CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-015-189

LIB 1500: Information Literacy for the Digital Age (GE Area E)

General Education Committee	Date:	02/13/2019
Executive Committee Received and Forwarded	Date:	02/20/2019
Academic Senate	Date:	<u>02/27/2019</u> <u>First Reading</u> 03/27/2019 <u>Second Reading</u>

TITLE OF REFERRAL**:** LIB 1500 - Information Literacy for the Digital Age (GE Area E)

BACKGROUND:

This is a General Education course already approved for Sub-Area E.   Library introduced changes in course title, instruction mode, course description, course materials, course schedule, and stated learning outcomes.

RESOURCES CONSULTED:
Office of Academic Programs
Shonn Haren, Emma Gibson

DISCUSSION:

The changes do not affect the course and its suitability for the designated sub-area. Nonetheless, the GE Committee also reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area E.

RECOMMENDATION:

The GE Committee recommends approval of LIB 1500 - Information Literacy for the Digital Age (GE Area E)

LIB - 1500 - Information Literacy for the Digital Age

C. Course - New/Modify General Education

General Catalog Information

Department*
Cal Poly Pomona

Proposal Type* ⚪ New GE Course ⦿ Modify GE Course

Modification Summary Change in course title, instruction mode, course description, course materials, course schedule, and stated learning outcomes.

Establish or Modify Articulation Agreement* Yes   No

Subject Area*
LIB

Catalog Number* 1500

Formal Course Title* Information Literacy for the Digital Age

Abbreviated Course Title* Info Lit for Dig Age

Unit(s)*
(3)

C/S Classification*
C-04 (Lecture/Recitation)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*
Lecture

Contact Hour(s)

Instruction

Mode(s)*	Face-to-Face Hybrid w/Asynchronous Component Web-Assisted
Grading Basis*	Graded Only
Repeat for Credit*	May be taken only once
Repeat for Credit Limit	
If course may be repeated for credit, total units applicable to degree and max units per semester.	
When Offered	
Cross Listed Course Subject Area and Catalog Nbr	
Dual Listed Course Subject Area and Catalog Nbr	
Course Category (select all that apply)*	☐ Major Course ☐ Service Course (used in other programs) ☑ GE Course ☐ None of the above
GE Area/Subarea*	E

To view the General Education SubArea definitions, click http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf.

I. Catalog Description

Catalog Description*	Development of skills necessary to find resources, answer research questions and determine if those sources are accurate and authoritative. Analyze how scholarship forms a long-term conversation between yesterday's experts and today's researchers. Concepts and skills are put into practice through participation in the Wikipedia online community and expanding one of their many article stubs.

II. Required Coursework and Background (i.e. Enrollment Requirements)

Prerequisite(s) (leave blank if none)	
Corequisite(s) (leave blank if none)	
Pre or Corequisite(s) (leave blank if none)	
Concurrent (leave blank if none)	

III. Course Note(s) (OPTIONAL)

Note(s)	

IV. Expected Outcomes

List the knowledge, skills, or abilities which students should possess upon completing the course.*	By successfully completing the course, students will be able to: 1. Distinguish between information formats and the processes underlying the creation, dissemination and consumption of those types of information. 2. Discuss research as a process of developing questions and using information to answer those questions, solve problems, or support arguments. 3. Use advanced search strategies to effectively find needed information in print, library databases or on the open web. 4. Properly attribute sources according to established academic (avoiding plagiarism) and legal (respecting copyright) standards. 5. Evaluate information in order to become a critical consumer and producer of information.
If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.	
Explain how the course meets the description of the GE SubArea(s). Please select appropriate	Executive Order 1100 defines the topics to be covered in General Education Area E as follows: "Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, **information literacy,** social relationships and relationships

outcomes according to the GE Area/SLO mapping. *	with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

LIB 1500 directly aligns our course with several of these suggested topics. The primary purpose of our course is to develop students' information literacy skills. Information literacy, which may be defined as "the ability to determine when you need information and then to find, evaluate and ethically use that information" is a critical 21st Century skill that provides a foundation for learning not only in the university classroom, but throughout our students' post-academic lives. Beyond learning the basics of search and retrieval of documents and resources via library catalogs, databases, and the open web, our course focuses on understanding the processes by which information is created, disseminated and consumed on a daily basis.

Our course also emphasizes the examination and analysis of information sources for accuracy, objectivity, authority and relevance, skills that will serve our students throughout their lives as they perform research, participate in the economy as consumers, or fulfill their civic duties as informed citizens and voters. Thus in developing students' information literacy skills, we provide them with the tools that will bolster their academic success, assist them in making informed decisions regarding their physical and mental health, manage their stress and pursue learning throughout their post-academic lives.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*	**1a) Write effectively for various audiences.**

Relevant Course Outcomes:

- Discuss research as a process of developing questions and using information to answer them, solve problems, or support arguments.
- Properly attribute sources according to established academic and legal copyright standards.
- Evaluate information in order to become a critical consumer and producer of information.

Fulfillment of LIB 1500's course objectives involves a considerable amount of writing assignments. Almost every class meeting involves a hands-on session, where students are given an assignment that asks them to apply what was discussed in the day's lecture. They are then expected to turn in via Blackboard, the answers or results they observed from the activity. They are also asked a series of reflective questions and required to respond with short answers of a few sentences. Half of the students' grades come from a series of written assignments. These include a discussion board where students are asked to reflect on how the transformation of media from analog to digital has directly affected the ways they access, consume and share media and respond constructively to two of their classmates posts.   The next four assignments include a brief essay outlining the student's plan for completing their final project,

a reflective essay discussing the relative effectiveness of their strategies for finding resources for that project, an annotated bibliography where they cite and describe each of the sources they retrieved, and an essay in which they evaluate each of their chosen sources according to criteria provided to them by their instructors. Each of these four written assignments is designed to assist the students in preparing for their final, in which they are expected to select and significantly improve a Wikipedia "stub" (an exceedingly brief article) by adding written information, images and citations that meet Wikipedia's community standards. The students are provided with the rubrics for each of these major writing assignments in advance, and are provided with written feedback from the instructors.

1c) Find, evaluate, use and share information effectively and ethically.

- Distinguish between information formats and the processes underlying their creation, dissemination and consumption.
- Discuss research as a process of developing questions and using information to answer them, solve problems, or support arguments.
- Use advanced search strategies to effectively find needed information in print, library databases, and the open web.
- Properly attribute sources according to established academic and legal standards.
- Evaluate information in order to become a critical consumer and producer of information.

Outcome 1c is similar to most definitions of information literacy, and thus it captures the primary skill-set being focused on in the course. The course is therefore organized around familiarizing students with the primary concepts of information literacy, including:

- **The ways that the creation of information affect what gets saved and shared**. We do this by considering how technological change has altered the amount of information that gets published and saved and greatly facilitated our ability to share it (for good and ill). We also explore the concepts of primary, secondary and reference sources and where they fall in the greater life cycle of information production.
- **How research is a process that involves asking and often re-asking questions as new information comes to light**. In this module, students are broken up into groups and given a concept to explore, first through mind-mapping and then by using reference sources to perform background research on that topic. Finally, students given a series of "grant proposals" by fictional mad scientists, and asked to consider how they might go about their research, the type of resources they would need to perform it, and

potential ethical questions involved in such research.

- **The basic search skills necessary to find information in a variety of repositories, including library catalogs, article databases, the open web and newspaper and image repositories.** In this section we cover topics such as keyword searching, controlled vocabularies, classification systems, and retrieval of materials from newspaper and image databases.
- **Understanding the ways in which value is ascribed to information and how to properly attribute the intellectual property of others.** This includes exercises in creating and reading citations, discussions of copyright, fair use, creative commons and open access resources, and how they can be found and ethically used.
- **Understanding the ways in which authority is granted to information, and how that varies based on culture.** In this section we define various types of authority and how it varies under certain circumstances (education vs. practical experience vs. technical expertise, etc…) We consider how the presence of logical fallacies in reasoning is a key indicator of a sources lack of authority and develop skills to detect and evaluate fake news.
- **Recognizing how scholarship is one vast conversation in which different disciplines and generations seek, share and interpret knowledge**. In this module we characterize scholarship (loosely defined in this sense as the process of inquiry, publication of conclusions and discussion of those conclusions) as a vast conversation extending across disciplines and generations of scholars.

Through these discussions and activities, we feel that students will be able to find, use and share information effectively and ethically long after they graduate from Cal Poly Pomona.

4a) Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental).

Relevant Course Outcomes

- Discuss research as a process of developing questions and using information to answer them, solve problems or support arguments.
- Use Advanced search strategies to effectively find needed information in print, library databases and the open web.
- Evaluate information in order to become a critical consumer and producer of information.

Physical, mental, nutritional, emotional intellectual, spiritual, financial, social or environmental wellbeing all require an individual to be able to effectively ask questions, find sources of information to answer their questions and be able to

evaluate those sources on the basis of reliability and accuracy. Each of our learning outcomes assist students to develop a research question, find information in a variety of different repositories including library catalogs, article databases and the open web and provides students with criteria that will assist them in assessing the accuracy and reliability of the information they encounter. With these skills, students will be able to find the information that will assist them to live informed, healthy and productive lives long after their graduation.

4b) Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

Relevant Course Outcomes

- Use advanced search strategies to effectively find needed information in print, library databases and the open web.
- Evaluate information in order to become a critical consumer and producer of information.

Through the use of advanced search strategies and the critical evaluation of information, students will be able to encounter new and needed information, a crucial element in intellectual growth. Furthermore, the critical evaluation of information from a wider variety of sources will expose students to a wider circle of worldviews and cultural interpretations, all of which also contribute to a growth in their cultural awareness and sensitivity.

4c) Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

Relevant Course Outcomes

- Discuss research as a process of developing questions and using information to answer them, solve problems, or support arguments.
- Use advanced search strategies to effectively find needed information in print, library databases and the open web.
- Properly attribute sources according to established academic and legal standards.
- Evaluate information in order to become a critical consumer and producer of information.

This outcome is largely addressed in the final module of our course, "Joining the Conversation" based on the ACRL Framework module "scholarship is a conversation." In this module we characterize scholarship (loosely defined in this sense as the process of inquiry, publication of conclusions and discussion of those conclusions) as a vast conversation extending across disciplines and generations of scholars. By participating in scholarship in any of its forms, students are engaging with and participating in a vast community dedicated to the discovery, dissemination and interpretation of knowledge. Engaging effectively in this community requires the ability to understand the research process, find reliable information and be able to identify what makes it reliable

and be able to properly attribute those sources according to the conventions and standards of the scholarly community.

These skills are put into practice through the course final, in which students select a Wikipedia "stub" and, through interaction with the Wikipedia community on the article's talk page identify areas for the improvement of the article. Then, following Wikipedia's community guidelines for sources, citation and copyright, students are expected to improve that stub, through the addition of information, citations and appropriate images.

General Education Outcomes*	
	Ia. Write effectively for various audiences
	Ic. Find, evaluate, use, and share information effectively and ethically.
	IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)
	IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.
	IVc. Engage in communities (campus, regional, etc.) or participate in civic activities for the betterment of personal and public life.

To view the mapping, click **https://www.cpp.edu/~academic-programs/Documents /GE%20SLO%20Mapping.pdf**

V. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*	**All items except the book by Upson are freely available to students via Blackboard.**
	Upson, M., Hall, C.M. and Cannon, K. (2015). *Information now! A graphic guide to student research.* Chicago: University of Chicago Press.
	Wikimedia Foundation. (n.d.). *Illustrating Wikipedia: A guide to contributing content to Wikimedia commons.* Retrieved from https://upload.wikimedia.org /wikipedia/commons/b/b1/Illustrating_Wikipedia_brochure.pdf
	Wilkinson, D. (2002). *The researcher's toolkit: The complete guide to practitioner research.* Retrieved from https://cpp-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CALS_ALMA51439346030002901&context=L& vid=01CALS_PUP&search_scope=EVERYTHING&tab=everything&lang=en_US

McMahan, K. (2010). *Research like a librarian: Accessing information in the 21st century.* Retrieved from https://cloud.lib.wfu.edu/blog/research-like-a-librarian /developing-a-research-strategy/

Van Vleet, J.E. (2011). *Informal logical fallacies: A brief guide.* Retrieved from https://cpp-primo.hosted.exlibrisgroup.com/primo-explore /fulldisplay?docid=01CALS_ALMA51438934700002901&context=L& vid=01CALS_PUP&search_scope=01CALS_PUP&tab=books_local& lang=en_US

Caufield, M. (n.d.). *Web literacy for student fact-checkers… And other people who care about facts.* Retrieved from https://webliteracy.pressbooks.com/

Oklahoma State University Library. [OkStateLibrary]. (2016, July 14). *Inform your thinking: Episode 5 – how is your information created?* [video file]. Retrieved from https://www.youtube.com/watch?v=ThQAmo4c66k&index=5& list=PLWSTDvKXpqLmQc_SJhYUMaUb_gpTwXiX1

Cal Poly Pomona University Library. [Cal Poly Pomona University Library]. (2017, July 4). *Finding books using onesearch.* [video file]. Retrieved from https://www.youtube.com/watch?v=U_27SwUzMx0&t=230s

Cal Poly Pomona University Library. [Cal Poly Pomona University Library]. (2017, July 4). *Finding articles on onesearch.* [video file]. Retrieved from https://www.youtube.com/watch?v=U_27SwUzMx0&t=230s

Windish, J. [Joe Windish]. (2007, May 19). *A fair(y) use tale (NOT a Disney movie).* [video file]. Retrieved from https://www.youtube.com /watch?v=4bK8AZSYtPU

Ferguson, K. [Kirby Ferguson]. (2012, February 16). *Everything is a remix part 4.* [video file]. Retrieved from https://vimeo.com/36881035

Georgia State University Library. [Georgia State University Library]. (2012, July 17). *Scholarly vs. popular articles*. [video file]. Retrieved from https://www.youtube.com/watch?v=Ud0U-NWuIj8

University of Washington Libraries. [University of Washington Libraries]. (2016, March 15). *Research 101: Credibility is contextual*. [video file]. Retrieved from https://www.youtube.com/watch?v=E_JsBhN2dDM

Richard Dawkins Foundation for Reason & Science. [Richard Dawkins Foundation for Reason & Science]. (2014, June 5). *Michael Shermer: Baloney detection kit.* [video file]. Retrieved from https://www.youtube.com /watch?v=aNSHZG9blQQ

Bennett, B. [Bo Bennett]. (2014, March 29). *Confirmation bias.* [video file]. Retrieved from https://www.youtube.com/watch?v=B_YkdMwEO5U

Vossler, J. [Joshua Vossler]. (2013, October 10). *10 – evaluating from the web.* [video file]. Retrieved from https://vimeo.com/83180464

Creative Commons. (n.d.). *Creative Commons kiwi.* Retrieved from
https://creativecommons.org/about/videos/creative-commons-kiwi

Creative Commons. (n.d.) *About the licences.* Retrieved from
https://creativecommons.org/licenses/

TedGlobal 2005. (2005, July). *The birth of Wikipedia.* Retrieved from
https://www.ted.com/talks/jimmy_wales_on_the_birth_of_wikipedia

New Literacies Alliance. (2016). *Ask the right questions.* Retrieved from
https://www.softchalkcloud.com/lesson/serve/OM62a4Ui7bWouN/html

New Literacies Alliance. (2016). *Scholarly conversations: Follow the research.*
Retrieved from https://www.softchalkcloud.com/lesson/serve
/puLXxFYUW8EKkH/html

Logical Fallacies. (2018). *Logical Fallacies.* Retrieved from
https://www.logicalfallacies.info/

University of California, Berkeley. (2018). *How to read citations: Examples.*
Retrieved from http://guides.lib.berkeley.edu/citations

University of Wisconsin, Milwaukee. (n.d.). *Intrepreting Citations.* [PDF
document]. Retrieved from http://guides.library.uwm.edu
/ld.php?content_id=16667445

Kreisinger, E. (2014, June 27). "The impending death of the YouTube mashup."
The Daily Dot. Retrieved from https://www.dailydot.com/via/youtube-mashup-
remix-copyright-universal/

Pinola, M. (2013, September 19). "How to use mind maps to unleash your
brain's creativity and potential." *Lifehacker.* Retrieved from https://lifehacker.com
/how-to-use-mind-maps-to-unleash-your-brains-creativity-1348869811

Anderson, R. (2015, December 15). "Open access and academic freedom."
Inside Higher Ed. Retrieved from https://www.insidehighered.com/views/2015/12
/15/mandatory-open-access-publishing-can-impair-academic-freedom-essay

Murphy, K. (2016, March 12). "Should all research papers be free?" *The New
York Times.* Retrieved from https://www.nytimes.com/2016/03/13/opinion/sunday
/should-all-research-papers-be-free.html

Collins, K. (2017, September 7). "An academic publisher is trying to kill Sci-Hub,
the 'Pirate Bay of science.'" *Quartz.* Retrieved from https://qz.com/1071093
/an-academic-publisher-is-trying-to-kill-sci-hub-the-pirate-bay-of-science/

Coates, T. (2017, October). "The first white president." *The Atlantic.* Retrieved
from https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-
president-ta-nehisi-coates/537909/

Packer, G. (2017, September 15). "George Packer responds to Ta-Nehisi
Coates." *The Atlantic.* Retrieved from https://www.theatlantic.com/notes/2017/09

/ta-nehisi-coates-george-packer-white-president/539976/

Giles, J. (2013, April 10). "Free for all? Lifting the lid on a Wikipedia crisis." *New Scientist.* Retrieved from https://www.newscientist.com/article/mg21829122.200-free-for-all-lifting-the-lid-on-a-wikipedia-crisis/?full=true#.VQdtlI7F_ms

Faculty are encouraged to make all materials accessible.   Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, http://www.cpp.edu /~accessibility

VI. Minimum Student Materials

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Materials*	Access to computers
	Internet access
	Tools for taking notes/completing assignments (pen/paper, laptop, mobile device, etc.).
	Course textbook:
	Upson, M., Hall, C.M. and Cannon, K. (2015). *Information now! A graphic guide to student research.* Chicago: University of Chicago Press.

VII. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*	Computers (labs and library), University Library, Blackboard, library information literacy classrooms.

VIII. Course Outline

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

- **Module 1: What is Information?**

  -

  -
  -

- **Module 2: Asking Questions**

  - Lesson 1: Exploring a Research Question
  - Lesson 2: Doing Background Research
  - Lesson 3: Planning a Research Project
  - Lesson 4: Wikipedia Lab 2: Planning your Wikipedia Research Project

- **Module 3: Finding Answers**

  - Lesson 1: Keyword Searching and Boolean Operators
  - Lesson 2: Subject Headings and Classification Schemes
  - Lesson 3: Databases: General vs. Specific
  - Lesson 4: News, Images and Other Specialized Types of Databases

- **Module 4: The Cost/Value of Information**

  - Lesson 1: Intellectual Property and Citation
  - Lesson 2: Citations and How to Read Them
  - Lesson 3: Wikipedia Lab 3: Citing Your Work in Wikipedia
  - Lesson 4: Intellectual Property and Fair Use
  - Lesson 5: Intellectual Property and Open Access
  - Lesson 6: Copyright and Creative Commons
  - Lesson 7: Wikipedia Lab 4: Finding Wikipedia Appropriate Images and Adding them to an Article

- **Module 5: Who's an Expert?**

  - Lesson 1: Fake News and Alt Facts
  - Lesson 2: Logical Fallacies: Bad Reasoning Makes for Bad Information
  - Lesson 3: Wikipedia Lab 5: Writing from a Neutral Point of View
  - Lesson 4: Scholarly vs. Popular – Evaluating the Difference Between Source Types
  - Lesson 5: Evaluating Information in a Variety of Formats
  - Lesson 6: Inquiry on the Internet – Evaluating Web Sites
  - Lesson 7: Applying Authority to a Research Topic with Opposing Viewpoints

- **Module 6: Joining the Conversation**

  - Lesson 1: The Conversational Nature of Sources
  - Lesson 2: Different Types of Scholarly Conversations
  - Lesson 3: Tracking a Scholarly Conversation
  - Final Work Period 1
  - Final Work Period 2

IX. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such as the use of particular tools or software.

The following instructional methods will be used to help students to achieve the course outcomes, including:

1. Brief lectures and demonstrations
2. Readings and videos
3. Small and large group discussions of assigned readings/videos and key course concepts
4. Hands-on activities, providing practice with the IL skills assessed in the assignments
5. Reading/viewing quizzes
6. Written assignments focusing on different aspects of the research process with opportunities to revise after receiving feedback
7. Online Wikipedia trainings

X. Evaluation of Outcomes

Describe the methods to be used to evaluate students' learning, i.e. written exams, term papers, projects, participation, quizzes, attendance, etc. *

Evaluation Methods and corresponding Course Learning Outcomes

1. Daily reading quizzes focused on readings and key course concepts. (LO's 1,2,3,4,5)
2. Daily hands-on activities that apply the concepts covered in class. (LO's 1,2,3,4,5)
3. Wikipedia Labs that reinforce the concepts covered in class and help the students prepare for their course final. (LO's 1,2,4)
4. Discussion board posts (and required responses to colleagues) focused on the concepts covered in class (Evaluated with a Discussion Board rubric). (LO 1)
5. Writing assignments that walk the student through the various steps of the research process, including topic selection, search strategies, source evaluation and citation. (Each evaluated with an assignment rubric). (LO's 2,3,4,5)
6. Wikipedia final in which students apply the concepts and skills learned in class through the improvement of a Wikipedia stub with added information, sources and images. (Evaluated with a rubric.) (LO's 2,3,4,5)

Describe the required meaningful writing assignments to be included. *

Research Plan Assignment: Students submit a written plan in which they identify their Wikipedia stub and describe what it is about. They are also expected to identify areas that can be improved in their selected Wikipedia stub, and the information and resources they will need to improve the stub.   Finally, the students are expected to provide a draft schedule of their research project, using the project's due date as a deadline.

Search Tools & Strategies Reflective essay: Students brainstorm and employ

various search strategies using different search tools, and then they reflect on the search strategies and tools that yielded the best results.

Annotated Bibliography Assignment: Students provide a bibliography formatted in APA style of the sources they have selected to use for their final project. Entries must include a description of each source, and explanation of where the source was retrieved and how they intended to use the source to improve their selected article. If the source is an image, the students must also explain how the source meets Wikipedia's copyright standards for image use.

Source Evaluation Essay: Students write an essay in which they evaluate each of the sources they have selected for their final project according to the criteria of currency, relevance, authority, accuracy and purpose.

Wikipedia Final: Students improve a Wikipedia stub they have selected by adding information and citations from reliable sources and images that meet Wikipedia's copyright standards. Student writing will be assessed for how well it works within the flow of the article and how it meets Wikipedia's neutral point of view standards.

These meaningful writing assignments are graded with rubrics as well as specific individualized feedback from the instructor about how to improve. Students are given the opportunity to revise based on feedback.

Discuss how these methods may be used to address the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes. *

Evaluation Methods and corresponding Course Learning Outcomes

1. Daily reading quizzes focused on readings and key course concepts. (LO's 1,2,3,4,5)
2. Daily hands-on activities that apply the concepts covered in class. (LO's 1,2,3,4,5)
3. Wikipedia Labs that reinforce the concepts covered in class and help the students prepare for their course final. (LO's 1,2,4)
4. Discussion board post (and required responses to colleagues) focused on the concepts covered in class (Evaluated with a Discussion Board rubric). (LO 1)
5. Writing assignments that walk the student through the various steps of the research process, including topic selection, search strategies, source evaluation and citation. (Each evaluated with an assignment rubric). (LO's 2,3,4,5)
6. Wikipedia final in which students apply the concepts and skills learned in class through the improvement of a Wikipedia stub with added information, sources and images. (Evaluated with a rubric.) (LO's 2,3,4,5)

Evaluation of Student Assessment	GE Learning Outcomes E

	1a	4a	4b	4c
1. Daily Reading Quizzes	X	X	X	X
2. In-class hands-on activities	X	X	X	X
3. Wikipedia Labs	X	X		
4. Discussion Board Post	X			
5. Writing Assignment	X	X	X	X
6. Wikipedia final	X	X	X	X

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

Evaluation Methods with GE Learning Outcomes (GELOs)

1. Daily reading quizzes focused on readings and key course concepts. (GELO's 1a, 4a, 4b, 4c)
2. Daily hands-on activities that apply the concepts covered in class. (GELO's 1a, 4a, 4b, 4c)
3. Wikipedia Labs that reinforce the concepts covered in class and help the students prepare for their course final. (GELO's 1a, 4a)
4. Discussion board post (and required responses to colleagues) focused on the concepts covered in class (Evaluated with a Discussion Board rubric). (GELO 1a)
5. Writing assignments that walk the student through the various steps of the research process, including topic selection, search strategies, source evaluation and citation. (Each evaluated with an assignment rubric). (GELO's 1a, 4a, 4b, 4c)
6. Wikipedia final in which students apply the concepts and skills learned in class through the improvement of a Wikipedia stub with added information, sources and images. (Evaluated with a rubric.) (GELO's 1a, 4a, 4b, 4c)

Evaluation of Student Assessment	**GE Learning Outcomes E**			
	1a	4a	4b	4c
1. Daily Reading Quizzes	X	X	X	X
2. In-class hands-on activities	X	X	X	X
3. Wikipedia Labs	X	X		
4. Discussion Board Post	X			
5. Writing Assignment	X	X	X	X
6. Wikipedia final	X	X	X	X

XI. <u>**Course/Department/College Specific Requirements (OPTIONAL)**</u>

Department/ College Required ECO Information (Optional)	

FOR OFFICE OF ACADEMIC PROGRAMS USE ONLY

AY Proposal Submitted	2018-2019
AY Proposal Implemented	
PS Academic Group	99-ALL UNI
PS Academic Organization	131-ALLUNI
Course Type	Library
Impact Report (for modified courses only)	☑ Attached

FOR ACADEMIC SENATE OFFICE USE ONLY

Senate Referral Number	GE-015-189
Senate Report Number	