Information Literacy Instruction Plan
Transylvania University Library

Library Mission
The mission of the library is to support the intellectual engagement, inquiry, discovery and research needs of our students and other members of the Transylvania community.

One of the ways that we accomplish this mission is to educate information-literate, lifelong learners. Being sure that our students are information literate and that our college has this as its goal is the most important thing that the library does. A successful student, in the library’s estimation is one who is adept in seeking information and determining if the information is appropriate and trustworthy; at the lower levels the student knows what kind of information can be found in different sorts of resources and how to access those resources; at the upper level the student knows what resources are basic to their field specifically and how to use them. At any level, a successful student knows how to evaluate the information they find no matter what its format and how to use it appropriately for an intended purpose.

Information Literacy Instruction Mission Statement
The Transylvania University Library Instruction Program is learner-centered and takes an active engagement approach to teach information literacy concepts. The information literacy instruction program was developed and is updated with consideration for the diverse backgrounds and learning styles of students in our community and for the student of the 21st century classroom. Transy Library values such diverse perspectives and designs curriculum that makes students the focus. Library instructors teach and encourage students to take a hands-on approach to research thereby engaging students critically in applying information literacy concepts in their own personal and academic endeavors.

This program is built utilizing the the national Association of College and Research Libraries Framework for Information Literacy for Higher Education.
http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm

As librarians, we believe that information literacy is so fundamental that it is an integral part of the academic experience in and out of the classroom.
we believe course-integrated instruction connected with a real academic need is more effective than stand-alone information literacy courses or tours and library orientations.
we believe in a planned curriculum with distinct, sequenced information literacy content that allows practice and reinforcement without duplication.
we believe that our information literacy instruction and any subsequent activity must help to achieve a faculty member’s course objectives.
we believe that the library's educational goals are interconnected with faculty course goals and curricular needs.
we emphasize the teaching of both concepts and skills as a means to achieve our information literacy mission of educating information-literate lifelong learners.

we educate individuals at the reference desk and in individualized consultations as well and strive to make each of these encounters an educational experience. In these settings we reinforce information literacy concepts from prior instruction and give students further opportunities for guided practice.

adapted from Wartburg College Information Literacy Across the Curriculum brochure

Instruction is offered to all classes with special effort extended to the First Year Seminar classes. It consists of librarians teaching students about resources and strategies that will help them with the research that they will conduct for that class. Librarians work to tailor instruction to the needs of the class, bringing attention to specific online resources, subject encyclopedias, journals, books, and other resources appropriate for the individual class. First Year Seminar classes follow a scaffolded curriculum unique to the goals of FYS/FYRS.

We would like them to know –

- **Appropriate types of resources for the information they seek.** When is it appropriate to use encyclopedias, news articles and sources, scholarly articles, the web? Do they need overview and background information (encyclopedia, news articles, web)? Do they need to understand the differing opinions in a scholarly debate (scholarly articles)? Are they seeking current, popular, marginal or alternative points of view (web, magazines, pamphlets, zines)?

- **Key resources for their field and how to use them.** For instance, MLA for the humanities, Medline and Agricola for biology, ERIC for education, PubMed for health and medicine, DSM IV and PsychInfo for psychology, etc.

- **Basic database structure.** Given the changeable nature of the information field and that most development is in databases of one form or another, it is necessary for students to have a basic understanding of database structure. The library catalog is a database; the major article indexes are databases; and the internet search engines operate within a basic database structure.

- **Basic library services and functions.** There are services that are common to all libraries. Students should know what they are and how the services help them. They include such things as interlibrary loan, reference, how collections are organized, reserves, special collections, etc. Knowing this will help them transition to grad school and further research.

- **Basic information about publishing in their field.** Where does the scholarly discussion and debate of their field take place (books, journals, blogs, discussion lists)? What is the difference between primary and secondary sources in their field? What is a review article? What is a peer reviewed journal? And which journal titles or other specific resources are key to their field?

- **How to evaluate the information they find.** Is it appropriate for what they seek? What is its authority? Is it reasonable? What is its purpose? Can the intellectual work of the
author(s) be traced? Can information be substantiated? What do others say of the information?

Transylvania students should graduate being able to-

- Understand the differences between scholarly and popular sources.
- Access and use scholarly sources efficiently and effectively.
- Narrow a broad topic down to a manageable thesis.
- Create an annotated bibliography.
- Evaluate sources and choose those that meet a particular need or purpose.
- Cite sources responsibly because they understand why information needs to be cited.
- Explain why some information is free and some is not.
- Differentiate between types of information in terms of its quality and usefulness.
- Recognize when it is necessary to seek help from a professor, librarian, or other information professional.

Instruction Plan

First Year:

Framework for Information Literacy for Higher Education (ACRL--Association of College and Research Libraries)

Outcomes Mapped to the ACRL’s Framework for Information Literacy

(FYS)
Types of Sources* -- F1: Authority Is Constructed and Contextual
Keyword Searching I* -- F6: Research as Strategic Exploration
Exploring Topics -- F5: Scholarship as Conversation
Diagramming Citations -- F5: Scholarship as Conversation
Intellectual Property & Plagiarism -- F3: Information Has Value

(FYRS)
Narrowing Topics* -- F4: Research as Inquiry
Keyword Searching II* -- F6: Research as Strategic Exploration
Evaluating Information* -- F1: Authority Is Constructed and Contextual
Advanced Research Strategies -- F6: Research as Strategic Exploration
Combating Plagiarism -- F3: Information Has Value
Primary, Secondary, and Tertiary Sources -- F2: Information Creation as Process

* indicates common outcome
FYS Library Workshop – How to use basic library resources – Reinforce basic knowledge & build relationship with librarians

First-year students will be required to complete one library workshop in tandem with their FYS course. The workshop is two-fold--it includes a common core that all sections will complete and then faculty have the option to choose additional topics if they have availability to bring their class for two library workshops.

Common Core:
Types of Sources -- Students will be able to differentiate between basic source types and develop an understanding of the different authority inherent in different source types and what types of sources are appropriate for different information needs.

Keyword Searching I -- Students will be able to develop a pool of keywords utilizing basic reference or popular sources and practice elementary search techniques for sources using open web and library search tools such as the OPAC, Gale Virtual Reference, and some EbscoHost databases.

Optional Topics (to be selected at the professor’s request):
Exploring Topics -- Students will be able to explore topics using reference and popular sources as gateway resources to scholarly and other vetted resources

Diagramming Citations -- Students will be able to identify the major parts of an MLA citation in order to better decipher information and citations they encounter as they research and for the sake of accurate citation documentation.

Intellectual Property & Plagiarism -- Students will be able to explore and identify instances of plagiarism and instances of proper source attribution through a series of hands-on learning activities that may include but are not limited to music, dance, visual media, and the written word. We discuss gray areas of copyright and plagiarism wherein students demonstrate an understanding of quoting, paraphrasing, summarizing, common knowledge, and fair representation of another's work.

The goal of the library workshops is to introduce students to library resources and services while simultaneously preparing them for the types of research activities they will be engaged in during FYS and FYRS as well as throughout their studies at Transylvania and beyond. FYS focuses on critical reading. Toward the end of the semester, students are expected to begin finding and using a few scholarly sources. In order to support the research of incoming first years for this and other courses, instruction covering basics such as search techniques in library databases and the online catalog have been embedded in the workshop activities.
FYRS - How to explore a subject to decide on a topic; develop and use keywords; find articles, books and other resources on a specific topic; what is peer review
FYRS focuses on a major research project. Librarians work with faculty to integrate knowledge of course specific resources into their classes. The session(s) with students reinforces what they heard in FYS in a situation that demands recall and use of the information being presented. It offers an opportunity for exploration of the resources beyond the catalog and reference resources at the point that it is needed by students.

Common Core:
Narrowing Topics -- Students will be able to narrow broad topics into more focused research questions that are manageable for topic proposals and analyses. Students will contextualize the search act within a larger research process and recognize that librarians are available to assist with any stage of the process.

Keyword Searching II (builds upon FYS sequence) -- Students will follow-up on the Keyword Searching I module from FYS and be able to form effective search strings using keywords, Boolean operators, truncation and wildcards. Students will gain a basic understanding of Boolean logic and how it applies to library subscription resources and how to utilize it in open web searches.

Evaluating Information (with focus on news publications) -- Students will be able to evaluate sources based on authority, scope, timeliness, audience, and relevance. Instructors will provide examples to help students better understand this process of evaluating material from a variety of mediums and resources.

*After working with FYS classes in Fall 2017 and noting the confusion among students regarding identifying reputable information as it relates to news, the library curriculum was updated in October 2017 to include a targeted news evaluation activity in FYRS for Winter 2018. The propagation of fake news sites to perpetuate erroneous information or the spread of hate speech paired with the current US administration’s climate of distrust toward reputable journalism created a definitive need to address this issue with students as soon as possible rather than waiting until the next academic year to revise the library instruction curriculum.*

Optional Topics (to be selected at the professor’s request):
Advanced Research Strategies -- Students will be able to identify their dominant research style along the precision-accrual spectrum.

Anatomy of a Scholarly Article -- Students will be able to identify the major parts of a scholarly article and understand how each section works to develop the whole.

Primary, Secondary, and Tertiary Sources -- Students will be able to describe the basic process by which information moves from creation to indexing.
**Mid-upper Level Courses:**

**Common Core:**
Tracing the Research Path -- Students will identify seminal works in their field and use bibliographies and citation indexing to find related scholarship

Locating and Using Discipline-Specific Resources -- Sessions for mid-evel courses build on first-year instruction. They focus on discipline specific resources, terms, and concepts and advanced use of the databases. For instance, budding chemists will be taught how to make best use of SciFinder, biology students will be taught to use bio specific databases, English majors may be taught to make use of MLA or Literary Resource Center, etc.

**Optional Topics (to be selected at the professor’s request):**
Building Complex Search Statements -- Students will build longer search statements using Boolean operators, truncation, wildcards, synonyms, broader terms, and narrower terms

Navigating Points of Access -- Students will navigate points of access for disciplinary journals through the library’s journal index and the catalog

Advanced Web Search Skills -- Students will use Boolean operators, truncation, wildcards, and domain restriction to search the open web

Anatomy of a Scholarly Article -- Students will break down and analyze the formatting of scholarly journals within a discipline paying close attention to the notion that academic journal articles may be formatted and presented differently in different fields

**Upper Level and Senior Seminar Courses:**

**Common Core:**
Comprehensive Literature Searching -- Students will use citation indexing and bibliographies to build a comprehensive survey of scholarly literature on a topic

Resource Sharing and Information Ethics
We cover how to use ILLiad software. This ILL software is used at most institutions preparing our students not only for the research that they conduct at Transylvania but also the research they will conduct in graduate school. Students will locate and ethically use open source, web-based, and interlibrary loan resources

**Optional Topics (to be selected at the professor’s request):**
Question-driven Research Outlining -- Students will break down larger research questions into organized, manageable research outlines
Locating and Using Disciplinary Resources for Graduates -- Students will locate and use discipline-specific resources relevant to graduates and graduate students

Using Citation Managers -- Students will use a basic citation manager feature in WorldCat or other free platform and articulate the differences between some of the more popular citation managers

Research Instruction Plan Overview:

<table>
<thead>
<tr>
<th>Target Courses</th>
<th>Content</th>
<th>Activities</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FYS</strong></td>
<td>Attend one workshop offered by the library as part of FYS. Orientation to online resources – catalog, reference e-books, general article database (ASP), etc. Introduction to sources of opinion and oppositional points of view to support the argumentative paper</td>
<td>Direct instruction Guided practice and modeling Brief online web tutorials</td>
<td>REINFORCE and EXPAND basic knowledge of information issues DEVELOP a habit of recognizing the need for and seeking of help when needed FAMILIARIZE students with the online resources available and how to access them</td>
</tr>
<tr>
<td><strong>FYRS</strong></td>
<td>Introduce databases appropriate for undergraduate research tailored specifically to support the topic of their FYRS class Highlight search strategies and techniques Discuss evaluating sources</td>
<td>Instruction Guided practice</td>
<td>CONTEXTUALIZE the search act within a larger research process and recognize that librarians are available to assist with any stage of the process. FORM effective search strings using keywords DETERMINE type, relevance, audience, timeliness, authority, and bias or objectivity of sources. FOCUS a large research question and IDENTIFY key concepts or more focused questions or topics that together form an advanced research outline. DEMONSTRATE an understanding of quoting, paraphrasing, summarizing, common knowledge, and fair representation of another’s work.</td>
</tr>
<tr>
<td>Level</td>
<td>Goals</td>
<td>Instruction</td>
<td>Outcomes</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mid-upper level -</td>
<td>Familiarize with discipline specific databases and journals</td>
<td>Guided practice</td>
<td>IDENTIFY works in their field and use bibliographies and citation indexing to find related scholarship</td>
</tr>
<tr>
<td>sophomore and</td>
<td>Introduce more sophisticated search strategies/concepts</td>
<td></td>
<td>EXECUTE sophisticated search statements using Boolean logic in subscription databases and open web resources</td>
</tr>
<tr>
<td>junior year courses</td>
<td>Discuss information format and presentation in terms of scholarly publications</td>
<td></td>
<td>ANALYZE scholarly works in their field</td>
</tr>
<tr>
<td>(possibly outside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>students’ major/minor)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper level and</td>
<td>Familiarize with discipline specific resources appropriate for graduate work</td>
<td>Guided practice</td>
<td>FAMILIARIZE students with more key resources in their field and how to use them in graduate level research pursuits</td>
</tr>
<tr>
<td>senior seminar-</td>
<td>Introduce more sophisticated information management via citation managers</td>
<td></td>
<td>ETHICAL use of information and resource sharing</td>
</tr>
<tr>
<td>Junior year or</td>
<td>Teach ILLiad and ILL processes</td>
<td></td>
<td>MANAGEMENT of large bodies of research info/data</td>
</tr>
<tr>
<td>Senior Seminar classes</td>
<td></td>
<td></td>
<td>PROVIDE students with basic information about publishing within their field.</td>
</tr>
</tbody>
</table>