processes as using microfilm and Interlibrary Loan.

7. **The assignment includes information and instruction on the ethical use of information.**
   - Include a policy on plagiarism in the syllabus.
   - Require that the students submit work in intervals in order to avoid plagiarism.
   - Explain the concept and purpose of attribution of sources or citing.
   - Tell them about the Copyright Law.

Diana Fitzwater & Christine Kickels
Information Literacy Instruction Program
College of DuPage Library
May 2003
Attachment B

Student Learning Outcomes for the Information Literacy Instruction Program

1. Planning the Research Project

The information literate student is able to:

1.1 Determine a focused, clear, and manageable topic.
1.2 Develop a realistic overall plan and timeline to complete the research project.
1.3 Explore general information resources to become familiar with the topic.
1.4 Identify key concepts and terms that describe the topic.
1.5 Assess a selected topic and refine it, if needed, based on preliminary development of the topic.
1.6 Use the facilities, resources, services and equipment of the College of DuPage Library.

2. Identifying and Finding Resources

The information literate student is able to:

2.1 Understand the characteristics of various formats and types of resources, such as books or periodicals; primary, secondary or tertiary sources; and print or electronic.
2.2 Select information resources appropriate for the research project.
2.3 Use various search techniques such as keywords, controlled vocabulary, limiters, Boolean operators, and truncation to find relevant items.

3. Analyzing the Search Results

The information literate student is able to:

3.1 Understand that search results may be presented according to various ordering principles (e.g. relevance ranking, author, title, or date).
3.2 Identify the components of a citation and differentiate between types of resources cited, such as book, periodical, or government document, as well as the format (e.g. electronic or hard copy).
3.3 Use the components of a citation (e.g. abstract, currency, reputation of the author or source, format, or elements of a URL) to choose those resources most suitable for the research project.
3.4 Use the information from the detailed record to determine which sources are available locally.
3.5 Analyze the search results and determine whether the search should be refined.

4. Locating and Retrieving Sources

The information literate student is able to:

4.1 Understand the different ways that resources are organized, such as the Library of Congress classification system.
4.2 Use the technologies required to retrieve locally owned resources in a variety of formats such as books, articles, microform, and full-text.
4.3 Understand the various methods for locating and obtaining resources not held locally such as Interlibrary Loan.
5. Organizing and Applying the Retrieved Sources

The information literate student is able to:

5.1 Extract the details and concepts from the retrieved sources.
5.2 Examine and compare information from various sources in order to determine reliability, validity, accuracy, authority, timeliness, and point of view or bias.
5.3 Organize the gathered information in a logical and useful manner,
5.4 Synthesize the ideas and concepts from the information sources collected.
5.5 Integrate the new information with previous information or knowledge.
5.6 Communicate the new knowledge to others by using various formats such as writing, speaking, or multimedia presentations.

6. Understanding the Ethics of Information Use

The information literate student is able to:

6.1 Demonstrate an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own.
6.2 Select a documentation style and use it consistently to cite sources

College of DuPage Library
February 2003